

As for what mistakes to correct, every teacher knows best where her own class is weak; but perhaps every one of us has to struggle more or less against the misuse of the past tense and the past participle of strong verbs. Suppose your children say "I haven't saw," "I could have went," etc. Begin the lesson with a conversation. Ask such questions as the following, requiring a complete sentence for each answer:—"What do you see now? What did you see before school? where does he go every day? Where did he go yesterday? Where has she just gone?" etc. Put on the board the forms: "I see, I saw, I have seen, etc., and below, the following sentences:

I — it now.

I — it yesterday.

I — just — it.

He — there everyday.

He — there yesterday.

He — just — there.

Have the children dictate to you the proper words to fill the blanks. Then drill steadily, separately and simultaneously, on these sentences, first with the verbs before them, then with verbs erased.

The seat work may be varied to suit different stages. The more advanced pupils may write sentences of their own to show the correct use of the forms. Slower ones should have hektographed copies of sentences like those on the board, and either fill in the blanks with the proper verb, on the copy given, or copy the sentences, filling in the spaces, on their own paper.

For more backward children still, or where it is not advisable to set written work, use the following device. Hektograph the sentences on heavy paper and cut them up into separate words. (The covers of old exercise books are convenient for this.) Give each child a set of these in an envelope, and let him arrange the sentences on his desk.

Two or more regular lessons may be necessary on the same verbs, or it may be enough to review a little when taking up different ones. If any one mistake is conspicuously prevalent, try, by some such incentive as I have mentioned, and by appealing to the children's ambition, to banish it from the room.

Other common errors that should be attacked are: "There is" or "there's" for "there are." "He

don't" for "he doesn't." "I ain't," "they ain't." The difference between *shall* and *will*, *may* and *can*, can be taught as I have said, very early, by drilling. But any treatment of *lie* and *lay*, *sit* and *set*, should be postponed until there is understanding of a grammatical object, as also, I think, should lessons on the all too common mistake "She called Tom and I." But of course, the correct form should always be given and repeated, when a mistake is noticed.

Useful suggestions and drill exercises will be found in the following books:

"The Mother Tongue." Book I. Arnold & Kittredge. Ginn & Co., Boston. 50 cents. "Elementary English Composition." Huntingdon. The Macmillan Co., Toronto. "Language Lessons from Literature." Book I. Cooley. Houghton, Mifflin & Co., Boston.

DIRECTIONS FOR MAKING AND USING A HEKTOGRAPH.

A recipe for a hektograph was given only a short time ago in the REVIEW; but rather more detailed directions are offered, in hopes of inducing every teacher to possess herself or himself of this most useful tool.

Five ounces commercial gelatine; 24 ounces (a little more than a pint) glycerine; 18 ounces (a little less than a pint) water. Break up the gelatine and drop into boiling water, stirring constantly, as it easily burns. When entirely dissolved, add the glycerine. Boil for five minutes after the mixture has come to boiling point. Pour off into a pan, breaking any bubbles that may form.

Any shallow tin baking pan will do. This recipe makes a good filling for a pan 10x12. A cover is not necessary, though useful to keep out dust. Both ingredients may be had from the wholesale drug dealers for forty cents a pound, but not less than a pound will be sold. The ink is most important. The only satisfactory ink, in the writer's experience, is the Simplex, made by Lawton & Co., 30 Vesey street, New York. For the first copy, a fairly good quality of paper is desirable; for the duplicates, grocer's white paper, or any of the cheapest paper—un-glazed—obtainable, does very well. When the jelly is perfectly cold and firm it is ready for use. Write copy with a clean pen, and when dry lay it on the jelly, pressing it on evenly and closely. Leave for about two minutes, or longer if more than twenty copies are required. The copies are made by pressing the paper on the surface, removing almost at once. As many as one hundred copies can be taken from one impression. As soon as the copies have been taken off wash the surface with warm water and a sponge. Care should be taken not to use very hot water. All traces of ink need not be removed, unless the jelly is to be used again at once.

Bees don't care about the snow!

I can tell you why that's so:

Once I caught a little bee

Who was much too warm for me!

—Little Folk Lyrics.