

2. Arrange columns of words, each containing words commencing only with a certain letter, as *b, c*, etc., to be read in the same manner.

8. Arrange columns of words, each containing words ending with a certain final letter only, as *e, y, r*, etc.

4. Arrange columns of words, each containing only a certain vowel letter, as *a, e, i, o*, etc.

5. Arrange columns of words, each containing only one syllable

6. Arrange columns of words, each containing only two syllables, three syllables, etc.

7. Arrange a column of words, each to contain only words commencing with capital letters.

#### NUMBERS.

There has been an opinion quite prevalent that numbers can be best taught without a text-book. This may be true when the text-book contains but little beside definitions, rules, and principles; yet a text-book constructed on the principle of providing ample work for the restless "little ones" will save a teacher many days of annoyance, and materially aid in the pupil's present and future progress. The following are a few of the exercises which can be given to a class of beginners:

1. Copy figures from blackboard on slate.

2. Copy figures from text-book on slate.

8. Copy figures from text-book on blackboard.

4. Arrange groups of corn-grains to correspond to the unit value of figure, as 1, 6, 8, etc.

5. Arrange groups, strokes, to correspond to the unit value of figures.

6. Arrange, on slates, tables in addition copied from blackboard, thus:

$$1+3=4$$

$$5+2=7$$

$$4+2=?$$

$$8+2=?$$

$$0+2=? \text{ etc.}$$

$$2+4=? \text{ etc.}$$

To be computed by the pupils, and read as a class exercise.

7. The pupils to copy and complete tables on slates from a text-book, to be read as a class exercise.

8. The pupils to copy and complete on blackboard from text-book, in the same manner.

The teacher should vary the exercises in all primary instruction, as the child tires of sameness. Such subjects only should be given as come within the mental understanding of the child, and the greatest possible variety of methods of presentation should be employed.—*The Teacher*.

#### KEEPING AFTER SCHOOL.

There are few schools where this is not practised as a punishment; it is believed to be necessary. But is it? Once flogging in the navy was deemed necessary; nay, it was once thought that flogging in the schools was a necessary part of the exercises. Why has this changed? Now, it will not do for the teacher to say there must be some punishment, or the school discipline will run down. What, after all, has the teacher to depend on to maintain order; I mean the real basis? Is it in him or is it in the pupil? Evidently it must be in the latter. Then let the teacher as fast as possible lean on his pupil to maintain order and not on himself. Let us illustrate.

John Smith was employed to teach in a private school where thirty boys were assigned to him. He learned that he could not punish, and that he must keep good order and make the boys happy too. Having been bred in a public school he was at a loss what to do. He kept a boy after school, and was surprised to hear him say as he departed: "I need not have stayed if I had not a mind

to; because my mother wrote a note to have me come home as soon as school was out."

Here was a queer state of things. The teacher elicited that the boy stayed because he felt it would be "bad for a new teacher to be treated just in this way." In other words, he had been actuated by the noblest motives towards him personally.

The next day he said to the boys: "Boys, try and not be kept after school; I want to take a walk to-night, as I am very tired from teaching at night. You know how you feel yourselves." This answered a good purpose. But one night a boy was kept, and the teacher was surprised to hear the lad say, "Mr. Smith, you need not stay; I can recite to one of the other teachers; one always stays with some boys. You go and take a walk."

"No," said Mr. Smith, "you can go with me and we will talk over the lesson."

Afterwards he appointed all boys who wished, to assemble a half hour earlier in the morning; the understanding was that that department should not stay after school under any consideration. By assiduous labor the habit was broken up, for it was but a habit.

The only resource for the teacher is in his pupils. Can he develop in them such a respect for him, for themselves, for the school, that they will strive not to be kept in? Of course this will be easier with those who are grown up than with the younger ones; but the younger should not be kept in. The great rule is to do all the work you can, get your pupils to do all they can, and then cheerfully dismiss them.—*New York School Journal*.

#### ADVANTAGES OF DRAWING.

PROF. J. V. MONTGOMERY.

##### I. EDUCATIONAL.

1. *It trains the hand and sharpens the vision.*—The hand, in the first attempts at drawing, makes only zigzag lines, but by repeated effort it becomes almost as accurate in its free movements as if guided by ruler and compass.

The eye is required to examine carefully all the parts of an object designed to be drawn, to judge of lengths, directions, and spaces, of relations and proportions, and then to compare the prawning in progress with the object itself and decide upon the accuracy of the work. As picture after picture is made, the eye becomes more accurate and catches more quickly all the salient points of an object, seeing it more fully in all its parts and relations. From examining accurately for the purpose of reproducing in a picture, there grows up the habit of observation, that will not pass by any object in nature or art without a critical examination of it in all its detail of light and shade. The eye is trained to see things, and to see everything.

2. *It furnishes excellent exercise for conception, memory, and the imagination.*—Drawing contemplates not only the work of copying objects as they are seen in nature and in art, but also in representing all the properties of the individual of a class, combining them in one picture which shall resemble not any one object, but shall be the highest type of the whole class. It teaches the pupil to draw not only the particular object, but also the typical object. A course of drawing, then, it is evident, would tend to beget a habit of generalization, and thus the conception be largely exercised and developed.

The person who practises drawing finds it necessary to carry in his mind forms which, when presented, could not, owing to circumstances, be copied. Pupils in a course of instruction, in order to prepare them for such exigencies, are required to draw frequently from memory, and thus this faculty receives abundant exercise.