

from a verb. The Iliad embodied the rules of grammar, without the author being conscious of them; the rules of grammar were derived from the study of the Iliad. This is also the natural order—practice precedes theory, the art comes before the science—and should be followed in the early lessons on language.

Another principle is that language lessons should lead to, and be the basis of, grammatical instruction. Most of our text-books on language lessons invert this order by basing the lessons in language on grammar. This is a very great mistake, and vitiates the whole course of instruction. The language lessons should prepare for, and lead up to, grammar. Grammar may then return the favor and aid in the correct use of language. Thus art gives birth to science, and science reciprocates the favor and gives perfection to art. The study of grammar, therefore, should not be begun until such a course in language lessons, as is suggested, has been completed.

Such lessons should be begun as soon as the child can write. Before this it should be required to commit and recite little poems and pieces of prose. If it can hear good models of conversation, it will be of very great advantage in the culture of correct expression.

*Course of Lessons.*—We shall now present an outline for a course of Language Lessons suitable for beginners. This is a mere outline, and is to be filled out by the teacher in actual instruction.

1. Require pupils to write the names of objects. Write the names of ten objects; the names of objects in the school-room; objects in the house; objects they can see by looking out of the window; objects they saw in coming to school, etc.

2. Require pupils to write the names of actions. Write the actions of a child; of a bird; of a dog; of a cat; of a fish; of a horse; of a cow; of a cloud; of a river, etc.

3. Require the pupils to write the names of objects with the names of actions, forming a sentence. Give the name of the object, requiring them to give the name of the action; also give them the name of the action, requiring them to give the name of the object.

4. Lead pupils to an idea of a sentence, as asserting something of something. Lead them to see what is a telling or declarative sentence, an asking or interrogative sentence, and a commanding or imperative sentence.