

admiring nations has gained his power to influence by the practice of oratory. And so the art of easy, graceful and intelligent conversation and elegant composition is acquired by conversing and writing. These examples drawn from the theatre of busy life serve to illustrate the relative importance of school recitation and indicate the manner in which it should be conducted. I come, then, to consider—

10. *The discipline of instruction.*—I will here distinguish between instruction and recitation. The former is the business of the teacher; the latter belongs exclusively to the scholar. The object of the one is to impart information, induce study, and awaken thought; the object of the other is to express the thoughts which the scholar has acquired by study, observation and reflection. School instruction serves, as has been suggested, to render acquired knowledge more definite and conceptions more vivid, and cultivates the power and habit of expression. And all these exercises—study, recitation, and instruction—have one common end to accomplish, viz., discipline.

In speaking further of the discipline of instruction, I should consider the different methods which have been adopted.

NATURAL METHOD OF TEACHING.

Primary instruction will first occupy our attention. The untrammelled child in the nursery has a happy way of acquiring knowledge and discipline. His home, the little world in which he lives, is now his school. The domestic animals his playmates, and his toys occupy his attention and awaken his interest. His mind is fully alive to every object his eyes behold. Observe, now, the natural process of learning, and from this learn the natural method of instruction. First the object, then its name, and finally its nature and uses. The child never deals in abstractions, nor troubles himself by unnecessary elements of which that object is composed. He cares nothing for the etymology of the name, nor the sounds which, combined, give it expression. He knows it at sight, and can speak it without hesitation. Its utility he now discovers, and values it only as he can turn it to some practical account.

Now transfer that child to the school room, and common sense teaches that the object and word method of instruction must be continued in distinction from the alphabetic. The word method begins with the words found in the book, and the child learns to read