

seven or eight. He finds his mispronunciation, which, when he was only two year's old, called forth an amused smile, now frowned upon, or at least treated to a sorrowful half-smile. He does not see the reason why, but the icy look freezes up his curious expressions, and gradually he learns to speak like those around him. But this freezing process is very injurious to him. He becomes unduly silent in the presence of older people. He becomes shy and awkward, loses confidence in himself, and is anxious to hide away what he considers *now* to be infirmities. A great deal of the shyness and hesitancy in children is attributable to this cause, and one of the first efforts of the teacher should be by gentleness and forbearance to remove this great obstacle to the advancement of children.

It is when he has dropped most of those expressions peculiar to babyhood, and has acquired the English tongue as spoken by his parents, that the child is introduced to the teacher. The work of the teacher now, is to correct the errors made by the parents in the pupils education, and to finish or continue the work which has been left in various stages of incompleteness in the individual child.

The best way of bringing out the various faults of speech for correction, is to tell a story and have it re-told by the children, or to invite the children to discuss current events in the most considerate manner, correcting or having the children correct the faults made. It is often, however, well to allow mistakes to pass, until you have gained the confidence of the children, or your efforts will frequently be frustrated by shyness. One advantage in the plan of story-telling is, that the child, by practice, becomes more and more skilled in the use of English, and as it is necessary that the English the child uses should be good, a story should never be told in a halting, aimless, rambling manner, but should be expressed in the clearest, neatest, and most eloquent language at the command of the teacher. This does not mean the using of long words and high-sounding expressions. It should be a model for the child, as the model, whether good or poor, will be readily copied by him. The words used should always be chosen for their appropriateness to the subject. So that, if a large word is better than a smaller one, do not be afraid to use it. The ability of children to pick up large words is wonderful.