at the outset of his studies (as the grammars do) that the Latin dative means the case of the remoter object, and you will merely add another grain to that heap of evidence which is slowly accumulating in his mind that learning is a thing unsuited for a young person of sense and spirit. Yet easy logical exercises would be a pleasant task for the same intellect which rejected the definition of the dative. The grammar-book — the scientific part of it — is simply too hard. High Grammar is fit to range with high astronomy or metaphysics. One actual teacher of boys, at all events, will hereby venture to question whether the meaning of an aorist is really ever grasped by any one below the age of twenty. He has found boys interested and intelligent when the nature of a syllogism or the fallacy of a proverb are explained to them; he doubts whether he has ever thoroughly conveyed to the mind of any one pupil the difference between *ou* and *me*, (negative).

Let it be observed how naturally our view agrees with the practical demands of education. It is confessed that most boys gain very little from the knowledge of Greek and Latin that they pick up at school; and even if (which is devoutly to be wished) those only pursued the study of language who were likely to make some progress in it, still, at the best, it would be but a few who would be in at the death when it came to the dissection of the particles. In a word, very many learners can never master Grammar to any real purpose. The order of instruction which we claim as natural would then be also the most convenient. The mass will be able, when they cease their education, to know something of what the Greek and Latin writers said; the select few will have found their way on to the secondary goal, which but few of the writers themselves ever reached, that of understanding the exact physiology of their language. True, the study which we speak of as second in point of time will practically follow along with the mere parlance in the case of a clever boy. One group of phenomena in language well perceived, the synthesis and comparison and arrangement of these and other groups will not be an affair of difficulty. It is not to be supposed that the acquaintance with the speech itself must be perfect before the other study commences. This is not the way in which any branch of knowledge subordinates itself to another; but the first may be, and ought to be, the measure of the second. Let things be known in the rough, before they are polished into shape. A grain of showing is worth a bushel of telling, whether the topic be a handicraft or a virtue, the performance of a trick of cards or the construction of an infinitive mood.

(To be concluded in our next.)

Suggestions for Teachers.

It can not be necessary to insist on the importance of a careful preparation of lessons. There are, no doubt, some which the teacher may be expected to give adequately without special preparation, in virtue of his general knowledge and cultivation of mind; but there are others which will generally require more or less of this preparation for their effective teaching. Some will require it for one thing, some for another. In some it may be necessary in order to give him the necessary extent of knowledge. When the subject is of a familiar sort, it may seem to him that his general information is sufficient to warrant him in at once entering on its exposition; but if he will reflect that he is about to give the pupil those fundamental notions of the thing on whose soundness the character of all subsequent knowledge of it will depend, he may perhaps be led to doubt whether his information is sufficiently extensive, or his conceptions sufficiently clear for that purpose. Without preparation, he will be very apt to dwell on what he happens to remember, rather than on what is important; and he will often find that some of the links have slipped from his grasp, which are essential to connect the parts of his subject. The habit of teaching from inadequate knowledge is, as has already been remarked, the cause of much profitless and uninteresting labor, not only to the pupils, but to the teacher himself. Other lessons will need preparation with a view to their arrangement. Even when one has a thorough knowledge of a subject, he can seldom fall into the best plan of communicating it *without* previous reflection; the simplest and most elementary subjects are no exception to this rule. Finally, many lessons will require preparation with a view to their illustration. To find suitable illustration is often the most difficult thing in a lesson; certainly it will not present itself unless it be sought for. When the illustration is to be drawn from objects of any kind, the teacher will generally find it expedient to examine them beforehand; his references to them will be more definite and confident when made, not to his idea, but to his experience of them.

But besides the direct preparation required for his daily work, there is an indirect preparation of a still higher kind, and fertile in a still richer influence. He who is engaged in forming the minds of the young, should not only teach; he should also be a learner. He should have his own subject of private reading and of private study, no matter whether this be allied to the subjects of his professional work or remote from them, it will contribute to their vigorous and effective handling. For it will keep his mind fresh and flexible, and his sympathy with his pupils' efforts and difficulties tender and buoyant. The teacher who has no private reading has no love for reading, and is therefore destitute of that living spirit which alone can inspire his pupils with that love. The substance of his knowledge has become common-place by the daily tear and wear of communication; it has as little beauty or interest for himself as for his pupils. When he ceases to learn, he descends to a position below that of his scholars; for to be learning is the highest intellectual tendency of our nature. We would admonish him, therefore, that he "ought to be perpetually learning, and so constantly above the level of his scholars." "I am sure," says Dr. Arnold, of his pupils, "that I do not judge of them or expect of them as I should, if I were not taking pains to improve my own mind."

The young teacher will find the preparation of his lesson materially aided by making a sketch of it in the form of notes. These should not be limited to the mere heads of instruction; in which form they would be too general to serve the end for which they are framed. On the other hand they should not consist of a minute series of questions, such as it may be supposed the lesson will actually present when given. A lesson whose form is thus predetermined is never successful—being of necessity deficient in that elasticity and that adaptation to thoughts suggested in the very act of teaching, which are of the essence of successful instruction. The notes should contain the principal topics to be touched on, arranged in the order in which they are to be taught, and so as readily to catch the eye, and also the illustrations to be used under each. It would further be expedient for the teacher to reflect beforehand on the manner in which he shall present the several parts of a subject; for all else, his language, his questions, and the precise degree of attention to be paid to each point, he must trust to his skill in teaching, which, as it is a habit, can not be got up for particular lessons. These notes should not be used in the process of teaching. A lesson seldom succeeds which is taught with frequent reference to written notes, the hesitation and interruption thus caused being very unfavorable to sustained attention from the pupils.

The substance of them should be lodged in the teacher's memory, so that during the actual teaching nothing may come between his own mental activity and that of his class.

The labor involved in preparation amply repays itself. The teacher who undergoes it feels his motives to duty strengthened and elevated. Conscious that his instruction becomes of value and interest, in consequence of the labor he has expended on it, he desires, like all in a similar position, to obtain an adequate return for that labor on the part of those for whom it is undergone. He teaches, not in the spirit of routine, but because he has something to say. He is anxious that his pupils should exercise their intelligence on what he has prepared for them; he appeals almost unconsciously to their love of knowledge; and he