

**III. Method.**—This includes the orderly and logical arrangement of the facts to be learnt; the right employment of questions, of illustrations, and of ellipses; judicious recapitulation at the end of each division of the subject; exhaustive recapitulation at the end of the lesson; spelling of difficult words; careful registration of the facts in order on a black-board, as soon as they are learnt; and many other points. The commonest errors in the method of a collective lesson are the employment of technical terms before the use or need of them has been understood; the neglect of the inductive process; the telling of facts which could with a little trouble have been elicited from the children; the too rapid transition from one fact to another, before the first has been thoroughly understood; the careless uses of ellipses in cases where they are supplied merely by echoing a word just uttered; the unequal distribution of questions throughout the class, by which a number of the scholars are often wholly neglected, and the readiness to depend on simultaneous answers. The method of a lesson is always defective if thought is not encouraged on the part of the children; if they have not been led to observe minutely and attend carefully; if the sequence of facts and reasonings and moral lessons is not perfectly logical and natural; or if the children have not been led to desire the instruction even before it was imparted.

**IV. Illustration.**—This may be of two kinds—visible, and nearly verbal: the former should, whether in the form of maps, pictures, diagrams, models or objects always be simple, unencumbered, plain, and very intelligible. Much judgment is required in the selection of the best illustrations of this kind, and still more in the dexterous and effective use of them. The oral illustrations depend on the pictorial or descriptive power of a teacher, and form a most important element in the success of a lesson; they require to be skilfully chosen, and to be put forth in the simplest language; they may, unless great care be taken, betray a teacher into redundancy and looseness, and if the analogies or similes be not perfectly sound, they are very apt to mislead learners, and leave false impressions. Hence, in judging of the value of such illustrations as are employed in a lesson, it is necessary to consider first their fitness and appropriateness; and secondly, the discretion and judgment with which they are used.

**V. Manner.**—If this is pleasing and yet dignified—if the teacher can manifest sympathy with the class, and yet show a determination to teach—if he is selfpossessed and free from embarrassment, and yet not hard, arrogant, or sarcastic—the success and moral value of the lesson will be in a great measure secured. Among young teachers especially, there is often a tendency either to an ungentle and harsh demeanour which repels the learners, or a familiar and jocose style, which does still more mischief. The characteristics of a good manner in lesson giving are ease and alacrity of movement, quickness of observation, earnestness, and a demeanour which, while it invites confidence, secures authority, and rivets attention.

**VI. Discipline.**—No lesson can be regarded as successful, in which the order of the class is not sustained from beginning to end. If the first symptoms of disorder and inattention are not instantly detected and checked; if the supervision is not complete and effective over every child; if any needless threats are uttered, or if, after announcing any intentions as to rewards and punishments, the teacher fails to fulfil these intentions, the lesson will be defective in this important particular. Of course, the main preservatives for the discipline of a class are the interest and general attractiveness and efficiency of the teaching; but next to this, order will be found to depend on vigilance, and on quickness of eye and of ear, on the teacher's part, as well as on the firmness with which he insists on obedience to all his commands.

**VII. Results.**—Finally, the success of every lesson can only be judged of by the result. If the final recapitulation shows that little has been really appropriated by the children, or if, when they are tested by written examination, or otherwise they cannot reproduce what has been taught, the lesson must be regarded as a failure. No apparent skill in the design, or clearness in the delivery of the lesson, will compensate for deficiency under this head. In summing up the merits of a lesson, it will, therefore, be necessary to take into account, first, the number of facts which have actually been received and understood by the learners; and, secondly, the proportion of the whole number of learners which has thus received and understood them. Both of these circumstances require to be well considered.

It is in the belief that model lessons for criticism are now given much more frequently than heretofore in good schools, and the pupil-teachers and assistants generally will find the systematic criticism of such lessons a very valuable exercise, that we have

thus sought to enumerate some of the main points to which attention should be directed in estimating the success and excellence of gallery lessons generally.—*Educational Record.*

### Improprieties of Speech.

We often hear persons speak of "an use," "an union," etc. As properly might they say "an year." When *u* at the beginning of a word has the sound of *yoo*, we must treat it as a consonant, and use *a* instead of *an* before it. So in the word *one*, the vowel sound is preceded by the consonant sound of *w*, as if it were *aw*; and we might as properly say "an wonder," as say "such an one." Before words commencing with *h* silent, *an* must be used; as "an hour," "an honest man," etc. Before words commencing with *h* aspirated we use *a* as "a hope," "a high hill," "a humble cot," etc. Do we asphäre the *h* in *humble*? Yes. So say Webster and the most modern authorities.

It is a common mistake to speak of a disagreeable *effluvia*. The word is *effluvium* is the singular, and *effluvia* is the plural. A similar form should be observed with *automaton*, *arcantum*, *erratum*, *phenomenon*, *alluvium*, and several other words which are less frequently used, and which change the *um* or *on* into *a*, to form the plural. In *memorandum* and *encomium*, usage has made it allowable to form the plural in the ordinary way, by the addition of *s*. We may say either *memorandums* or *memoranda*, *encomiums* or *encomia*. A man, who should have known better, remarked the other day, "I found but one errata in the book." Erratum, he should have said; one erratum, two or more errata.

There is an awkwardness of speech prevalent among all classes of American society in such sentences as the following:—"He quitted his horse and got on to a stage-coach;" "He jumped from the counter on to the floor;" "She and it on to a dish;" "I threw it on to the fire." Why use two prepositions where one would be quite as explicit, and far more elegant? Now, in the present day, would think of saying, "He came up to the city for to go to the exhibition," because the preposition *for* would be an awkward superfluity; so is to in the examples given. There are some situations, however, in which the two prepositions may with propriety be employed, though they are never indispensable; as, "I accompanied such a one to Bridgeport, and then walked on to Fairfield." But here two motions are implied, the walking onward and the reaching of a certain point.

There seems to be a natural tendency to deal in redundancy of prepositions. Many people talk of "continuing on." I should be glad to be informed in what other direction it would be possible to continue.

It is illiterate to put the preposition *of* after the adverb *off*; as "the satin measured twelve yards before I cut this piece off of it;" "the fruit was gathered off of that tree;" "he fell off of the scaffolding."

There is an inaccuracy connected with the use of the disjunctive conjunctions *or* and *nor* by persons who speak in the following manner:—"Henry or John are to go to the lecture;" "His son or his nephew have since put in their claim;" "Neither one nor the other have the least chance of success." The conjunctions disjunctive *or* and *nor* separate the objects in sense, as the conjunction copulative unites them; and as, by the use of the former, the things stand forth separately and singly to the comprehension, the verb or pronoun must be rendered in the singular number also; as, "Henry or John is to go to the lecture;" "His son or his nephew has put in his claim;" "Neither one nor the other has the least chance of success."

Many people improperly substitute the disjunctive *but* for the comparative *than*; as, "The mind no sooner entertains any proposition, but it presently hastens to some hypothesis to bottom it on."—Locke. "No other resource but this was allowed him;" "My behaviour," says she, "has, I fear, been the death of a man who had no other fault but that of loving me too much."—Spectator.

Sometimes a relative pronoun is used instead of a conjunction, in such sentences as the following: "I do not know but what I shall go to New York to-morrow;" instead of "I do not know but that," etc.

Never say "cut it in half;" for this you cannot do, unless you could annihilate one half. You may "cut it in two," or "cut it in halves," or "cut it through," or "divide it;" but no human ability will enable you to cut it in half.

There are speakers who are too refined to use the past (or perfect) participle of the verbs "to drink," "to run," "to begin," etc., and substitute the imperfect tense: thus, instead of saying, "I have drunk," "He has run," "They have begun," they say "I have drank," "He has ran," "They have began," etc. Some of the dictionaries