

than English Grammar ; and yet, how often the teacher hears a new pupil say—"I can't learn Grammar"; or "I can't understand Grammar." In many cases, the pupil is not to blame ; for his previous teaching has perhaps been of such a cold, mechanical sort, that it is no wonder he has lost courage, and considers it the most hateful subject under the sun.

In the first place, then, assuming the pupils to have a knowledge of the parts of speech, drill the class on simple sentences until they thoroughly understand the terms *subject*, *predicate* and *object*. Illustrate these by means of sentences referring to objects found in the class-room. Then, teach them how to analyse, beginning with a simple sentence. For example :—John Jones has broken his glass inkstand." *John Jones*, subject: *has broken*, predicate: *inkstand*, object: his glass, enlargement of object. They all see Jones ; they see, also, the particular inkstand possessed by him ; and thus the sentence has for them a living reality.

Meanwhile have them copy into scribbling-books any definition which may be more concise, and more readily understood than the one given in the text-book ; but do away with all unnecessary definitions at first. Spend a portion of the time devoted to the lesson, in illustrating common errors in speech ; such as—"I done it"; "Get them things"; and direct their attention very frequently to the incorrect pronunciation of certain words, as, "Naow Johnny run and git the caow." Such practical exercises do much to relieve the dulness of grammar, and to ensure its application in daily conversation.

Thus might one similarly illustrate each subject of our Course : but enough has been said to show, that the successful teacher can be no mere imitator ; but must be able to adapt his teaching to fit the conditions and peculiarities of his pupils.

Finally, should the teacher, after all his efforts, feel discouraged over some untractable pupil, let him not sink under the sense of responsibility. The best of teachers cannot do it all : and therefore let him take consolation from these words of the eminent De Gérands :—

"If all the means of education which are scattered over the world, and if all the philosophers and teachers of ancient and modern times were to be collected together, and made to bring their combined efforts to bear upon an individual, all they could do would be to *afford the opportunity of improvement*,"