

graph begins and closes. The learner cannot acquire and retain this knowledge without becoming familiar with grammatical forms, and some standards of accuracy and clearness in the use of his mother tongue. His habits of thought will give him the idea of clearness in the orderly arrangement of his sentences in paragraphs, and why one order in sentences arrangement is preferable to another. The arrangement of words in sentence will reveal to him the necessity for an extensive and varied vocabulary. All of this presupposes some reading in order to fix the points in didactic instruction.

The point that I insist upon is this—that the teacher of English who has a cut-and-dried scheme, whatever grade the pupils may be, can never reach the best results. There should be no prescribed form except in the mechanical requirements mentioned. To follow models is to violate every instinct in nature by an attempt to level what no process, however great the pressure, can ever accomplish. The aim should be to get each pupil to express himself in his own way in the very choicest language possible. This should be the spirit and aim of all successful teaching. There must be instilled into the learner's mind the ambition to express himself well and in his own way, but his way should be such a one as embodies correctness, neatness, clearness and elegance. For the cultivation of exact expression, I know of no other species of composition equal to the written solution of a problem in arithmetic or algebra, ready to put into print. This develops logical consecutiveness,—each step in its proper place. The same exactness of arrangement in the treatment of other simple subjects will give the pupil a good idea of what is meant by logical unity in the unfolding of a subject. This appeals at once to the analytical faculty, and then it gives scope after

the analytical faculty has done its work for the imagination to embellish and adorn the facts in accordance with the canons of taste. Subjects that interest are generally the best to be assigned for composition, and it may be better not to give the same subject to all the members of the class. All slovenly, hasty writing in ward schools or high schools, just to answer questions or to take notes, can not be too strongly censured.

The idea that English is not to be taught except by those who are assigned to teach it, is one of those strange species of mental hallucinations that has its explanation in a clear misconception of the use and nature of our language. All instructions in our schools should tend in the same direction, and should not be running in cross currents.

No effort should be made to encourage learned writing in either ward or high school. The spontaneous effort—outburst of each one's individuality—is what should be aimed at. In due time the fine writing will take care of itself. Let the pupil be impressed with this solemn fact that if his writing gets into print, and it is not able to stand the tests of scholarship, it reacts upon him. Then he will most likely work to produce such writing as will reflect credit upon himself. The final rule upon which stress should be placed is that each one does his best every time he writes.

There is more unrest manifested in the present methods of teaching geography than in any other subject included in the common school curriculum. This change has been produced chiefly by a different conception as to the real issues involved in the subject matter and what factors are of the most importance to man with his fellow-man as exchangers of products—whether of the raw material or of manufactured articles. Under the old definition, geography was literally