

SUGGESTIONS TO TEACHERS.

1. It is proposed that the text-book shall not be placed in the hands of pupils until they are prepared to enter upon the studies of the *sixth* grade of the Common School Course. The introductory Lessons are designed for purely *oral* teaching. They do not constitute a complete treatise on elementary grammar, but simply embody the substance of the oral work outlined in the Course as preliminary to entrance on the formal study of the science.

2. In arranging the matter of these Lessons, two objects have been kept in view: first, to unfold in a clear and orderly manner the fundamental principles of grammar; secondly, to discourage all attempts to substitute for real teaching and learning the *memoriter* recitation of definitions and rules.

3. The Lessons are submitted as a general guide to teachers, who, it is assumed, are capable of clothing the outlines furnished with appropriate explanations and illustrations of their own. No class exercise should be begun by placing before the children a bald statement of the principle to be established. The latter should be *educated* by proper questioning from knowledge already possessed by the pupils, in connection with illustrative sentences on the black-board. The greatest care should be taken to unfold and impress by repeated practice in sentence-building the relations which the various elements of language sustain to one another. In a language like English, in which the same word may represent several parts of speech, it is in the highest degree important that children should learn to distinguish words by their *function* in a sentence.

4. The *divisions* of the Lessons have been determined by convenience of treatment, and have no reference to the *amount of work to be attempted at each recitation*. This must be left to the judgment of the teacher, who, however, is earnestly recommended not to attempt too much. It is believed that the Lessons may well occupy the whole time assigned to their subjects in the Course of Study. The aim should be to secure by frequent review and copious illustration a firm grasp of the rudimentary distinctions of language.

5. When the time has come for placing the text-book in the hands of the pupils, the first few weeks of the term should be devoted to a careful review of the introductory Lessons. The exercises belonging to the body of the work have been placed together, as on the whole the most convenient method of location. They are carefully adapted in order of development to the text which they illustrate. A *certain amount of exercise-work should accompany every recitation*. The *Notes* are intended for advanced pupils only, though teachers may occasionally deem it wise at an earlier stage to derive therefrom material for explanation.