II. Lapers on Practical Education.

1. PERCEPTIVE EXERCISES ; OR HOW TO MAKE CHIL-DREN READY AND ACCURATE OBSERVERS.

A primary teacher should be prepared to pursue a systematic course of exercises, for the purpose of developing and strengthening those powers of mind which, in the order of nature, are first called into action. The lessons should be progressive in their character, and suited to the age and capacity of the children.

This naturally presupposes some preparation on the part of the instructor. What are the powers to be cultivated, and how shall they be developed, should be a theme of absorbing interest to every one who assumes the holy office of dealing with the immortal mind. With an earnest desire to benefit young teachers who have never given special attention to the subject of perceptive development, we present a general outline of a course upon different subjects, suitable for primary schools, and, as far as time and space will permit, exhibit our plans of working out the details of each course.

Order of Exercises :

1. Simple Perception of Form, including exercises in Imitation, Construction, and Drawing.

FORM.

2. Exercises to develop more minute Observation, Language, and Drawing.

3. Exercises of Simple Comparison.

4. Direction of the Straight Line.

Idea of Angles developed. 5.

- Different kinds of Angles observed, named, and drawn.
- 6. Parallel Lines.
- Description of the Square, with Drawing. 7.

- B. Description of the Oblong, with Drawing.
 Description of the Triangle, with Drawing.
- 10. Description of the Rhomb, with Drawing. 11. Description of the Rhomboid, with Drawing.
- 12. Description of the Cylinder, with Drawing.
- 13. Description of the Cone, Cube, and Sphere.

To work out the details of the above course requires time, labor, and patience, on the part of the teacher. The exercises included under the division numbered 1, should not be hurried.

Apparatus for the lessons may be extemporized, if necessary. A box and a chart of Forms will be found more convenient, how ever. A teacher can cut from common pasteboard several squares, oblongs, triangles, rings, rhombs, rhomboids, pentagons, hexa-gons, octagons, ovals, etc., for use. One of each of these forms may be sketched upon drawing-paper, to answer for a chart.

SKETCH OF A SIMPLE PERCEPTIVE EXERCISE.

The teacher having the forms mentioned upon a table before the class may place one in the hands of several of the class, requesting each child to go to the table and find one like it. After the selections have been made, the children may arrange themselves in a line facing the pupils remaining in their seats, and each hold up the life. forms that all may judge of the correctness of the choice. Ōther children will follow in succession selecting forms, others deciding as before.

The teacher must be animated and energetic herself, in order to keep as many of the clas busy matching forms as possible, while all the others are engaged in observing those selected, and judging whether a correct choice has been made. It will depend almost entirely upon the teacher's spirit and manner, whether such exercises are interesting and beneficial to the majority of the class, or whether they degenerate into a monotonous, prosy apology for a lesson. As the children present the forms selected, the teacher will find it necessary to frame her questions in such a manner that they may be answered by a signal. Seeing that the attention of all the class is secured, she may say: All who think that these two forms are just alike, may raise their hands. Caution should be observed about allowing the children to respond to questions of this kind in a careless indifferent manner. If the teacher does not exercise some ingenuity in this respect, and put her questions in a pointed manner, some will be very likely to respond mechanically ; merely following others. If this habit is continued, it must have a pernicious effect upon the mind of the child.

This simple exercise, if conducted properly, may be repeated for several successive lessons from ten to filteen minutes in length, daily, before it will become necessary to introduce some change.

SECOND SKETCH.

Several children may be sent to the table to find two forms just alike; let them present the forms, and let the others decide as before. While those at the table are engaged, others may be sent to point to objects in the room, of the same shape as some form in London, on the 30th ult., in his 81st year. He was a cousin of

given them. Commencing with the oblong, books and slates may be used, and the children requested to find something similar in shape. The class should be trained in this way until they will point very readily to doors, windows, panes of glass, tops of desks, etc., etc., and to any objects that may be square, triangular, or circular.

The exercises of the First Sketch may be repeated. They are only separated to afford a little variety for the succeeding lessons.

THIRD SKETCH.

Two children may have forms placed in their hands, and be sent to the chart to point to representations similar in form. Others observe and decide as before. All the exercises may be combined or given in the same lesson, and the class drilled upon them for some time.

It is generally desirable to change the subject as often as once a fortnight. It will be seen that these exercises assist the child in learning to read. The same power of mind is being cultivated that enables him to recognize words by their forms, and we actually find that children learn to read more rapidly for having such training.

SIMPLE PERCEPTION AND IMITATION.

The class should be practised in observing and imitating simple patterns formed with the blocks. The teacher will arrange two forms at first, as fancy may dictate, and request some to imitate the arrangement. All who will observe and decide whether correct Two weeks will not be too long to dwell on this part of the or not. subject.

PRACTICE IN DRAWING.

The simpler forms may be presented at first, and the children The simpler forms may be presented at first, and the children encouraged to draw them. They will, of course, work slowly and awkwardly, but it is very important that beginners should com-mence young, if we expect them to sketch readily. Our pupils in the higher departments should be able to draw the outlines of common objects as readily as they form the letters of the alphabet. To accomplish this, children must have early and continued prac-tion. It is the duty of the primer tracher to commons the must tice. It is the duty of the primary teacher to commence the work.

It will be noticed that the first division only, of our course, has thus far occupied our attention. A full elucidation of the whole subject, as indicated in the foregoing order of exercises, would fill a volume. In future articles, it will give us pleasure to present an outline of other topics.—Am. Ed. Monthly.

2. CORRECT SPEAKING.

We advise all young people to acquire, in early life, the habit of using good language, both in speaking and writing, and to abandon as early as possible all use of slang words and phrases. The longer they live the more difficult the acquisition of such language will be; and if the golden age of youth, the proper season for the ac-quisition of language, be passed in its abuse, the unfortunate victim of neglected education is very probably doomed to talk slang for life. Money is not necessary to procure this education. Every man has it in his power. He has merely to use the language which he reads, instead of the slang which he hears ; to form his taste from the best speakers and poets of the country; to treasure up choice phrases in his memory, and to habituate himself to their use-avoid-ing at the same time that pedantic precision and bombast, which show rather the weakness of a vain ambition than the polish of an educated mind.

3. MEMORY ACQUIRED BY PRACTICE.

The history of the celebrated conjuror, Robert Hondon furnishes a remarkable example of the power of memory acquired by practice. He and his brother, while yet boys, invented a game which they played in this wise : they would pass a show window, and look in it as they passed, without stopping, and then at the next corner compare notes and see who could recollect the greater number of things in the windows, including their relative positions. Having tested the accuracy of their observations, by returning to the window, they would go and repeat the experiment elsewhere. By this means they acquired incredible powers of observation and memory, so that after running by a shop window once, and glancing at it as they passed, they would enumerate every article displayed in it.

111. Biographical Sketches.

No. 15.—SIR ALEXANDER BANNERMAN.