

objective and full of live incidents. The same order of nature is observed in the higher schools as in the primary schools. We have first perception, then memory, imagination, reason, and lastly generalization. The first thing to do, then, is to interest the children in the piece to be read. To do this, be enthusiastic yourself. Apply to it these two laws: 1. Give most value to what is of most value; 2. Give variety in expression. They cover everything on the subject to be found in the books on elocution, as they now exist.—*Prof. Brown.*

"A teacher is known by her questions, whether in the school-room surrounded by pupils, who, in harmony with the teacher's method of working, are keen and active or spiritless and yawning, or in the more sedate and thoughtful position of examiner. The late semi-annual spasms, called examinations, bring evidences of the fitness or unfitness of men and women to be questioners or teachers. An old professor was in the habit of saying, that the amount of real knowledge possessed by a teacher could be seen by looking at his questions. If he was really learned, you would have no doubt what was wanted by his questions. They were comprehensive, real, to the point. . . . Questioning anywhere is teaching. It may test, but it is teaching at the same time. Right questioning is an inspiration of genius; it is an art which few possess. To elude, to bring out many words of answer by few words of questioning, is the key to the whole science of teaching. So true is this, that a teacher might sign himself truthfully and laconically Roger A. Cham. The interrogation point would convey the same information that the M.D. or D.D. does in other professions."—*The Teacher.*

Train a child to know when he does not know a word. He will then never spell wrong. All spelling can be taught in composition. Children can be made to love to talk with the pencil. A child knows a unit of thought by expressing it. Do an act and have the children write it, or let them tell it orally. All of grammar can be taught in a beautiful way by action. Put no false syntax on the board; the wrong form is as likely to remain in the child's mind as the right. Be right from the start. Pictures can be utilized in the writing of compositions. The little ones may write one, two, or three sentences only about a picture, but by the second year the child can write a story about it. In the third year it can write a page of composition entirely correct. Is that not a foundation for grammar? Another way of teaching composition is to tell the child stories, and have it reproduce them in its own words. In object teaching there is as much nonsense as in anything else. The fundamental mistake is that teachers attempt the impossible. They fail to understand that the child cannot see what they can see, and consequently talk above the heads of their pupils.—*Col. Parker.*

Methods, simply as methods, are hard iron fetters which admit of no modification, and bind teacher and pupil alike in a miserable servitude to routine. Methods which are the outgrowth of principles, accepted and understood, are pliant, easily adapted to circumstances, and lend themselves readily to those individualities which ought to exist in every school. The teacher who blindly follows a method has no field for enthusiasm, no opportunity for growth. The study of principles shows continually new worlds to conquer; and supposing, as is undoubtedly true, that our philosophy is not perfect—that some or all of our principles will be modified by the progress of human thought and experience. That is true of all philosophy worthy the name, and those who are the most careful students of old principles are always the ones to discover the new, and lead in the path of progress. We need to study the prin-

ciples which underlie our methods, and such study of them as the subject and the circumstances alike demand cannot be made at institutes or associations, though even hastily written papers like this may furnish suggestions. Every intelligent teacher ought to give some appreciable and definite time to the investigation of the principles of education—to reading and thinking about the *why* of his work; our thoughts are too exclusively occupied with the *how*. In these days we have no right to work empirically. When we may be artists, it is wrong to be mechanics.—*Miss Ellen Hyde, Principal Nor. Sch. Framingham, Mass., in Primary Teacher.*

"What can be done to win public sentiment in favor of your method?" has been asked. I have no method. You have heard of the Quincy method. Its platform is plain; an honest and persistent investigation of the work of teaching, and a courageous application of the truth of what is found. The object, word, sentence, or phonic "methods" are not methods in themselves. They are the devices to be used in the proper time to form one great and true method. The teacher must study his subject to get back to the principles that underlie it. Imitation will not do. The energy that comes from the thought is the thing. In teaching reading, simply do what the child has always done—learn the word from the object. The beginning is with the object. The child sees the hat, and tells what it is. Reading is identical with talking. We can teach the child to talk easily, but we don't unless by a painful method. Never let the child give a thought till he gets it. Never let the child drag in his speech. If the thought is properly developed he will express that, and need say nothing else. Thought controls expression. The thought must get into the mind first. Oral expression is not the great thing. Reading is the association of the word with the thought. By oral reading the teacher sees whether the child has the thought. But the value of this may be lost by the child imitating the teacher, and the purpose of reading is not getting the *word* right, but the *thought*.—*Col. F. W. Parker.*

A GALAXY OF OPINIONS ON OPENING SCHOOL.

The most satisfactory opening is the simplest.—*H. H. BALLARD.* I read short appropriate selections, and offer a short prayer while the pupils stand.—*J. C. GREGG.*

I have no formal method of opening school, but proceed to work as soon as pupils are seated.—*F. A. FOGG.*

I open school as follows: 1. Singing. 2. Short Scripture lesson. 3. The Lord's Prayer in concert. 4. Singing. 5. Roll-call.—*A. F. JENKS.*

We open school by reading a chapter in the Bible, and on Monday mornings vary by having each pupil recite a "Scriptural quotation."—*J. B. ECHLING.*

We have no regular stereotyped method of opening school. My belief is that more depends upon the manner than the matter of the exercises.—*C. S. LOCKE.*

We have roll-call, Scripture-reading, (pupils alternating with teacher,) chanting Lord's Prayer, and singing some piece of glee music.—*A. K. CARMICHAEL.*

Immediately after roll-call, I have various pupils (six or eight) rise and repeat a proverb or moral maxim previously prepared and made known to me, so that no two have the same.—*ANONYMOUS.*

Various subjects may be taken up, such as honor, truthfulness, neatness, promptness, accuracy, economy, pleasantness, dignity, politeness, cheerfulness, forbearance, etc., upon any one of which the teacher may make some remarks that are to the point. Illustrations and examples direct from the daily life of the school are productive of most good.—*ANONYMOUS.*

Every school should have an appropriate opening exercise of a moral or religious tendency. The teaching were better indirect. All preaching should be avoided; it is distasteful to children, and defeats the end it is meant to secure. It is a grave mistake, however, to not impress, indirectly, the leading truths of morality and religion. These elements have a place in every human soul, and are legitimate material for training.—*Minnesota Journal of Education.*