

book will suffice for the entire course ; and to each year and to each term should be assigned the work which may be blended into a consistent whole. Given this kind of a teacher and such a text-book, our next need is all the blackboard surface possible in the room, and this divided by narrow, painted, vertical lines, into spaces two-and-a-half or three feet wide. If possible, have enough of these for the entire class, and let each scholar take the same section day by day. Have good blackboards, or give no peace to those whose duty it is to provide them. Before recitation have them thoroughly cleaned with eraser or chamois-skin, even if you perform this labour yourself. Do not expect all of the cardinal virtues, in work that is swimming in dust and dirt. Insist upon a clean board, and the best mechanical execution in spacing, arrangement, and handwriting for every scholar.

Picture the first day of the term, and yourself the teacher *standing* before your pupils ; ask that class why they study language, and what benefit they expect to derive from it. Give them a moment for thought ; volunteers will not be wanting. Bind together the partial truths they express into a complete statement. Enlarge upon it ; convince them that the manifold treasures of the English language are not to vex a school-boy's brain, nor slumber in a heap of learned dust. Request them to open their text-books and silently read so much as pertains to a single point in the lessons of the next day. Suppose, for illustration, the subject to be Nouns. Then ask for the name of some object in the room, and when it is given, require each scholar to construct mentally a sentence containing it. Request many of them to state the sentences they have thought out. Take each subject in the same manner, using text-book, blackboard illustrations, and oral-work to fix principles and

develop thought. Remember that in the early stages of education, however excellent may be the text-book, it is to the average scholar only dead matter, until the intelligence and enthusiasm of the teacher shall light up its every page with golden thought. Go over with your scholars each lesson in advance ; and, when you assign it, let it be something to do rather than a tax upon the memory. In the case supposed, give three or four nouns, each of which is to be incorporated into a sentence, and brought into the next recitation neatly written out. At a given signal, from paper in hand, each scholar writes his work upon the board. Pupils resume their seats, and the sentences upon the first section are read by the scholar who wrote them. Call upon the class for criticisms in reference to every essential point.

I am not unacquainted with the fact that some prominent educators utterly object to any form of class criticism. Without pausing to argue this point I must say, as a teacher, that the expression of the class opinion is one of the most efficient means of intellectual growth ; and as a parent, I would insist that a child of mine, upon the broad platform of the public school, shall be taught to criticise with justice tempered with kindness, and to receive criticism in that spirit which is at once the highest test of moral greatness, and the brightest hope of mental development. Any teacher worthy the name can turn unjust criticism into that channel where it shall both gladden and improve, and the child or the adult who cannot endure kind and just criticism is too tender a plant for any regions save the celestial.

Whatever corrections are sustained by the teacher, the scholar makes upon his paper. It may be well to have these sentences neatly written in a book kept for the purpose. Let each day's work be, as far as possible, a