

and acted upon, when preparing and giving lessons : —

"1. Prepare each lesson carefully beforehand, in order to be able to teach without reference to books, notes, etc., and have all the necessary apparatus ready before the lesson commences. If the teacher do this, he will gain confidence when before the class and be better able to maintain good discipline.

"2. Place the blackboard, map, or other object of illustration in such a position that the whole of the class can see it, and at a sufficient height from the ground.

"3. Place yourself in the position before the class from which you can best see and command every part of it, and never leave your place to walk from one part to another unless strictly necessary. A teacher continually on the move can never obtain the attention which is necessary for a successful lesson. If only a portion of the class feel that the teacher is addressing them at a particular moment, the attention of the others will not be kept up. One great object of the teacher should be to make every pupil feel that he or she is addressed, and that each one is under the teacher's eye during the whole of the time occupied by the lesson.

"4. When teaching, give all your explanations and corrections in a clear distinct manner, addressing the whole class and not merely an individual child. Be careful that the answer given by the child is audible to all the other children.

"5. Catechise in a lively, cheerful manner, in order to retain the interest of the children. Discourage answers from several children at the same time. If this be not observed there will be confusion in the class. Do not allow a few quick, clever children to answer more than their share of the questions, but be careful to exercise the mind of each. To ask an inattentive child a question on that part of the lesson of which you have just been speaking, will be found in most cases a sufficient rebuke. As a rule avoid questions which only admit of 'Yes' or 'No' for reply, as these answers are often found to be mere guesses. Do not be too quick in assisting scholars to answer, for by so doing they are often prevented from thinking for themselves. Try rather to put the question in another form. Encourage the pupils to answer in their own words. By so doing the teacher is able to ascertain correctly whether the class understands the matter of the lesson, and whether they are being trained to express their thoughts readily.

"6. In correcting error it is often the wisest and best plan to address the explanation to the whole class, for although the error may have been committed by one pupil on this occasion, yet all the others were liable to have fallen into the same mistake.

"7. Do not be impatient with the slow ones. All must be taught, and must be made to produce the required good results."

---

THE ITALIAN PRINCIPIA — PART I.—A FIRST ITALIAN COURSE, CONTAINING A GRAMMAR, DELECTUS, AND EXERCISE BOOK, WITH VOCABULARIES ON THE PLAN OF DR. WM. SMITH'S "PRINCIPIA LATINA." New York : Harper & Bros.; Toronto: James Campbell & Son. 1880.

THIS work is a reprint, in Messrs. Harper & Brothers' best style, of a text-book issued by Murray, the London publisher, from the pen of Signor Ricci, Professor of Italian in the City of London College. As the English edition of this valuable school-book may, from the very slight attention paid to the study of Italian in this country, be unknown to many of our readers, we may say that it presents in one volume, in the form and method of the famous *Principia Latina*, all that the beginner will require for some time in the study of the Italian language. Compared with the Italian grammars in common use, it has some features of special excellence, such as the very judicious arrangement and printing of the matter, the exposition of case-formations with copious examples, the idioms of current speech, *e.g.*, those of *avere* and *essere*, the arrangement of the verbs in general, and the classification of the irregular verbs in particular, the vast corpus of examples and exercises, and the exposition of the affinities between Latin and Italian. It has all the good features of Zotti, Elsoe and Monti, and will be found, we think, for the purposes of learning to write and speak the language, a better book than any one of them. We would be glad to find that this cheap and beautiful reprint of a capital text-book would induce many to form an acquaintance with a language so much praised of Camden and Byron, so often heard, too, in concert halls and opera houses, and in not a few of our drawing-rooms.