

and is curious about, you may do much with him in the end. But, if you are zealous and impatient, you may do him much harm; you cannot possibly do him any good.

There are two or three things which the boy of eight will take to with alacrity. He will gladly learn to draw. Give him paper and pencil and a colour-box and let him copy the shapes of various coloured objects. Among other things let him trace and paint the countries of Europe and the counties of England. Attend carefully to the way in which he does his work and see that he gets hold of the best methods. Teach him to get the shapes true, to lay his colours evenly, to letter neatly. But do not trouble him to learn the names by heart. You will find before long that without a word said he has learned all the names which signify.

Now is the time to teach him the rudiments of a foreign tongue. You will naturally choose a spoken tongue, and French is on many accounts the best for your purpose. You want no books at all in this stage. Begin with the names of the objects about you. Teach your class the French names of the things in the room, the things in their pockets, and so on. You can go a good way with only two verbs, *avoir* and *être*. Let the others slip in one at a time. When you have had your five or ten minutes' conversation, let the boys write down a few simple sentences from dictation.

Stories from English history will be welcome. Tell them in your own words, instead of reading them or hearing them read. Show pictures by the lantern of the boats and houses of the time, photographs of the old castles and abbeys. Draw rough maps on the blackboard and get the children to make better maps for the next lesson. Every story will furnish a short dictation. Story, ten minutes; dictation and correction, ten minutes; questions, ten minutes. Half-an-hour for the whole lesson will be enough at first.

Arithmetic and the simplest methods of geometry will require another daily lesson. Do not make your arithmetic too rational, but bring out its practical uses as much as you can. In the geometry you want to illustrate rather than prove. There need be no demonstrations as yet.

Reading aloud will enter into every day's work. Clear pronunciation is to be attended to from the first, and it costs much trouble to get it. Little pieces of poetry may be learned by heart. It is a good plan to divide a poem into stanzas or short lengths, and let each child read the same portion aloud every day. After four or five days he knows his own portion.