

The plan I propose will entail some additional work upon the primary teacher, but as his labours are intended to be preparatory in a wide sense of the term, what will be imposed in this case will only be within the sphere of his duty, and will much facilitate the labours of a higher grade in school.

What we propose is, that the art of reading and of oral composition be carried on contemporaneously; let it begin with the first lesson in the primer, but let the two exercises be kept perfectly distinct. In learning the form and sound of the words, the mind must be concentrated upon them till each word is known, and can be easily pointed out. The next thing is to employ the words as a vehicle of thought. The first lesson in the primer before me begins with—"It is an ox." From this the nature of affirmation is to be taught, and may be done in the following manner. Taking up an ink bottle or any other object at hand, you point to it and ask—Could you say, this is an ox? "No, it is an ink bottle," is the reply, and so on with regard to other objects. Suppose the next line to be "It is my ox." The new word here is "my"; touching a pupil's hand, you ask, Would it be correct to say, "This is his hand." "No, it is my hand." The whole class being treated in the same way, the nature of the possessive pronoun, my, will be obvious. In the next line of the lesson, "It is his ox," *his* can be illustrated in the same way as *my* was.

In sentences which follow, a new kind of word is introduced—It is a *fat* ox. Here comes the distinguishing or qualifying effect of the adjective. To illustrate the nature of such words, the pupil may be asked, Can you say anything of the ox besides its being fat? "It is small, large, black, brown," &c. The name of the part of speech is not to be mentioned, but as the class progresses step by step, it will without difficulty learn the nature and relation of words in the lesson, as it already has some notion of these in its oral communications.

The next step to be taken is the employment of the spelling lessons for attaining the object we have in view. Here is the first lesson: At, bat, cat, fat, hat, mat, pat, rat, vat. From these words short sentences are to be formed by each child in turn. At first the teacher may have to use some ingenuity to secure success as the employment of elipses, and other means, as—Look