

foregoing rule, but the holding up the thought under a new light.

3. Use words in the plainest and commonest meaning, and use the same words as far as practicable, always, with the same or kindred meaning.

4. Use short sentences, and of the simplest construction. A long sentence often requires more power of attention than the child possesses, to carry forward and combine into the full and perfect sense the separate meanings of all the words. Short sentences both rest and stimulate the mind.

5. Note carefully the words used by the pupils. This will tell you what words you may use with them, and help you to correct their errors of thought and expression.

6. When it is necessary to teach a new word, always, as far as practicable, give the idea before the word. This is the order of nature.

7. Labor to increase steadily the pupil's knowledge, both in the number of words and in the extent and clearness of the understood meanings. The enlargement of a pupil's language is the increase of his knowledge, and of his capacity to know.

8. Secure the largest and best possible use of language by the pupil. The teacher is succeeding the best whose pupils talk most freely and correctly on the subject of the lessons.

9. Young pupils may be asked to repeat words after the teacher, to form the habit of speech; and all pupils should talk on the review.

VIOLATIONS.—This third great law of teaching is violated more frequently than even the best teachers suspect. The interested look and smiling assent of the pupil often deceive the experienced instructor into the belief that his language is understood, and all the more easily because the pupil himself is deceived, and says he understands when he has only a mere glimpse of the meaning. Children are often entertained with the manner and seem attentive to the thoughts when they are only watching the eyes and lips of a speaker. They sometimes also claim to understand, simply to please their instructor and gain his good will. Thus the teacher is constantly in

danger of being betrayed into a serious, if not fatal mistake.

The misuse of language is perhaps the most common failure in teaching. Not to mention those pretended teachers who cover up their own ignorance or indolence by a use of words which they know the children will not understand; and omitting also those who are more concerned to exhibit their eloquence and to awaken wonder at their wisdom, than to convey it to others; we find still some honest teachers who labor hard to make a clear and forcible statement of the truth, and then feel that their duty is done. If the children do not understand it must be from hopeless stupidity or from willful inattention. Often it is a single unusual or misunderstood term that makes the break in the electric cable; but it does not occur to the teacher to hunt up the break, and substitute a clearer term. The history of teaching is full of strange and even comical mistakes made by children in interpreting the language of adults; enough to put every teacher on his guard against this painful source of failure.

But even those teachers who easily use simple and intelligible language to their classes, frequently fail in the higher use of this teaching instrument. They do not secure a clear statement of the truth from the child, and they have no test of their own success. A volume would be required to state fully the blunders committed in violation of this law. They may be suspected from the facts that there are above "eight thousand" words in the English language; that perhaps not more than two thousand of these are in use in common life, and that a child's vocabulary does not often contain over five hundred or one thousand words. But the topics studied in school lie mostly outside of our daily life, and hence outside much of our every-day speech. It has been acknowledged that the greatest obstacle to the general enlightenment of the common people is their lack of knowledge of the language through which they might be addressed. We add that this lack of language is itself lack of knowledge, since words, to be sure words, must be signs of known ideas.—*Dr. Gregory in the National Teacher.*