

were away ; but this requires their undivided attention—to look elsewhere is to break the thread of their thoughts. It cultivates the memory, for they are required to retain in their minds all that is written in the air.

Of course every thing that is placed on the "invisible blackboard" must be of the simplest possible character ; whatever is complicated or involved will not be understood or remembered. The words used should be short and few.

On an ordinary blackboard the eye instantly detects when a letter is finished ; but not so here. There must, therefore be a distinct understanding at the commencement that a letter is not completed until the hand drops to the side, else a part of one letter will inevitably be mistaken for the whole of another—the upright of a **T**. for instance, will be mistaken for an **I**.

The following directions will perhaps be of service :

1. Hold the thumb and two fingers of the right hand as if you held a crayon, and mark in the air as you would upon a board.

2. Make none but capital letters. Thus every time the same letter is used it will be made in the same way. This will avoid confusion.

3. Make the letters as simple as possible, having no more curves or corners than are actually necessary. What is known in typography as **GOTHIC TYPE** is a good pattern.

4. After beginning to make a letter do not take the hand off until the letter is finished, unless the form of the letter absolutely requires it. It will be found by experiment that most of the letters can be made without removing the hand. When, however, it becomes necessary to remove the hand in order to make another part of the letter, simply draw the hand back, keeping it elevated. Do not drop the hand until the letter is finished.

5. Require the children to call the name of every letter as you make it, and of every word as it is completed. They will thus more easily remember the whole lesson when finished.—*Sunday-school Journal*.

The Wesleyans have gathered over 50,000 children into the Sunday-schools in Polynesia, under the care of 3,500 teachers.

Wise Words on Teaching.

THE laws which govern the growth and operations of the human mind are as definite, and as general in their application, as those which apply to the material universe, and it is evident that a true system of education must be based upon a knowledge and application of those laws.—*Professor Henry*. . . . The primary principle of education is the determination of the pupil to self-activity—the doing nothing for him which he is able to do for himself.—*Sir William Hamilton*. . . . A teacher ought to know of every thing much more than the learner can be expected to acquire. The teacher must know things in a masterly way, curiously, nicely, and in their reasons. He must see the truth under all its aspects, with its antecedents and consequents, or he cannot present it in just that shape in which the young mind can apprehend it. He must, as he holds the diamond up to the sun, turn its facets round and round, till the pupil catches its lustre.—*Edward Everett*. . . . A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.—*Horace Mann*. . . . If in instructing a child you are vexed with it for want of adroitness, try, if you have never tried before, to write with your left hand, and then remember that a child is all left hand.—*Boyes*. . . . The aim of education should be to teach us rather how to think than what to think ; rather to improve our minds, so as to think for ourselves, than to load the memory with the thoughts of other men.—*Beattie*.

Interest and Variety.

AWAKEN an interest in the singing ; let the girls sing to the boys, the boys to the girls, as your right or left hand shall dictate. Solos, once in a while, help to teach some what quicker minds and ears have already learned. Print the words on the blackboard sometimes, that the eye may aid the memory and mind, then have them close their eyes and sing to test their memory. Have variety in the singing ; and after the lesson, after the prayer, when the little ones are restless or sleepy, teach them some song in which the hands and arms can