

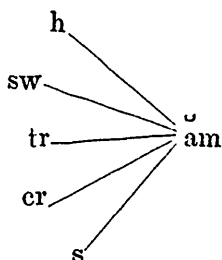
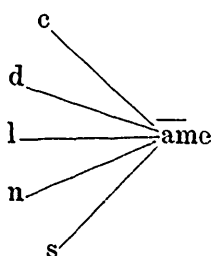
clearly and distinctly every new word with its proper idea or concept.

It would be quite absurd to expect a child to have any correct notion about a cube if he had simply been taught a formal definition of the word *cube*. But let the child have the opportunity of handling a cube and of modelling one, and the word will then have a real meaning to him.

An observation lesson on the cat will teach incidentally such words as soft, rough, sharp, pupil, narrow, pointed, round.

Carefully prepared questions will call forth a variety of answers and variety when it indicates that children are thinking is to be encouraged. By requiring children to give their answers in complete sentences they will be trained to express their thoughts readily and to enunciate clearly. In a language-lesson proper, exercises in word-building are useful in getting young children to exchange their stock of words and thus teach one another.

Syllables containing long or short vowels may be written on the black-board and the pupils required to form words thus:—



Pupils may be required to supply ellipses, making use of the words they have formed:—

The boys daily to watch our

The lame boys daily came to watch our games.

The teaching of homonyms and synonyms should be taken up from time to time.

Nearly all the principles of grammar can be taught inductively, the pupils not knowing, except by vague tradition, that there is such a thing as a grammar. This will be a slow process and rightly so, for pupils should not be set to learn formal definitions and rules of grammar until they reach the adolescent period.