

the pauses ought to occur being filled up by the repetition of the words one, two, three, four.

Children so taught overlook, in their desire to count correctly, the proper grouping of the words, their proper utterance, and the sense they convey.

WHY THESE PAUSES ARE NOT VERY IMPORTANT.—These pauses are not, in my estimation, of so much importance in securing good reading as is generally attributed to them. They appear to be intended to aid a person in collecting and expressing, *at first sight*, the meaning the author intends to convey, and are, as it were, his instructions as to how he intends his words to be taken. When, therefore, his meaning is fully understood, they are, to a great extent, worthless, as, in such a case, nature assists in the proper expression independently of all printed guides, and this to so great an extent that it is almost impossible, as any one may convince himself of by trying, to speak incorrectly what he thoroughly comprehends.

If this be true, those marks are of but little value to the junior classes, from their not having yet acquired sufficient facility in reading to enable them to collect the meaning of the text by themselves, and when told the meaning pauses are, as it appears unnecessary—yet it is with these very children that the system is chiefly practised.

READING BY IMITATION REQUIRES SPECIAL ATTENTION TO THEM UNNECESSARY.—Pauses are to the advanced children of the same value that they are to the teacher himself; but these are generally as capable as he of making use of them. I do not think, therefore, that this subject should receive any marked attention whatever from the teacher. If pupils have been taught to read by imitation and if the master depend solely upon his own ear to detect whether they read too fast or too slow, or stop in the proper places, it will be unnecessary to put them in mind of the pauses. Such children will have learned to be guided by the rhetorical but unprinted pauses, which, after all are the real ones, and to whose accuracy and minuteness the others are but an approach.

STOPPING AT EACH FULL STOP.—*Teachers should avoid the error of limiting the portion for each boy's reading to what is contained between two full stops.*

EVILS OF THIS COURSE.—It is true that when there is no fixed limit, the boy who reads is found to hurry over the ending words of the sentence, to begin again before the next boy has time to do so, and his whole anxiety appears to be to get fairly launched into a new sentence, and so place himself beyond the risk of interruption. He pays scarcely any attention to what he reads, or how he reads it. The rule that requires them to stop at each full stop, certainly remedies these evils, but its tendency is to destroy both the teaching of the reading and the subject-matter of the lesson; for reading consists not so much in repeating accurately one sentence, as in joining several (correctly repeated, of course) properly together—the voice at the beginning of the one bearing, of necessity, a defined relation to the voice at the ending of the other; and the truest knowledge of the subject-matter is acquired, not by receiving isolated facts, such as are contained in single sentences, but by obtaining several joined together in accordance with the natural connection existing between themselves and the subject to which they belong.

To understand this, take a lesson upon 'The Tree.' This will naturally be arranged under the following heads: the root; the trunk or body; the boughs and branches; the leaves; the blossoms; and the fruit. And, therefore, to gain the most correct idea of a tree, the facts mentioned under each head should enter the mind together. We should read first about the root, then about the body, then about the boughs, and so on, and avoid blending the facts together which appear under different heads. But, however, as several full stops may occur in the description of each part, the system which would limit a boy to one sentence would most certainly destroy the unity of each part, and render the comprehension of the whole vague and uncertain. The facts would enter the mind devoid of that systematic arrangement which forms an essential feature in the ideas we know most of, and remember longest.

EACH SHOULD READ TILL THE DESCRIPTION OF EACH PART IS COMPLETE.—Each boy should, as a general rule, read to where the description of one part is complete. When the description is, however, too small, several of them may be joined together. In lessons which are not descriptive it may be laid down as a general rule, that each child should read from thirty to forty lines.

MEANS TO KEEP THE CLASS ATTENTIVE.—In conclusion, I may remark that all these suggestions proceed on the understanding that the class is attentive. If not attentive, much of their value is lost. To secure attention, the following means may be adopted—

MEANS TO SECURE ATTENTION.—Do not permit the boys to read until told to do so. Do not select them consecutively. They will thus, from not knowing when they will be called upon, be kept continually on the watch. The most careless ought to be most frequently called upon: and, now and then, a child who has already read may be required to read again, to prevent the possibility of his growing careless, as some are inclined to do, when they have finished their own portion. A vigilant eye and an active manner are, however, the best means. If the teacher is active and attentive, the children will most likely be so too; and if they feel that they cannot idle without being seen, it is almost certain that they will not attempt it.

Avoid what is called 'taking places' during the reading portion

of the lesson. It may be adopted, occasionally, in the general questioning upon the text, but it is never adopted with advantage when the pupils are merely reading. At best, indeed, it is but a mechanical means for securing that attention which should be the result of an interest in the lesson, created and sustained by the master's own skill and manner.

ABROAD.

SAN FRANCISCO.—Come with me and take a look at the schools of this city. We climb the hillside, reach a large, solid, substantial building, as attractive without, as neat within, as School buildings in Eastern States. The rooms are well finished and furnished, and as tidy as soap and sand and scrubbing brush can make them. It is a girls' school—the Denman—and Mr. Swett, a son of Hampshire, formerly State Superintendent of California, in charge, with about eight hundred girls under his care. Their eyes are as bright, their voices as sweet, their cheeks as blooming, their intellects as keen, as those of the East. Transportation to this side of the Sierra Nevada has diminished none of the iron or oxygen in the blood of this rising generation. San Francisco has the school system of Boston. Buildings, discipline, order, precision, advancement are the same. We have seen worse schools in Boston, than this, and but few, if any, better.

A few minutes' walk and we are at the Lincoln school—a building more costly than any school house in your city—built in flush times, elegant, and, in an architectural point of view, an adornment to the city. Flowers bloom in the well kept grounds in front of the edifice, and there stands a finely executed statue of President Lincoln, the gift of a public spirited, patriotic citizen. This is a boys' school. The cosmopolitan character of this community is seen in the schools. The head master of this school is a Pole; the teacher of music, an Irishman. English, Irish, German, French, Italian, and South American children are found in the classes. There is no machine in the world like the common school system of the United States for grinding up odds and ends and reducing rags to common pulp. The order, discipline and thoroughness manifest in this school is excellent. A visit to these two schools is sufficient to show that San Francisco is not a whit behind Eastern cities in her common schools. The city has a Normal School, also a School for the education of teachers, a High School for boys, one for girls, one Latin, eight grammar, twenty four primary, and one colored school. In 1860, the number of children in the city under fifteen years of age was 12,116; the census of this year gives 34,720, an increase of about 300 per cent. Twenty thousand of these are in the schools, being educated at an annual expense of three hundred and twenty thousand dollars. The principals of the high schools have a salary of \$2,500, gold; the female assistants in the high schools receive \$1,203, gold. The principals of the grammar schools receive \$2,100; sub-masters \$1,500; female assistants from \$600 to \$1000.

An attempt was made by the Roman Catholics some time since, I understand, to obtain appropriations for the schools under their charge which was defeated. They have twelve private schools under their control, with an attendance of about 3,400 pupils including young men preparing for the priesthood. Besides public schools, there are seventy or more private schools, but the standard of education in them is far below that afforded by the city.—"Carleton" in *Boston Journal*, 1866.

CLEVELAND.—Practical Arithmetic.—I saw given, in one of the rooms in the Brownell Street School, what was not only in name but in fact, a lesson in practical Arithmetic. It was a lesson in avoiddupois weight; and the little fellows were not alone doing sums in reduction in that weight, but, what may surprise some of our teachers were actually weighing things on the scales, announcing the results in pounds and ounces, and then reducing these pounds and ounces with the greatest rapidity and exactness, lifting and weighing them in their hands at the same time.—Any number of bundles of various materials, brought by the pupils, to be used in the lesson, were lying near by. No real teacher need be told that the class was full of life and enthusiasm in its work.

Beautiful School-Rooms.—One very pleasing feature of the Cleveland Schools is the fact that there is not a school-room in the city that is not adorned with a greater or less number of engravings. They are purchased by voluntary contributions from the pupils, or from the proceeds of exhibitions given by them. In addition to this, I found all the school-rooms I visited, ornamental and flowering plants, some of, these rooms being very parterres of beauty. The value of the influence on the culture and tastes of the pupils thus brought into daily contact with the beautiful in nature and art (to say nothing of the effect upon the teachers themselves) can scarcely be over-estimated.

Boston.—Reading.—I visited the Bowdoin School, with Mr. Shariand. The reading in all the rooms I visited was good,—and this, I think, may be said of the reading in the Boston schools generally,—but I was especially pleased with that exercise in the room of Mr. Brown, the Master of the school. Here the vocal elements were given with uncommon power and precision; and the reading of the young ladies had a finish, and possessed elocutionary excellences that I have seldom seen in other schools of the highest character. The reading was accompanied by vocal gymnastics, or exercises in breathing, that must be of very great hygienic as well as elocutionary value.—*From Report of Superintendent of Schools in Cincinnati.*

Have a care to whom you speak, of whom, of what, and where.

Method is the hinge of teaching.