

5. Ask for the names of as many things as they can remember having seen while coming to school. Ask them which were alive, which were made by man, which could walk, crawl, fly, or swim. Ask them to remember and be ready to tell the next morning what they saw on their way home or to school.

6. Ask for the names of things which they can see that are black; also for the names of some which they cannot see. Find out some other quality of each. In the same way take up some of the common colors, such as white, red, green, blue, and yellow.

7. Ask them to tell you what they do at home, at school, on Saturdays, etc.

8. Ask for the names of some animals which they have seen, and have them tell what each can do.

9. Ask for the names of birds. Have them tell what birds they have at home, and what the birds can do. Ask them if chickens, ducks, etc., are birds. Have the birds and animals described as far as possible as to size, color, habits, etc. Ask which runs, which can swim, which can fly, etc.

10. Ask them to find the picture of an animal in their books, and to tell what it is doing. Have them tell what else they find in the pictures, and how many have seen the things pictured, and where they saw them.

11. By means of a rule develop the idea of a foot, and of an inch, and have the pupils compare objects within their sight as to size, shape, etc.

12. As early as possible have the pupils write their names, name of town, county, and state; also short sentences from dictation; as, I can play ball, I can pile wood, I can write a letter to — who lives in —.

SECOND YEAR.

1. By the comparison of objects, when possible, develop the use of words of comparison; such as good, better, best; long, longer, longest; soon, sooner, soonest. After a number of oral exercises with the objects and without, write on the board sentences in which spaces for words of quality or comparison are left blank, requiring that such blanks shall be filled correctly. *Examples:* The apple is —. The bird flies —. John is — than his brother. That maple is the — tree in the yard.

2. Have the full name of one of the pupils written on the board, then teach the meaning of family or surnames, the given or Christian name, also the term nickname. Have the names of the town, county, state, and country in which they live also written on the board, and by the pupils on their slates, on several different days. Require in this practice the proper use of capitals and punctuation.

3. Teach also the use of capitals at the beginning of sentences, and that I and O are always capitals when written alone.

4. Teach the use of the hyphen in compound words, and words divided at the end of the line.

5. As early as practicable the pupil should write short sentences from dictation; as, I can see a chair; I can play ball and horse; I can pile up wood.

6. Have the pupils write from memory very short or simple stories that have been read or told by the teacher.

7. Have the pupils write about visits to town, to a fair, or what was done last Saturday, or what they would like to do next Saturday.

8. Let them tell or write what things they would like to have, and what they would do with them.

9. Have them write letters to each other describing things at home, at school, what was done on some holiday, etc. See that proper headings and endings are used; as,
Dear George—

What did you do yesterday? I went with Henry to see his cousin John, and we, etc.

Your friend, JAMES.

10. By the means of questions get the pupils to name the parts of the head, face, arms, hands, legs, and feet; also the motions of each; as raising, bowing, shaking, nodding, and turning the head; bending, stretching, twisting, folding, swinging, and thrusting the arms; walking, hopping, skipping, jumping, dancing, kicking, and other motions with the legs. Avoid strictly technical terms for the parts of the body, unless they are such as are used in common conversation.

11. Require pupils to write sentences using one of the following words in each; marbles, picture, nest, kite, etc. Afterwards give them lists of words, two or three of which shall be used in each sentence; as horse—cow, tree—road, fire—water, story—in reader—boys.

12. Encourage the pupils to bring plants and other objects, such as can be used to illustrate the terms root, stalk, branch, leaf, bud, flowers, fruit, seed.

13. As much as possible by use of objects, teach pupils such qualities as square, round, triangular, straight, curved, crooked, irregular, rough, smooth, plane, hard, soft, sticky, and brittle. Have the objects in the room described by means of these terms until they can use them readily.

14. In brief lessons teach the modifications of the common colors by means of the words light and dark; as light green, dark blue, etc.; and have these terms used in the description of objects.

15. Require each of the class to write as many sentences as he can about some object which he can see and examine; as table, chair, knife, etc.

Note.—These exercises are not intended as single lessons. Many of them contain material for several. The inexperienced teacher will be likely to undertake too much rather than too little in a single lesson. Time should be spent on this work every day, but it should be short, perhaps not more than ten minutes at a time.—*W. R. Comings and H. C. Knox, in Ohio Educational Monthly.*

PROFESSIONAL RESPONSIBILITY.

The following extract is from *Our Public Schools*—London, 1881. We hope the writer's remarks on Eton do not apply too exactly to some "persons in high places" in Ontario.

"After a lapse of twelve years, it may not be presumptuous to ask how these high expectations have been fulfilled. Dr — had a fair field and considerable favor, and one not unnaturally looks to see what he has done in it. The numbers of the school have not fallen off..... But these outward and visible achievements are not adequate symbols of a head master's success. It is scarcely within the compass of human incompetency to keep down the numbers of a school which is fashionable among most parents who have money to squander. A genuine interest, and a real knowledge of what the conditions and circumstances of a school are, lead to the examination of other than statistical signs. We challenge contradiction when we say that discipline has never been at so low an ebb as it is now. But there are other things as important as discipline. The head master is personally entrusted with the teaching of the first thirty-two boys in the school, including in almost every case those who obtain open scholarships at Oxford and Cambridge. Such a task is of the greatest delicacy and importance, and it is one which it might be thought that any man with a heart or a head would value greatly and discharge conscientiously. But there are persons in high places who have to learn that the responsibility of a teacher is not discharged by a mechanical adherence to routine, and that indifference far more than inaccuracy discourages the aspirations and impedes the progress of a student. How people who do not take an intense interest in the minds and characters of boys (and students) contrive to endure the drudgery of teaching, we cannot pretend to understand. Sure we are that there is no influence more deadening to the intellectual life, and paralyzing to the advancement of a great school than that it should be presided over by a man who fulfils his duties in the dead letter and violates them in the living spirit, who administers instruction according to the contract, and cares not how it is received, who, if we may slightly alter the words of Prior, in dealing with those that are set under him, is to their virtues very blind, is to their faults a little kind, lets all their ways be unconfined, and claps the padlock on their mind.