

the stimulus of the idea in acts of association. It is a matter of great importance to steadily overcome the repulsion occasioned by the written word. The repulsion will grow less and less, and the acts of association will be made easier by continued familiarity with the new forms, if the interest and the appetite of the child for words is sedulously cultivated, through the pleasure that the objects and pictures excite. All words are made, as you know, of only twenty-six different forms. The less the mental action it requires to see these forms, the easier will be the acts of association. It is important to impress these forms upon the mind in an easy, natural, semi-unconscious way. As I have shown, the best possible way to impress the word forms upon the mind, is to write them—to make them. We hear the objection very often that a child does not learn the letters by the new method. He does not learn their names, but he learns *them* by continually making them. What is the best proof that any object is clearly in the mind? A word description is weak beside the representation of the object in drawing. *This brings* to the question so often mooted, whether we should use print at the beginning, or print and script, or script alone. I will try and present the arguments in favor of using script alone, not denying, however, that script and print may be used at the same time with good effect. When two or more ways of teaching are presented, all of which may be defended by good reasons, reasons that do not directly violate a principle, the question of choice then becomes a question of economy. If we begin with print, it certainly fixes the printed forms in the mind by reproducing them on the slates, so that if the teacher uses print alone at the beginning, she should train the children to make the printed forms. But, making the printed forms is not a means of expression that a child ever uses after the first few months, or the first year. Writing is the second great means of language expression. It should be put into the power of the child just as soon as possible, in order that he may express his thoughts as freely with the pencil as with the tongue. This fact needs no argument. Written expression is as great a help to mental development as oral expression; and, indeed, in many respects, it stands higher. Written expression is silent, the child must give his own thought, in his own way; thus developing individuality. The greatest difficulty in all teaching in our graded schools is the sinking of the individual in the mass. In written expression we find a means of reaching individuality through the mass. Why not, then, begin at the beginning with this mode of expression that the child must use all his life, and every day of his life?

Why not teach printing and script together? Because it violates the rule of perfect simplicity. Train the child to use one set of forms, made in one way, and one alone. In my experience extending over eleven years of supervision of primary schools, I have never known the failure of a single class to change from script to print, easily and readily, in one or two days. What, then, is the use of print at first? What logical reason can be given for its use, if the step from script to print is so very simple? The writing of the words by the child on blackboard, slates and paper, furnishes a vast amount of very interesting and profitable busy work. In writing the first word the child begins spelling in the only true way. In writing the first sentence the child makes the capitals and punctuation marks, and if he is never allowed to make a form incorrectly, it will be almost impossible for him ever to write a sentence incorrectly—that is beginning it with a small letter, or not using the proper punctuation at the end. In writing the words, the child follows exactly the method of learning the spoken language. Spelling is the precise co-relative of pronunciation. The child hears the spoken word and strives to reproduce it by his voice. The child sees the written word, and reproduces it with his pencil

He gets the thought by means of the written word, and gives it back just as he gets it—he is talking with his pencil. He is ready to tell you any time, orally, what he is writing.

In the first three years' work, talking with the pencil may be used as a greater means of learning to read than all the books of supplementary reading. When the child writes the first word, the unity of all language teaching is begun. Getting thought and giving thought by spoken and written words should be united at the start, and grow through all future development as from one root.

What advantages have the blackboard and crayon over the chart and printed book in elementary reading? First, the words are created by the hand of the teacher before the eyes of the children, as the spoken word is created. Second, the word is written alone in large letters, separated from all other objects of interest except the object it names. How different the confused mass of black specks upon the printed page. Third, the attention of the little group is thus directed to one object in a very simple manner. Fourth, words are learned by repeated acts of association. The great fault with charts and primers is that they do not repeat words times enough for the child to learn them. On the blackboard, on the other hand, these repetitions can be easily made. It is of great importance that the first one hundred words should be learned thoroughly. Superficial work is always bad work. From the first, then, the child should write every word he learns from the blackboard, and just as soon as he is able to write sentences the word should invariably be written in sentences.

The child should be trained to read from his slate all that he writes. The reason why the change is made so easily from script to print used to puzzle me. I only knew that it could be done, but could not tell the reason why. Script and print are very nearly allied in form. The first print was a crude reproduction of old manuscript. Both, indeed, have changed since the art of printing was discovered, but the resemblance remains. The child, as you know, has a wonderful power of seeing resemblances. Like comes to like in his mind because his mental pictures are not filled out with that which produces the differences. This, to my mind, is sufficient reason for the surprising ease with which the child changes from script to print.

(To be continued.)

THE TEACHING PROFESSION.

It is interesting to note at this season of the year, when school boards are advertising for teachers, the smallness of the salary offered in a large proportion of the schools. The rate at which the teacher's services are remunerated is a sure index to the status of his profession in the public estimation, and tested by it that status is not yet in the eyes of the people of Ontario very high. And this conclusion is confirmed by other indications, which are too familiar to require enumeration here. An honest effort on the part of those most directly interested in this state of affairs to estimate its evil effects and ascertain the true remedy can hardly fail to be productive of good.

The effects are patent to the most superficial observer. Because it is not worth a teacher's while to stay in his profession he leaves it as soon as he can for something else. Some take to farming, some to mercantile life, some to the insurance business, some to the so-called learned professions, not one of which has any better title to the epithet than the one that is abandoned. Its inevitable consequence is that the ranks of the teaching body are filled up very largely with inexperienced recruits, and very largely with those who lack either the energy or the ability to better their posi-