

The manner is scarcely of less importance than the matter itself. Language is an instrument to be used all through life and should be well understood. It is the teacher's duty to afford time and opportunity for the cultivation of the expressive powers: in no place can this be done better than in the recitation, where we should call out the knowledge the pupil possesses in the best possible form of expression.

5. To measure the pupil's ability, acquired and natural, that the timid may be encouraged and the presumptuous checked. These two classes of pupils are found in every school and by bringing them together in the recitation they can measure each others ability and only those who really deserve special honors will receive them. If what the timid bring to the market be accepted at its full value they will be encouraged to try again—their success strengthens them. With some tact and consideration for his pupil's feelings a teacher can in a recitation do much to check pride and cultivate courage.

6. To afford opportunities for cultivating independence of thought on the part of the pupil. There are two evils to be guarded against—the one, blind adherence to books and customs, the other sitting aside all books and definitions. The one is rank conservatism the other rabid gritism. Both are destructive to healthy growth of mind. The one reduces pupils to the condition of mere machines the other inculcates rebellion against all established authority. If the teacher presents one, and that a sufficiently limited, point of thought to the pupil at a time, have these points follow each other in natural progression, go over the same ground again and again till a sufficient impression is made, bring together many examples of the same fact, apply the results of the instruction to the subject under consideration, pupils will arrive at conclusions and form definitions couched in clear and terse language. They will be encouraged in thinking independently, and as they may themselves express thoughts differently they will be led to respect each others' opinions and will be saved from being pedantic, self-conceited, and opinionated, or obsequious, stupid and parasitical. A pupil should never be prompted or assisted by a leading question, if he cannot answer the question given, go back to what he knows and socratically lead him to comprehend the fact sought to be elicited from him.

7. To enable the teacher to explain and illustrate the lesson and add new matter to it. Pupils attend school not merely to recite but to be instructed and aided by the living teacher. Never stop short with *hearing* a lesson, add something to it, talk about it. Professor J. H. Allen says "The moment you drop the thick veil which the text-book interposes between your pupil's mind and yours and deal with him face to face, you are in the right line and are doing the work of the great teachers of the world."

If left to himself a pupil may form very erroneous opinions, which by proper explanation and illustration the teacher can remove and by adding new matter to that already acquired he may arouse an intense interest in work.

8. To enable the teacher to keep proper incentives to study, before the pupils' minds. How pupils have been inspired with zeal in the acquisition of knowledge, by the mortification of one failure, every experienced teacher knows. Care should be exercised not to raise an artificial excitement which may perhaps secure better recitations but which will do nothing toward putting the mind into such a state that it will press on in the pursuit of knowledge after the living teacher has closed his labors.

9. To economize time. The method of individual recitation has been "weighed in the balance and found wanting"; but there are times and circumstances in the majority of schools requiring less or more of this practice. Not a moment should be lost. Although all the exercises should be conducted quietly yet energy and de-

spatch should characterize every movement. Pupils should be taught to economize time for life is short, earnest and competitive. "The early bird gets the worm." So he who can economize time will succeed.

10. To enable the Teacher to present to his pupils correct ideas of the purposes of life. It rests with the teacher to imbue his pupils with noble thoughts, to inspire them with zeal in every good cause, to secure a fair and symmetrical development of their entire nature, and to avoid a one-sided and pernicious education. From history, biography; &c., he may teach them that the great purpose of life is to gain a pure character if they would gain happiness. A good reputation may give a transient joy, but in times of adversity pure character alone affords settled peace.

QUALITIES.

1. Recitation should be complete. There is a very common failure among teachers of all grades in this respect. Fragmentary and insufficient answers are very common. Which has the greater effect, a whole charge of powder or the tenth part of a charge? which contains the greater force a whole sentence or a half sentence; which will cultivate the mind the most, a part of a truth or the whole truth? The clearness, distinctness and completeness of utterance add to the clearness and comprehensiveness of the understanding. Every answer should be complete and should have some immediate connection with the question. Not a decimal point, or the most apparently insignificant sign or mark should be misunderstood. It would not do to say that \$600 stood for six dollars. The most scrupulous care should be exercised to secure completeness, for "Whatever is worth doing is worth doing well."

2. Recitation should be definite and exact in the use of language. There is not sufficient care exercised in securing plain and precise answers; and pupils after a time think any answer will do. They may depend on manufacturing one, or of guessing one, by which they can slide along somehow. Indefiniteness in recitation squanders time and leaves the pupil possessed of a heterogeneous mass of facts which are of little service.

3. Recitation should be comprehensive both in understanding the matter and in making it as plain as possible. It is not uncommon to find pupils (not to say teachers) who have ciphered through the arithmetic or said all the grammar in the book, unable accurately to solve practical problems or to write or to speak correctly. Pupils should be taught to transfer the ideas from the book to the practical concerns of life.

4. A recitation should be logically arranged, what the pupil already knows being made the basis of what it is proposed to teach him. Isolated facts cannot be remembered or incorporated into the intellectual existence as well as if they are associated with ideas already fixed in the mind.

WHERE TO SPEND THE VACATION.

To the many readers of the JOURNAL who may be in doubt as to where to spend the vacation, we can confidently recommend Nova Scotia, and especially Yarmouth and vicinity, as a pleasant summer resort. The climate of Yarmouth is delightfully cool, such a thing as a sweltering day or sultry night being almost wholly unknown. There are beautiful drives, abundant facilities for fowling, boating, sea-bathing, and in fact everything that can contribute to the health and pleasure of the visitor. At Maitland Village, nine miles north of Yarmouth, there is an extensive sand beach, which many think quite equal to "Old Orchard Beach," where as fine sea-bathing can be had as the Atlantic coast supplies. Comfortable board and lodging can be had at Maitland for four dollars a week. By the new "Nova Scotia Steamship Company's" Line the tourist has a choice of two routes to Yarmouth (and thence to St. John, Halifax, etc.), one *via* Portland, which is 170 miles from Yarmouth, the other *via* Boston, 240 miles from Yarmouth. The steamer from Portland leaves every Friday at 1 p.m. on arrival of the Grand Trunk train from Toronto; and the Boston steamer leaves every Tuesday at 8 a.m. Mr. Oliver, Dr. McLellan, and others, spent last summer's vacation at Maitland, and we understand that quite a number of them are going to spend the coming vacation at the same place.