

To define it more exactly, it consists, on the part of the pupil, in a going back to what he has already learned; and on the part of the teacher, in questions on one or more previous lessons, with the double object of forming a close connection, in the child's mind, between the different items of knowledge acquired, and of making known to him the principles which form the basis of the succeeding lessons. Sometimes even, a recapitulation may consist in recommencing an explanation, without introducing any change worthy of note, for the purpose of fixing it more firmly in the child's memory.

The natural place for the recapitulation is at the beginning of the lesson; more or less time should be given to it, according as the pupils are more or less advanced. It is also advantageous to recapitulate after each complete series of questions.

A review is rather a new lesson on a subject already studied—a subject which the teacher presents and develops with new considerations which furnish him with the opportunity of bringing before his pupils certain general questions, of drawing attention to useful points of resemblance, of linking together ideas having no apparent connection, of accustoming his pupils to look at questions from a general point of view.

It is easy to understand that to attain this complex end, reviews must be frequent and well defined, that they must, as time goes on, cover a wider field. It is on this account, that in well-organized schools, they take place at the end of each week, each month, each quarter, each year.

Recapitulations and reviews are oral exercises. Competitions on the contrary, which are intended to stimulate the pupils, by finding the relative rank of each, should be written. They differ from other exercises in the following points: they may contain a larger number of questions previously studied, and they must be completed in a limited period of time, the same for all pupils competing.

The principal branches of each course are the ones in which competitions generally take place. It is advisable, however, that there should be, but less frequently, competitions in the other branches, in order to encourage pupils, who, though not advanced in the principal subjects, may excel in the secondary ones, to bring home to others their general lack of application to study—and to be able to judge of the average strength of the class.

All competitions without exception should be corrected with the greatest care. Preference, in this case, should be given to correction by the teacher. The examination of the work by the teacher himself is essential; it is the only way of obtaining the desired results.

XV. HOME LESSONS AND TASKS.—Teachers should remember that the pupil who does not study out of school hours makes but little progress. This is a truth based on experience.