

child has there the opportunity of taking the first step in a career, to the possibilities of which—from the nature of constitutional government and the educational facilities of the land—we cannot set any limits. And here, also, occupying the same bench, learning the same lessons, subject to the same discipline, and competing in the same class, the son of a poor man and the son of parents in more fortunate circumstances are together stimulated to exertion, and know no rivalry but in industry and talent. Both, at this stage in their educational life, have to work together at the same lessons, whatever their prospects for the future. They must be taught to read, write and cipher. This is the fundamental duty of the elementary school teacher. But, besides, he is bound to direct his pupils to such subjects as shall promote the formation of a steadfast and honorable character, cultivate their general intelligence, and qualify them to discharge in after years their duties as citizens. And what teacher is there, who is worthy of the name, who will not spontaneously sacrifice a small fraction of his leisure, that his more talented and ambitious scholars may enter upon more advanced studies?

There is no difference of opinion respecting the necessity of teaching boys and girls reading, writing and arithmetic. All are convinced that their children must acquire a certain familiarity and ease in these exercises to succeed in any vocation whatever. But there is more involved in the trio of R's than people generally imagine. *Reading* requires a knowledge of the meanings of words and the construction of sentences, a comprehension of the subject-matter of the passage which is read, and the faculty by emphasis and inflection to express what the reader regards to be its true rendering. Hence, English grammar is an indispensable branch of study in the elementary school; and not only analysis and parsing but composition as well. To be able to write down his thoughts in tolerable English is, undoubtedly, one of the most valuable acquisitions with which a boy can leave school, whether we view it as an intellectual exercise or in its utilitarian aspect. And the lessons which he reads in his class-book introduce him to the study of biography, natural history, geography, physical science and literature. They suggest matters upon which he desires more information. Books are consulted and the teacher is questioned; and as his difficulties are solved and his knowledge increases, he can look abroad upon nature with an intelligent eye and an inquiring mind and derive both pleasure and profit from the survey. He learns to observe and think and listen with an attentive ear, and if his interest has been effectually aroused, when he leaves

school and enters upon the occupation of the farm or the workshop he will find his recreation and delight in the pursuits to which he was introduced in the class-room, and the serious business of the day greatly facilitated by the possession of industrious habits and a trained intelligence.

But it is the right and duty of every man in a free country to take his share in its government. That he may do this as a well-informed, independent member of the community, and that he may vote and otherwise conduct himself as a man deserving the privilege of citizenship, he ought to understand the constitution under which he lives and the various steps by which it emerged from its primitive form, and be able to trace the struggle for liberty of thought and action, in Great Britain, by which these blessings were secured, and in consequence of which they have become our inheritance. It is incumbent upon him to know the history of the race to which he belongs, and the country of which he is a citizen. He ought to be familiar with the great questions which agitates the public mind with every measure which has for its object the elevation of the people and the amelioration of their condition, and with the plans which are proposed for the development of the trade and commerce of the country, its settlement and the opening up of its resources. Hence the necessity for the study of history and geography, not as accomplishments which lead to no practical result, but as a preparative for a full, untrammelled and manly discharge of public duty.

There are other, and for some pupils necessary, subjects which demand attention. Elementary science having particular reference to the special industry of the neighborhood, whether agriculture, mechanics, natural history, or some other branch must have allotted to its study a reasonable portion of time. Latin, also, is required by those who propose entering one of the learned professions. But instruction in this subject need not interfere with or usurp the time which might be devoted to some other purpose. Being only the grammar of the language, it can be undertaken by the whole of the senior class; and to a thinking lad, whatever his business may afterwards be, the study of the Latin grammar—from the assistance he thereby receives in understanding grammatical principles—will prove of great service in the study of his own language.

Such, with music and drawing where they can be taught, would be our course of studies in the elementary school. It is eminently practical in as far as every subject comprised in it, if rightly studied, will lead to some definite and useful end. Nor does it aim too high. Its intention is to send boys out into