

correctly and fluently a hundred pages in "Webb's First Reader" before he is expected to know the name or sound of a single letter. But something more is here contemplated than learning words—first, the picture and then the object, if it is at hand, and then the name, with its meaning and use. The thing before the sign is the rule in teaching by this method, even with familiar objects. Particles and connectives, and other words not represented by objects, should be learned with this meaning, so as to be recognized at sight. Words descriptive of color and actions should be illustrated by examples. When spelling comes to be taught with reading, and the alphabet to be learned, it should be by the analysis of the words found in the reading lesson, instead of the old method found in the A B C's and spelling columns of unmeaning words from the spelling book. By this method the child knows the word at sight. As he knows the object which it represents, he can speak it without hesitation or drawling; he knows the meaning of every word in the lesson, and is able to read as he would talk; he avoids the use and vexation of unmeaning symbols, which serve only to create disgust and contempt for both books and school. And as the child's education advances the same method of instruction should be carried into all departments of study. Defining and explaining should, as far as possible, be done by the use of objects, and should be extensively practised in spelling and reading and in every other department of the school.

METHOD OF TEACHING ENGLISH.

The study of our own language by the use of the English dictionary should be encouraged and required of all. In teaching spelling, punctuation, and the use of capitals, the attention of the scholar should be directed to the printed page. He will there see correct forms and usage, and thus acquire the habit of criticism and correctness in practice. Why these capitals are so used should be explained, and what variations of the voice the punctuation marks indicate should be illustrated by the teacher's voice.

VALUE OF WRITTEN COMPOSITION.

And while dealing with the thoughts of others, the scholar should be taught to express his own on slate or paper as soon as he is able to write. This department of composition, though the most neglected, is the most important of all. Hence, the teacher should give it special and frequent attention, at every stage of