

He should make himself acquainted with all the idioms and special phrases which are in the language, because it is needful to vary the form of expression so as to convey the needful ideas of the subject to the mind in the most impressive manner.

In order to avoid tautology he should store the mind with synonymous words or terms so as to avoid the necessity of using the same word frequently, which is very disgusting to the ear of the learner. The use of synonyms gives beauty to the style, if they are not used in succession.

Many Teachers and even writers connect their sentences by relatives, but they should rather connect them by conjunctions and copulatives that they may appear as separate and distinct sentences and be thus less liable to confuse the hearer.

The Teacher should accustom himself to clear and distinct ideas on every thing he thinks of. He should not be satisfied with obscure and confused phrases and thoughts where clearer may be obtained. One obscure idea may lead to a misunderstanding of the whole subject, and thus cause labor in vain.

One very good plan to get distinctness of expression is to take some young person and begin to talk to him on some subject with which he is totally unacquainted, and be very careful to ascertain if he understands you or not, continuing to change the form of expression until he can understand it. This practice will soon enable any ordinary teacher to arrive at the plans best fitted to convey instruction.—*Chatham Planet*

II. Papers on Practical Education.

1. PRACTICAL LANGUAGE-LESSONS IN THE SCHOOL-ROOM.

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The cultivation of language *must begin very early* in the education of the child. It is amazing what a stock of words, and what facility in construction children have, when they commence school at the age of six. Surely this indicates that they are capable of making great progress in the use of language already in the first few years of their education at school. The first primary room, then, is the starting place.

But how must this cultivation proceed? The instruction must first be *informal*, in order that language may be a natural growth. At this early stage, no set lessons need be used, no rules are to be given. This is the *imitative stage*, and familiar conversations, accompanied by questions and answers and corrections, must be chiefly relied upon. The more *formal* lessons may commence in the second year of school.

Oral and written exercises must also be combined at every step. Children must see and criticise their own work. The mechanical itself aids, very materially, the processes of the mind, blackboard, slate and paper must, then, be freely used. Periodical, *written* examinations should be frequently conducted. This is the way to accuracy, elegance, and force in the use of language.

Further, the *proper use of the organs of speech*—good enunciation in every particular—this is also essential to language cultivation. Language must be uttered as well as written. If the hand, by writing, aids the mind, in the production of thought, so do the mouth and ears. We want, then, good sound, distinct articulation, a perfect expression by the mouth, and a nice discrimination by the ear, as well as neat and accurate execution on paper.

Notice, next, the *successive stages of development*. I will only indicate these for the present.

I. The *imitative and intuitive stage*, in which we may employ the following means:

1. Properly encouraging and directing conversation.
2. Conducting reading in a natural way.
3. Correcting mistakes in recitations and all other intercourse.
4. Copying sentences from various sources.
5. Dictating from books, or one's own sentences.
6. Narrating incidents, asking questions, and receiving oral and written replies and descriptions.
7. Committing to memory and reciting pieces suited to the capacities of the children.

II. The *constructive stage*, in which the following appliances may be used:

1. Conducting object-lessons, oral and written.
2. Letter-writing and easy composition, including also the writing of business forms.
3. Picture object-lesson composition.
4. Converting easy poetry into prose.
5. Promiscuous placing of words, to be arranged into a sentence.
6. Several and progressive steps in construction and analysis, similar in plan to the first part of "Greene's Introduction."

Here the nature and use of words may be more fully pointed out, the parts of speech named, and the preparation for the use of the text-book—at about the age of eleven or twelve—completed.

III. The *scientific stage*, including:

1. Elements of words.
2. Parts of speech and parsing, including also outline reviews.
3. Syntax of sentences, phrases and words. Here we construct, reconstruct, classify, transform, correct, and apply rules.
4. Analysis, including outline of analysis.
5. Diagramming.
6. Constructing sentences, according to required conditions.
7. Rhetoric, composition, and logic.

1. *Letter-writing* may be embraced in such a course, commencing as soon as children can write legibly—which they may be taught to do in their first year—and extending over the entire school period. I am convinced by what I have tried, that children may early write neat little letters. Furnish them with materials, and indicate the form and arrangement on the blackboard. Make the exercise a sociable entertainment. Let some of the letters be addressed to the teacher, and sometimes to other pupils, or to some little friends abroad. These letters must, of course, be corrected. The blackboard may be used, in part, for this purpose. Models should be presented frequently by the teacher. These exercises may alternate with other language lessons; may be conducted as rhetorical exercises, on Friday afternoons. They may also be made a specialty, at times, and be used more frequently than once a week. The items of correction, in the successive stages of progress, are too obvious to require mentioning.

2. *Object-Lessons* afford excellent opportunities for language-lessons. Indeed, the great design of the former is to cultivate the expressive faculties. When conducted only orally, they accomplish but a part of the good designed. Let the object be carefully examined, and made the subject of conversation. Next, let the names of the parts be written down, usually in a classified way, that you may have a general and systematic outline. Then let simple yet careful sentences be constructed, expressing name, parts, nature, origin, use, etc., according to the character of the object and the age and progress of the pupils. With the younger scholars, the sentences may sometimes be constructed by the teacher on the blackboard, elicited from the scholars by questions, repeated orally by them in concert, and then copied on their slates.

In this connection, I have found *pictures* exceedingly useful. Here we take, as one of the first and easier exercises, a picture containing a number of objects, respecting which it is designed to make simple and short statements. The children look carefully at the picture, then name the objects in it. These names are placed on the blackboard and slate promiscuously, and something is said respecting each, either by itself or in its relation to the other objects on the picture. Each expression should be made a complete and correct sentence, sometimes volunteered by the pupil, at other times elicited by the questions of the teacher. Each sentence should be written down by the whole class or school; may also be repeated orally in concert. Here is free and easy construction.

A further step consists in grouping or classifying these names of objects in the picture, and requiring the pupils to say something respecting the relations of each class of words, and thus including all the words of the group in the construction of a single sentence usually. Several sentences may thus be made from a single picture. To avoid complication, let the sentences be short; and for the sake of variety, let them differ in form. This exercise is adapted to children in the third and fourth years of the school course, or to the third and fourth reader classes. The more simple picture exercises may be commenced a year sooner. In all these, criticisms are offered by the children in regard to spelling, punctuation, the use of capitals, and construction.

In the same manner a picture containing but a single object, may be used; as, for example, a horse or camel. Here the analytic process becomes more difficult; and naming, classifying, and describing of parts more complicated and indeed scientific. Such pictures must either be simplified for younger scholars, or used only with the more advanced. Sentence-making must here again be adapted to the capacities of the scholars.

I know of no method of language culture more attractive and useful to the younger scholars than that which employs pictures. And that man who will prepare and publish a good systematized course of Picture-Object-Lesson Composition for the use of teachers, will, in my opinion, be a benefactor of our schools.

3. A *Building-up* process of constructing sentences must also be included in a practical course of language-lessons.

The children select some object about which they propose to say something. They determine whether to speak of one or more. Place the name of the object on the blackboard and slates. Distinguish between name, object, and sound. Say what the object