

of it, and correcting any mistaken notions they may have. Thirdly, examine the lessons minutely, stanza by stanza, and line by line. This should be done, not by talking to them about the lesson, but by talking with them, by question and answer, by suggestion, by explanation, giving help only where help is needed, until every word, phrase, sentence, and passage, is clearly understood. When an explanation is given, do not fail to get the explanation again from the pupils, either verbally or in writing. See, too, that each answer forms a complete sentence, and does not violate any rule of correct speaking. Do not admit of *patch-work* questions and answers, the pupil taking up his answer where the teacher's question breaks off; for example—*Teacher*: "Boadicea was a queen of —?" *Pupil*: "the Iceni." *Teacher*: "The Iceni were —?" *Pupil*: "a tribe of the ancient Britons." The questions might proceed as follows:—When are the events of the lesson supposed to have taken place? Who was the *warrior-queen*? Why did she become a *warrior*? Name other *warrior-queens* of England. Is Queen Victoria a *warrior-queen*? Why not? Would *English* do as well as *British*? Explain that *English* is now often used where *British* should be used. Explain also the difference in meaning between the modern use of *British* and its use in the lesson. Was she actually *bleeding* at this time? Explain that a bundle of rods, called *fascies*, with an axe in the centre, was carried before Roman magistrates as a symbol of their power over life and limb; but that the rods were not used as instruments of punishment, a whip being used for that purpose. What is the meaning of *indignant*? of *mien*? What different meaning would *angry look* convey? Give another word pronounced like *mien*, and use it correctly in a sentence. What is meant by *seeking counsel*? Give another word pronounced like *counsel*, with its meaning. Was Boadicea asking advice, or was she wishing to inquire into the future? Why *gods* instead of *God*? The belief in more than one God is called *polytheism*. By what name is Boadicea's religion commonly known? Tell about the religious rites of the early Britons; or, better still, if there is a school library, the pupils should be shown how to make use of it, and be encouraged to independent effort. They thus learn to acquire knowledge from books, and so become their own teachers.

In this way the study of the lesson should proceed until each thought and expression is clearly understood by the pupils, the teacher comparing and illustrating, and leading his pupils to make comparisons for themselves and to find illustrations in their own reading. The proper connection of the stanzas should be noted. Words and expressions should be amplified by the pupils, and stated in different language, to show that they clearly understand their meaning. Many expressions are elucidated by illustration better than by explanation, and in order to be ready with illustrations, the teacher must himself be a student.

A short sketch of the author should follow the study of the lesson, and this sketch should be made as life-like as possible. If the class is sufficiently advanced, the lesson may be examined to discover any evidences of the author's peculiarities of style, and the literary beauties of the lesson may also be pointed out.

The finer passages of prose and poetry, and whole poems of real merit, should be committed to memory.

After the meaning of the lesson is clearly comprehended by the pupil, he should be prepared to read it with proper expression. The