

—minute, yet simple—easily comprehended by the scholar, with fair effort on his own part. Now, however, the class we are endeavouring to follow up, stage after stage, may be made to go more to the root of knowledge; and it should be able to dive deeper into the work of self-teaching. Questions generally should be less simple,—requiring more stretch of thought, and more knowledge of studies; and answers should show more of a previous educative process. The *wording* of questions should now need less simplicity; but the meaning of what is read should be more searchingly followed up, and etymological exercises should be carried farther.

To illustrate two or three methods I would recommend in such exercises, I use the following passage, supposing it to be part of the lesson just read, and with which they should be pretty familiar:—

“Exercise promotes all the functions of the body; and by contracting the muscles, assists the exhausted blood in passing through the veins to the lungs, where it is renewed by means of the oxygen inspired in breathing.”

These few lines will give ample scope for the following exercises. The first is the catechetical exercises—verbal, general and connecting. The *connecting* exercise has here but one question, “What are the advantages of exercise?”—The answer is the whole sentence. The *general* exercise has at least these eight questions, each of which requires a clause, or principal word to answer it: “What promotes all the functions of the body? What does exercise promote? How does exercise assist the blood in passing through the veins? What does exercise do by contracting the muscles? To what is the blood assisted? What tends to assist the blood in passing to the lungs? What is done to the blood in the lungs? By what is the blood renewed in the lungs?” The *verbal* exercise respects the definition of words taken singly or in connexion, and prepares them for paraphrasing. As this exercise is less understood and very little practised in our schools, I shall illustrate it in two ways by the same sentence.

The teacher first marks out the words to be explained for paraphrasing; he then reads to the *word* to be defined, makes a sensible pause before it, pronounces it very distinctly, stops,—then the class, simultaneously and in a distinct firm tone, gives the explanation, (unless an individual pupil is called on to do it;) and he then proceeds in the same manner with word after word, to the end of the exercise.—In the sentence given, the words explained, with their explanations, I give within *brackets*.

[*Exercise*,—bodily exertion, or action, such as walking, running, working, swimming, or moving the body or limbs in any way], [*promotes*,—advances or helps] [*all*,—every one of] the [*functions*,—operations or offices performed by the several parts] of the [*body*,—material part of the human frame]; and by [*contracting*,—forcing closer together the parts of] the [*muscles*,—fleshy and fibrous parts of the body, which are the immediate instruments of motion], [*assist*—helps to urge forward, and continue the advance of] the [*exhausted*,—vitiated and unwholesome] [*blood*,—red fluid which circulates to and from the heart] in [*passing*,—flowing or proceeding] [*through*,—along the passages of] the [*veins*,—returning blood vessels,] to the [*lungs*,—parts of the body which receive the air which we breathe] [*where*,—in which] [*it*,—the vitiated blood] is [*renewed*,—made healthy, and fit for supplying vigour to all the different parts of the body] by [*means of*,—a chemical action which takes place with] the [*oxygen*,—vital part of the atmospheric air called oxygen] [*inspired*,—which is drawn into the lungs] in [*breathing*,—the act of taking breath].

After the passage is thus explained make the class, simultaneously or individually, read the sentence through, omitting the words explained, thus: “Bodily exertion, or action, such as walking, running, working, swimming, or moving the body or limbs in any way, advances and helps every one of the operations or offices performed by the several parts of the material part of the human frame, &c.”

This is an excellent exercise for grounding scholars in the meaning of words; practising them in their varied applications; and in expressing their own ideas under a variety of forms.—The variety of forms in which a sentence may be expressed is almost infinite.

Reproducing the lesson, in outline, is the next exercise I would recommend. This is just following up the preceding exercise; and as it requires more time, I would recommend it as a seat or home exercise.

One of the best methods for making pupils understand well what they read, is making them draw practical or inferential lessons from it. From the passage I have taken for the preceding illus-

trations, not fewer than at least *sixteen* such lessons may be drawn, I shall give three or four: 1o. Bodily exercise is conducive to health; 2o. Laziness, idleness, excess of sleep or sedentary habits are detrimental to health; 3o. Slothful habits tend to suspend or to weaken the several functions of the body; 4o. When any of the natural functions of the body are weakened or suspended, moderate exercise will tend to renew them; 5o. Bodily exercise is better than medicine for preserving the health, &c. This also should be a seat or home exercise, as it requires more time for reflection.

When you wish to exercise or train your class on any point or word in the lesson, more than on any other, see that it is the most suitable—offers the best field for training—and one that should prove profitable to the class. With the subject, previously familiarize yourself, that you may be able to make your illustrations, or explanations, clear, full, interesting, and correct. The more you know of a subject, and the more clearly you see through it, the plainer and more interesting can you make it to others. Study well the order in which it should be brought before the class, and how, at first to proceed, so as to make them understand clearly your starting point; and when you are certain that *their* understanding and *yours* have met, carefully see that they keep together. When you find that the class, or a single individual in it, comprehends you not clearly, search out the cause and proceed not till you shall have thrown sufficient light on the part ill understood; and are satisfied from answers to your questions that your illustrations are not in vain to any in the class. Be thus watchful till the exercise is gone through; if you be not, most of your labour will be in vain, and the time devoted to the subject of illustration, will be lost.

To make these remarks better understood, let us suppose that the teacher takes *oxygen* as a subject on which he wishes to enlarge a little—showing the class more particularly its properties, and some of its wonders. We suppose that the word oxygen has already been defined, as occurring in the reading-lesson; but, there, it has been defined only as a word. The teacher wishes to enlarge farther upon it as a subject. He proceeds to do this on the practice-board, as follows: he divides the board into three columns,—the first for the heads of his subject, the second for his *notes*, on which he intends to enlarge, and the third is for questions put to the class as he proceeds.

OXYGEN.

Heads.	Notes on which to enlarge.	Questions.
Etymology.	<i>Oxys</i> or <i>oxus</i> and <i>gen- nao</i> ; <i>oxys</i> —acid and <i>gen- nao</i> —I generate.	What is the etymology of the word oxygen? Which part means acid?
Properties of oxygen.	Colourless, tasteless, in- odorous, invisible, perma- nently elastic gas. An elementary body, existing either in the solid or fluid form. Is the great sup- porter of life and com- bustion.	Go over the different properties of oxygen here given,—what kind of body it is,—the states in which it exists,—of what it is the great supporter;—and repeat them till they become familiar to you.
Proportions found in different substances.	Can be examined only in a state of gas. Is the basis of vital air. It forms 8/9ths of water, 1/5th of air, 1/3 of all earthy matters. Found diffused throughout the three kingdoms of nature; 3/4ths of the material elements of the globe are composed of it. Few bodies can aim it not.	In what state can it be examined?—Of what is it the basis?—What proportions of water, air, and earthy matters does it form?—How found diffused?—How much of the material elements of the globe is composed of it?—Are many bodies without some oxygen?— <i>Impress those facts on your minds.</i>