

to be joined in reading, the class is then—but not till then—to read the lesson off, sentence after sentence. This is to be done, first by the teacher, leading them by sentences, and they simultaneously following, and made to repeat every clause and every sentence correctly and at once, without stammering, hesitating, dwelling too long on a word, repeating words or parts of words, or any thing which makes the reading faulty, or a discontinuity in reading, against which every teacher should guard from the child's very first attempts at reading. The class, then, is to read alone, simultaneously and individually, till a considerable degree of correctness is reached.—By this time the teacher has had sufficient opportunity of knowing how far they have mastered the lesson and understood words. And it very seldom happens, if all the previous exercises are intelligently gone through, in the different ways directed, that any class is not prepared for *seat preparation*. [When time admits read to them the *whole lesson*, right through—to show how, as a *whole*, it should be read—how to pause—regulate the voice—emphasize words, clauses, &c.] The class is then to be marched in order to seats, for self-preparation, with strict injunctions, there to study in the way it was trained—two and two, when convenient, going together, to aid and check each other in study. On seats, they first examine each other on words—their pronunciation and meaning, then on stops, places for pausing, words to be made emphatic in reading, &c. This exercise prepares them to commence its reading; this, from the previous training, and self-preparation, is done with little labour.—During this time of self-preparation, another class should be before the educator, to undergo similar training, and so on, in succession till all the forms or classes have passed through their initiatory training.

[N. B. The more I consider the subject of training, and its excellent results, the more I incline to the opinion, that its more general adoption, based upon sound principles and skilfully worked, is the only effectual way to give life to our methods of teaching, make the progress of the scholar more satisfactory and rapid work into our schools a *higher standard* of intelligence, and give a *greater impetus* to general improvements.—To give full development to training principles, and fairly bring out results, I am of opinion that part of school time, (say the morning hours,) should be devoted solely to training, not only in reading and its concomitants, but in teaching every branch, taught especially in forms or classes, and another part, (say the after part of the day,) in testing results—the results of training, and of self-study. First train, then test; first, show practically, and with method, how to do or study, and then, after sometime of self-efforts, try results; first, make every thing clear and intelligent, always associating *practice* with every explanation, example or illustration, then, after giving due time for study, trace the effects of both in your class; first, show the way, bring the pupil upon it, and direct him how to proceed; then, after an interval for advance, see what his progress may have been.]

When called up to test their reading, and ascertain their knowledge of their lesson, the teacher, first, divides the lesson into portions, if long, then orders it to be read, in rotation, beginning at the head or foot of the class, or calling on any individual in the class to read the named portion. Before he begins the teacher questions him on his knowledge of his portion; how it should be read, with reference to pronunciation—tone—pauses, &c., he then begins, and as he reads, his mistakes, faults in reading, &c. are marked by both the class and the teacher,—but not named for correction till he has gone through with his portion; then they are marked out to be corrected, either by the master or the class; and he is again called on to read his portion,—and with special reference to the mistakes he made. Checking and correcting the reader as he goes on, is an injurious custom. It leads to hesitancy, is a great hinderance to fluent expressive reading, and it often deprives the pupil of that self-confidence and self-command, (through fear of being checked or interrupted,) so indispensable, to make reading correct, easy and flowing. Constant interruptions destroy reading. To do justice to a passage read, to bring out its full meaning, show the connexion of its parts and their grammatical and logical dependence on each other, the reader must read on uninterruptedly,—making the continued flow of his voice accord with the continued flow of ideas in what he reads.

Till the class can read with considerable ease and correctness, lessons should be short. It is a fault with many teachers to give long—too long lessons. This instead of pushing on their education, retards it; and it very much discourages them. A pupil at once knows, from the length and character of the lesson, whether or not he can, within the allowed time, master it. If he believes he cannot, he becomes discouraged, and commences its study dispondingly and out of humour,—comes before the master ill pre-

pared, and with little heart to go on with the work; but if he believes he can, he will study it cheerfully—go through his work with spirit, and with satisfaction to his teacher.

To make the preceding remarks and directions more easily understood, and how to be practically carried out, I shall illustrate them by a few passages. I first thus show how to teach a class the facts or truths of a lesson, in their given connexion, *without books*, so as to prepare it for book-training. Let this exercise be gone through skilfully, and in such a way as to command the attention of the children, and the *book-teaching*, will be found an easy task.

## FIRST ILLUSTRATIVE PASSAGE.

Birds build their nests in our gardens, | as they built them in Eden; | the bees in our hives construct their honeycomb | as the bees of Samson's time did that which he took from the carcass of the lion; | and the beavers of Canada rear their dams, | and huts, and burrows at this day | as they have done ever since their species was created.

N. B. The upright lines or bars show how much should at one time be read. When a marked off division is read, (the children attentively listening,) they repeat it, in a distinct manly tone,—without the least approach to a sing-song, and then they are questioned upon it, to see that they fully understand what they have repeated,—as follows:

*Birds build their nests in our gardens.* |

[Make the class repeat this clause simultaneously—and then question them as directed in the 1st of my directions.] *As they built them in Eden;* |

[To be repeated aloud, and questioned upon, as before.]

The bees in our hives construct their honey-comb. |

[To be repeated and questioned upon.]

As the bees of Samson's time did that which he took from the carcass of the lion; |

[Proceed in this way to the end of the lesson; then take the principal points or leading ideas—Birds build their nests—bees construct their honey-comb,—beavers build their dams, &c., and exercise their faculties upon them—showing them how to picture out ideas from these,—how to express themselves in correct language, &c.—This method has never been known to fail to prepare children for learning the lesson on the book, quickly—correctly—and with the understanding.]

The teacher now proceeds to train them with books open, nearly in the same way. See directions under numbers 2, 3, and 4.

Eight or ten days of such training will so improve their reading, make them understand the nature of study, and develop their faculties, as to make learning to read, and with the understanding, an easy and pleasant work.

At the next stage of advance, the training, first without books may be dispensed with, as preparatory to book-training.—Begin immediately with books; and as you proceed, let it be with special attention to the directions of numbers 2, 3 and 4.

## PASSAGE FOR ILLUSTRATION.

We are about to enter on a most delightful study,—| that of the human body. | We need no text-book, | but our own bodies;—and our aim will be | to find out of what elements | these bodies are made,—how they are nourished | how preserved, | and how in being built up, | each stands out,—a living temple for the living soul, | than which | there is nothing greater or grander | than God himself.

Suppose this passage to be a lesson, I would direct it to be read before the class, thus—Read in a clear, distinct way, and slowly to the first bar, then stop, and make the class read the same, and if required, re-read it till they all come up to your reading; then read the next, to be by them read in the same way. But see that they begin not till you shall have read to the bar, or end of the sentence. Let them be still and very attentive, that they may hear and get hold on your pronunciation and mode of reading. Proceed in this way to the end of the lesson; then, immediately, commence and read it again by sentences, i. e. read a sentence before you stop; and make them as before, read after you. Lead them on in this way to the end. If they have been attentive, and yourself particular, they will be pretty well prepared for self-study on seats.—See the directions of number 4. In the whole of this training, guide yourself as much as possible by the directions given in numbers 1, 2, 3 and 4.

The great objects in thus leading them on,—clause after clause, sentence after sentence, are, to train their voices, ground them well in correct pronunciation, and give them an idea of good read-