

this system is thoroughly carried out wrangling among the pupils, unconcern about school when at home, and playing truant are quite out of the question.

The leading idea in every lesson should be pictured out before recitation, always giving ideas or literal facts rather than technical terms. In this manner should all subjects be presented to the minds of the pupils; the teacher telling them only what they do not already know, thus leading them step by step to draw the natural inference or conclusion for themselves.

The landscape painter pictures in colours, the trainer in words. As painters differ in power and efficiency in their art, so do trainers in theirs. The requisite qualifications, however, are not nearly so rare as those for a painter or public speaker.

Plenty of physical exercise, both in door and out, should be provided, and conducted under the direct eye of the teacher. By this expedient a means is provided for the expenditure of the surplus of animal spirits, which, if not discharged in doing what is right, will be in what is wrong.

It is a great principle that children cannot be idle; neither can they always be intellectually employed without injury; a play-ground is therefore as indispensably necessary for intellect as for moral or physical training. In it the pupils find relaxation for their intellectual powers, others being called into action, and revive their spirits by breathing the pure and free air of heaven. Thus we see that without a play-ground the carrying out of the system is incomplete; it being impossible to train the whole child.

Bible Training.—The Scripture lesson should occupy the first hour of the day. The pupils being assembled in the school gallery the teacher proceeds, after singing a hymn in which the whole school unite, to read a portion of the Word of God. Then choosing a text, which, being repeated simultaneously by the pupils, he goes on to picture out the true meaning of the text by means of what is called an emblem; illustrating by a natural object to bring out the true meaning of a spiritual one. Moral cultivation cannot begin too early; it must grow with the growth and strengthen with the strength of the body, being the only rational and hopeful experiment for proper moral development. During the spring time of life, the weeds of sin and folly may be prevented from growing, by the pre-occupation of the ground by moral instruction.

Early rather than late training secures success in the prosecution of any branch of business or calling in life. This fact is none the less true in its application to the improvement of the mind, the cultivation of the moral affections, and the physical habits. The religious instruction, as well as the intellectual, should be elementary.

It is the province of the teacher to lay the foundation broad and deep, not knowing but that hereafter an immense superstructure may be required to be erected thereon, cultivating correct habits of thought, and action in the pupil, by which he is to educate himself throughout the varied period of his existence. Early training, except in a few cases, alone gives cause for hope of a prosperous and useful manhood.

Present to the mind the broad outlines of every subject, and he will not fail either by study or observation to acquire what is necessary to complete the whole,—quality rather than quantity, being the grand object of the training system.

By the Bible training lessons we elevate the motives of action in the youth; establish the principles of conscientiousness, benevolence and veneration; imbue a spirit of just self-respect, and lay a firm and proper foundation for all the other Christian graces.

Intellectually, it renders visible to the mind's eye of the child the true meaning of each word composing the lesson; giving also a clear and distinct idea of the whole subject, and fixing the same indelibly upon the memory and understanding, by means of ideas, or real facts. It prevents long lessons or tasks at home; by which the children often become tired of their books. By the old systems the teacher merely hears the lessons which the child may have committed to memory at home; which does not add to the information of either, except by the acquisition of so many vocabularies.

The parents deceive themselves by determining the amount of education their children are receiving by the number of books they use, the length of their lessons, and the time that they occupy in study during the evening.

Picturing out, conducted orally, serves to communicate instruction to all, whether they can or cannot read, it adds to what may be contained in the lesson, the teacher's own experiences and research from different authors, and mightily increases the intellectuality of the pupils.

The gallery awakens that important mental sympathy which is ever at work either for good or evil. It also provides a more convenient platform for simultaneous and other exercises of like nature. The first power of mind called into exercise by the child is observation. The initiatory education of children should therefore consist in facts deduced from the representation of visible objects. This picturing process must necessarily require time, but it conveys a clear and definite understanding of every object presented; lays the foundation of knowledge firm and sure in the mind; points out the bearings or relations existing between different parts of the subject, and leads the children, logically, to draw their own conclusion.

Training lessons, conducted orally, without the aid of books, have a decided superiority over the mere analyses of a lesson; inasmuch as the whole range of authorities, to which the teacher may have had access, being brought to bear upon the point under consideration, greatly increases the means of information of the pupils.

Any branch of education may be conducted on what is called the training system, always bearing in mind to give ideas rather than technical terms, known facts rather than mere words.

It is a somewhat intricate and vastly extended process, especially when applied to the junior classes; the complete system being required to train the child—the whole child. The teaching of writing, arithmetic and book-keeping does not differ materially from the ordinary improved methods. In these branches little more than the mere mechanical labour requires to be performed; excepting arithmetic, which demands mental exercise, to a greater or less extent, even where no system of education can be said to exist.

Reading and Elocution, which may be termed the art of acquiring and of communicating knowledge, are taught after a new and somewhat novel method. Reading consists, first, in thoroughly understanding the signification of certain characters or figures; second, audible reading, or elocution, in conveying the true meaning of the passage read to the minds of your hearers, either by modulation of the voice, gesture of the body, or otherwise.

A few simple rules, such as keeping the mouth well open, resting on the consonants, avoiding a monotonous tone, and making a pause at the end of each word, so as to give a slow and distinct articulation of every word and syllable composing the sentence, are all that is necessary to secure good reading. This last exercise, viz., pausing after the words, should be frequently practised, especially during the first few weeks or months that the school is in operation.

The pupils will thereby acquire a habit of distinct articulation in reading which they will ever afterwards retain.—Reading may generally be conducted on the simultaneous principle, which saves time, and produces the most perfect concord as to the tones of the voice, which effect is caused by the sympathy of numbers.

The teaching of *English Grammar* is, by the training system, best conducted by dividing the school into sections—each section or class (commencing with the most juvenile department, viz., children only four or five years of age) taking that peculiar portion or stage of advancement adapted to its previous attainments or ability. The first stage consists in finding out the different parts of speech and classifying them; the second, in subdividing the great classes; the third comprehends the inflections, or such parts of speech as are capable of being used in different forms; and the fourth, the relation existing between words belonging to different classes.

As a great general rule for the teaching of practical gram-