

speaking and writing; and we acquire this power just by practice.

But let the teacher beware of confining his vocable exercises to compound words, or to dissecting or analyzing words which admit of simple forms. Such exercises should include every kind of word and as conjunctively used.—We use words in companies,—we throw them together in clusters—and it is their relative positions, which give them their full specific meaning. It is in grammatical and logical union, that words show their power and magic effects as they travel from the speaker to the hearer, and awaken in his mind the thoughts of the sender. We all have one grand aim in speaking and writing, viz.,—*imparting our thoughts to the minds of others.* Words standing alone is no language. It is in proper union, well chosen, that they acquire that power of mind-diffusion, mind-reception, and of mind-formation, after which every one who has the power of speech should aim.

So long as our teacher: pay little attention to language and its materials, their instructions cannot be efficient. The more they attend to this part of their work, the more will they lessen their own labour and that of their pupils, and with greater certainty of success.

Our best and most effective readers are generally those who best understand what they read.

It is at this stage, that paraphrasing,—verbal and general, dissecting sentences, giving outlines of lessons, and reproducing them, with exercises on composition, &c., should be fully practised.

Let us now proceed to explain a little farther by passage-illustrations, what we have said.

“What a world do we carry about with us! | How sublime are its wonders! | And yet how little does man study this world of *self*—his own nature, body, soul, and spirit! | Familiar with the world without, how little does he know of the world within! | While throwing back fold after fold of the veil from the face of external nature, and inquiring into its hidden secrets, how forgetful is he that there is the temple of his own humanity still to enter, with its deeper veil to lift and its grander mysteries to explore! | Let it not be so with us! | Let us give ourselves to diligent study; and just as we advance step by step,—just as we come to know more and understand more of the curious structure of our own bodies, | the more inclined shall we be to take up the sentiment of the inspired writer, and with the same loving and adoring feelings to exclaim.”

—“I am fearfully and wonderfully made;—marvellous are thy works, and that my soul knoweth right well.”

We suppose this passage to be a reading lesson, on which the teacher is to train his advanced reading-class. The *bars* show how far at one time he reads to his class: and to each bar, he must study to read with correctness—skilfully managing his voice—to be closely imitated by them, as they read in concert. Special attention should be paid to the less *apt* in the class,—making them read and re-read till they come up to the rest in tone, correctness, and facile reading. This supposes, however, that previously the lesson has been well studied by himself. Neglecting this he cannot with much advantage or self-command train his class. There is a great deal in the way in which an example is brought before pupils, whether it be in reading, explaining or illustrating; and there is as much, if not more, in making pupils repeat what is read, explained, &c; and continuing the repetition till their minds have really got hold on it. Teachers, in not attending to these things, namely, self-preparation,—studying how best to present a thing to scholars, or set before them an example—and following up repetitions till an effect is produced or a result is made manifest, greatly increase their own labour, make their teaching less interesting and profitable, often repulsive, and progress slow and unsatisfactory.

When individual reading commences, no sentence should be passed till it is read with, at least considerable correctness, and the pupil is able to read it with a distinct and a commanding voice. When a correction has to be made, let it be done, not by checking, but by reading the whole of the part of the sentence in which the mistake was made, or even the whole sentence. This will best show how, by the correction, the meaning is better brought out, and it strengthens more the habit of that fluent onward flow in reading, at which the teacher should ever aim. It tends, also, to give the reader more confidence and more of self-command, than by instantaneous checkings, which often occasion much waste of time and are very unfavourable to acquiring a fluent expressive manner of reading.

How afterwards to read on seats, and then study to prepare for recitation and other exercises, concomitant with reading, see directions under number 4.—I would remark farther on this, that nothing in school systems needs reformation more than our methods

ETYMOLOGICAL EXERCISE.

Words.	Prefixes. Meanings.	Stem or root. Meanings.	Terminations. Their power, or what they denote.	Etymological definitions.	Application of these words in sentences of the pupil's own construction.
Sublime..	Sub—up, upwards.	lime — limit, or boundary .....	.....	Beyond a limit; grand in nature or thought.....	There is something <i>sublime</i> in a very high mountain.
Secret ..	Se—away from....	cret—see, or seen..	.....	Away from being seen....	A thing put into a place, known only to one's self, is said to be in <i>secret</i> .
External.	Ex—out, out of....	tern—side .....	al—belonging ....	Belonging to the outside..	What is on the outside is <i>external</i> : an <i>external</i> appearance.
Mysteries	My—hid, shut:....	ster — remaining, standing.....	ie—belogigu to, s—more than one ..	Many hidden things .....	Every thing God has created has its <i>mysteries</i> , unsearchable to creatures.
Explore .	Ex—out, out of ...	plore—to search, to enquire into.....	.....	Search out .....	The student <i>explores</i> the learning and wisdom of men of other days.
Advance.	Ad—to .....	vance—forward, go forward .....	.....	Go on or forward in a certain course.....	The industrious scholar has the fairest chance to being <i>advanced</i> to honour.
Inspired.	In—into, in,on,upon	spire — breathe, breathe into.....	ed—done .....	Breathed into, infused into the mind.....	Those who wrote the Bible were <i>inspired</i> by God; He poured thoughts into their minds.
Adoring.	Ad—to .....	or—worship .....	ing—doing .....	Doing worship.....	We should delight in <i>adoring</i> our Maker.