this order, and study branches synthetically or as they are presented to us in our scientific works. The studies best adapted to strengthen the reasoning faculty are mathematics, especially the higher departments of Arithmetic, Algebra, Geometry, Logic and the physical sciences.

7. Our instruction should be carried on simultaneously and individually, by questions and answers and ellipses. This questioning process brings into requisition the highest ability of the teacher; it is no mean acquirement to be able to put just such questions as will bring out the knowledge pos-'sessed by a child, or to put such questions as will enable the teacher, from the answer given, to determine what further instruction is required from him, that the child may be enabled to reason out the subject for himself. In oral lessons, instead of questioning, we might leave blanks, and require the pupil to fill in, allowing him to go on drawing his own conclusions as long as he keeps the right path. This exercise of giving the pupil an opportunity of supplying ellipses is preeminently intellectual training and seems to have been the method. most frequently adopted by the great Master while on earth.

With regard to the simultaneous and individual mode of questioning, it appears to me that if our object is to find out whether the child has prepared his lesson or not whether he has been attentive or otherwise, or whether he has comprehended our explanation or not, we must deal with the class individually. On the other hand, if our object is to evoke thought or develop mind, we can work the class simultaneously.

8. No lesson is given until it is received bý all. It is a grand mistake for a teacher to think all is well and finished when he has thoroughly prepared himself on a subject, and in a pleasing and intelligent manner propounded that subject to his class;

tive and studious, but a large part of the class, especially the listless and the wandering, will not have comprehended the lesson, and therefore much of the teacher's labor will be expended to no purpose. То meet these cases it is recommended that the teacher require from the class, after the recitation is concluded, a verbal statement of the whole exercise, or what is better, a written synopsis of what they have learned during the lesson.

9. I presume it is safe to infer that every child has some peculiarity which distinguishes him from other children. The efficient teacher. in his intercourse with his pupils, will endeavor to find out the characteristic of each, and turn his discovery into profitable account, more especially in his moral training. As the pupils are less restrained in the play-ground than in the school room, it becomes an excellent field for observation. In the play-ground peculiarities in disposition, temper and habits will more readily show themselves than in the school-room, hence educationists recommend that the teacher accompany his class to the play-ground, or as, some term it, the uncovered school-room, for the purpose of correcting what may be seen to be wrong, and of marking peculiarities in .con- ' stitution, and through them obtain an avenue to the higher principles of their nature.

10. To recapitulate the principles we have endeavored to enumerate, we would say that to teach successfully we must present to the mind first things or objects, then words or signs for things-first facts and phenomena, then laws and principles-first. wholes, then the parts-first the concrete, then the abstract-first the analysis, and then the synthesis. Proceed from the known to the region of the unknown, and conduct our lessons in such a manner that they will in reality exercise the child's mind. If we fully carry out these princiif he stops here he may benefit the atten- ples, I am convinced that we shall