

than those who study no language except their own. I think it is due to the fact that they are expected to retain and use the words which they are constantly learning and it forms a habit in them of expecting that what they hear will be called for at some time. Then they are bound constantly to trust the memory which renders it a better worker. In teaching other languages we must observe some of the same regulations that are necessary in teaching little children to read. We must see that the *word* is learned so that it can be recognized in any connection and the vocabulary be thus increased.

If the full value of the study of language as a discipline for the memory would be gained, written translations must not be allowed except at stated times and for special purposes. They have their place and time, but not in the daily recitation, nor in preparation for it. Passages of Latin authors should be committed to memory. When difficulty is added brain is added. Dr. Arnold thought that Greek and Latin grammars in English were attended with a disadvantage because the rules which in Latin fixed themselves in the boys' memories, when learned in English were forgotten. However this may be, we know by experiment that the memorizing of passages from Latin authors not only develops the muscle of the memory (if we may use the expression), but helps greatly in giving an additional knowledge of the language.

And now let us consider the conditions of memory. With regard to artificial memory we shall say very little, because we believe that natural relations are always preferable to those that are arbitrary and mechanical. For the child it scarcely seems at all necessary; if there are circumstances under which it does seem to be so, the teacher who feels inclined to use such artificial associations will be found to have a taste which does not need encouragement. The circumstances that are necessary in order that the pupil may remember tenaciously and recall promptly are such as lie at the basis of all true education and therefore to hear them will seem like hearing an old story, but like some other old stories they cannot be heard too often.

We must first notice the condition of the body. When the pupil is in a condition of health, all intellectual effort is easier, and what he apprehends at such a time he can recall with automatic readiness and precision. If he is suffering any physical annoyance he cannot fix his attention so as to perceive clearly and remember accurately. We do not wonder that some teachers accomplish little either in the government or instruction of their pupils when we are compelled to endure for a few moments the heated and impure air of their school-rooms. They do not understand that it is a matter of policy, as well as of duty, to make their pupils as comfortable as possible.

When the mind is distracted either by an internal feeling or an external object it cannot give attention; and without attention there cannot be recollection, because the mind cannot recall what it has not made its own. What is the literal meaning of *attention*? A *stretching towards*. How can there be a longing for anything, a stretching towards it, if it fails to interest. Now let us look at this word. *Inter*, *between*, and *esse*, *to be*. How can we bring others to be *within* that into which we ourselves have not entered?

Memory has its moral condition, which implies truth to one's self in picturing to one's own imagination with fidelity what has been seen or learned; and truth to others in describing that picture faithfully.

An essay upon the subject of memory would probably seem incomplete without some reference to reviews; but their value has been set forth so clearly within a

few months past in this Educational Monthly that at the present time we need not dwell upon their importance. A demand for repetition lies within that truth of mental science that "the mind tends to act again more readily in a manner or form which is similar to any in which it has acted before, in any defined exertion of its energy."

There is a philosophical reason for the review of the common-school branches by the pupils in our High Schools before their graduation. The memory of the child differs from that of the youth, and the facts which he has accumulated in childhood held together by the lower and more obvious associations, will be lost unless they are rendered secure by a review which will enable the older pupil to re-arrange these same facts under the higher relations which are now possible for him since his intellectual memory has attained greater development.

And now, fellow-teachers, in conclusion allow me to beg of you to use every means in your reach to improve the faculties of your own minds. He who ceases to acquire knowledge will surely lose that ability which will enable him to instruct others in the proper way of acquiring it. Do not neglect the discipline of the memory by systematic labor. Whatever your previous successes, be "Like a brave wrestler who, after he has come off conqueror, observes the common rules, and continues his exercises to the last."—(*Ohio Educational Monthly*.)

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School Management

BY J. BALDWIN.

Elements of Governing Powers.

Governing power is the capacity to marshal and render most effective all educational resources. Attention has been called to *System, Energy, Vigilance* and *Firmness*, as elements of governing power. Consideration is here invited to other elements.

V. *Self-control is the fifth element governing power.* The great general remains calm in the midst of the battle. The statesman is not excited by the tumult of partyism. Still more does the teacher of youth need to be calm amid all storms. He moulds as well as governs.

1. Self-possession greatly aids self-control. The teacher needs to keep all his powers well in hand, ready for every work and prepared for every emergency.

2. Anger must be crushed. Exhibitions of temper of incalculable injury. The violent teacher loses the respect of his pupils, loses all moral power over them. If he succeeds at all, his must be a government of force. The importance of avoiding all exhibitions of anger can hardly be too earnestly urged.

3. Impatience must be repressed. A hundred things occur hourly to render the teacher irritable and impatient. To yield is ruin. The teacher needs a world of patience. Child-nature is full of perversity and child-mind develops slowly. Wesley's mother would tell John the same thing twenty times, and not many children require less patience.

4. Allow no antagonisms. To suffer antagonisms to spring up between yourself and a pupil or patron is a fatal mistake. Control yourself, and thus control and use all forces. Never antagonize.

The subject of self-control demands the earnest study and constant care of the teacher. Without a good degree of this power no one need expect success.