

thing about this? They answer the questions: What can you do? what can you taste? what can you wear? what can you hear? what can you touch?

All these ways, and many more, I use to "bring to expression their previous knowledge, and make it a basis for added facts." The number of ways may be quadrupled and still leave ample scope for originality. All these exercises are adapted to the first years in school. They are largely conversational; occasionally objects are described, but the power of description comes later than the power to narrate, so I employ narration first. — *N. E. Jour. of Ed.*

ORAL INSTRUCTION.

I know that microscopic politicians have persuaded the long-suffering public of this country that teachers ought to have nothing to say about education; but I think they should have, and am going on to say my share, in spite of all the politicians who are not yet translated.

To whom should the public look for information about education, if not to teachers? If teachers are timid or dumb, can they complain if education suffers? Two-thirds of the general literature of education is inflicted upon a docile public by plausible theorists who never strayed even by accident into a class-room; who boldly seize the chart and compass to navigate our ship on a sea they never saw, and by observations they never took. Brethren, it is high time that teachers should begin to teach, and not leave themselves and the public the victims of theoretical experimenters, who are not even yet in the early days of their apprenticeships to a very complex business. I notice that this latter-day cry for oral instruction only, and abolition of text books, comes from such people, who, nevertheless, have no intention of touching this burden with so much as one of their little fingers. Such cries are dangerous to progress already made, and are like newly discovered short cuts, which are proverbially long roads. Young enthusiasts just beginning to sense the power which is new to them; ancient fabrics set on fire for the first time and burning with a consuming fierceness; extremists who, by exaggeration, make the mildest virtues into aggravating vices, all by their intensity bring a good thing into disrepute, and have to be tempered by moderation, and cooled down into steady and unexcited service. Oral instruction is necessary to every good teacher, and the younger the pupils the more it is essential to their happiness and progress, but you can no more abolish text-books for proper use in day schools than you can banish them from universities or technical schools for adults. And there is as much danger to be feared from oral instruction without text-books as is found in the mechanical use of text-books without the life of oral instruction. Every good teacher approves of a due proportion of oral instruction and practises it, regarding it as the brightest and keenest weapon in his armory; and uses text-books also to make his work stick, and sustain him and his pupils, in weak moments, at the standard of their best. No good teacher avoids it, or goes fanatically insane about it, either for or against. He knows that if you deliberately abolish text-books, and call upon teachers to depend upon oral instruction only, not occasionally, as it is now, and always has been, practised by good teachers, but as proposed by fanatics, namely, for five hours a day on five days in the week, you will kill all the good teachers in a month, leaving alive only the sticks who are skilled in the art of self-preservation, who never teach at all, orally or otherwise, and therefore never wear out, to comfort you in your solitude among the graves of those you have destroyed. Suppose, for example, you were to try this wholesale oral experiment on ministers in churches. Make them preach without manuscript, and insist on their congregation singing without hymn-books, the preach-

ers to change their subjects every hour, not for one hour a day but for five hours a day, not only on one day in the week but for five days in the week, to a congregation of lost souls, every one of whom has been born an infidel, and is in dire need of conversion. The clergy are good, self-sacrificing men; many of them approve of this idea for schools, and would doubtless not object to having it practically tried in churches. When strong men and adult pupils have been proved to be able to endure this strain and are improved by it, it may, without cruelty and iconoclastic stupidity, be fair to try it on weak women and infant scholars. If experimenters will begin there, they will find that in a year many pulpits and churches have been many times over thus emptied, and many graveyards and asylums filled, and the fragments of congregations left will declare that their works do follow them. In mercy, then, begin with ministers and churches, because all concerned will be able-bodied adults and likely to exercise free-will to defend themselves; then, if it succeeds, we may try it on teachers and little children in our schools, without being guilty of Herod's crime, or breaking all the commandments at once for educational purposes, as Moses did. — *Walter Smith.*

SCHOOL MANAGEMENT AND GOVERNMENT.

"As the teacher is, so is the school," is a trite saying, the truth of which none will question.

See to the orderly management of everything. Have a place for each pupil to hang his hat and wrappings, put his books, to sit or stand in his class, and see that his place is kept.

Have a regular time for reciting, and, if possible, for studying every lesson.

See at all times that the best of care is taken of the school property.

Always keep the school-room neat and clean; ornament it with pictures, mottoes, maps, charts, wreaths, and flowers.

Always call and dismiss your classes in order; count, or tap the bell as signals.

Be firm and kind. Don't scold. Be prompt in everything. Your pupils will often follow your example.

Do not allow communication, leaving seats, or going out, or getting water during school hours, without permission.

System, self-possession, energy, and kindness on the part of the teacher are the disciplinary agents.

Profitable and constant occupation is the true preventive of disorderly conduct.

Have every pupil secure a slate and pencil, and be sure he uses them.

Have as few classes as will be consistent with the wants of the school. A teacher cannot teach a successful school and hear thirty or thirty-five recitations daily.

See that the room is properly ventilated — about 65° or 70° Fahr. is the proper degree of temperature.

Have the syllables of all words pronounced, or teach the pupil to make a slight pause between syllables.

Do not have your pupils report "perfect" and "imperfect." It leads to habits of lying and deception.

All the pupils of the same class should pursue the same studies if possible.

Don't forget to have the general exercise for the whole school each day. Use the oral and general exercises provided for each grade, for the whole as far as practicable.

"Order is Heaven's first law," and without order no school can succeed. The first step in governing a school is to govern yourself.

Have written examinations once a month for the larger pupils, and oral examinations for the smaller ones.

Every teacher should be a regular reader of at least one educational journal.

Always be a living model for your pupils, whether in or out of school.

Begin school promptly at nine o'clock and close at four.

Visit your patrons frequently and urge them to visit your school.

Visit some of the best schools you can hear of each year, and don't fail to attend the institute.

Make a full report at the close of your school. — *Intel Course of Study for Ungraded Schools.*