

further say, in passing, that what applies to children applies *a fortiori* to the adult; and that fiction, the drama, and art ought, in consistency, to be excluded from all life by those who would deny the unreal to children. It might also be shown, were this the place to do so, that in the active imaginations of children and the fairy stories which they greedily seize we see at work the capacity for art and religion.

3. By means—and this, at the earliest stage, chiefly—of object-lessons. Here words are learnt in close connection with the sensible things they denote.

4. By means of the reading-lessons and examination on them, or rather observations about them. You will see the importance of the kind of reading-books which should at this early period be preferred. They must contain all the ordinary words of child-life; they ought also to contain a gradual and graduated extension of the child's vocabulary; and give expression and shape to his infant thoughts and growing conceptions of the world and man.

By means of verses, *e.g.*, nursery rhymes first, and thereafter verses regarding incidents of child-life and descriptive of simple moral and religious story. These should be learnt by heart for repetition and singing.

6. By calling on the children to

give an account in their own words of lessons they have read or stories that have been told to them.

7. By means of writing in the later stage. The writing of words, and simple sentences consisting of a few words, does much to lay the foundation of accurate expression—even though such exercises be only transcriptions from the book or black-board.

(b) *Primary and Upper Primary School Stage (7 or 8 to 14).*—When the pupil has left the infant stage behind him, that is to say, when he has got his second teeth, and can take a firmer bite of the outer world, so to speak, and his fingers a firmer hold of all that comes within reach of his sense-tentacles, his instruction in language, as the highway to thought, as the gateway of the humanities is, so far as the school is concerned, generally regulated by the reading-books used. These language lessons constitute for the boy (except among the wealthier classes) his whole literary curriculum. How important it is then, that they should be so constructed as to fulfil the requirements of a literary course. By means of a good collection of prose and poetry we extend the range of thought and language. This is not to be done by reading one book devoted to one subject. Accordingly, I advocate collections of good pieces.

(To be continued.)

VALUE OF SCHOOL DISCIPLINE.

THE pillars on which public school education rest are BEHAVIOUR or deportment, and SCHOLARSHIP. The first requisite of the school is ORDER: each pupil must be taught first and foremost to conform his behaviour to a general standard. Only thus can the school as a community exist and fulfil its functions. In the outset, therefore, a whole family of virtues are

taught the pupils, and these are taught so thoroughly, and so constantly enforced, that they become fixed in his character. The method of this moral training is, like that which rules everywhere in the practical world, one of division and repetition. The duty of being a well-behaved pupil is not a vague generality.