

In the teaching of arithmetic how many opportunities are afforded of giving a practical character to the work—by associating articles of commerce in the neighbourhood with the questions—requiring the pupils to frame bills of parcels for themselves, and to make them out accurately and neatly. The tables of weights and measures should be determined by experiment and each operation gone through properly, the filling of a gallon or quart from a pint measure, the filling of a pint bottle from a small phial of so many ounces, the measuring of length with a rule or tape-line, finding by measurement the contents of of the play-ground, or some other portion of land, all having in view manual dexterity as well as practical knowledge.

Geography, and even history, may be made highly practical as well as powerfully educative. The great natural forces and products which underlie all industries—the industries of a country depending on its products and forces—the interchange of these—and the brotherhood of man, are fitted to awaken and keep alive an interest in industrial work and workers.

Every good citizen of an enlightened country respects the institutions under which he lives; he moves amongst its people, he is protected and governed by its laws. His training towards manhood lies through a knowledge and discharge of his duties as a citizen as well as a workman. How much valuable instruction of a practical character may be imparted and with what interest it will be received, if, instead of loading the pupil's memory with isolated facts little understood and appreciated because they begin and end in themselves, we group together facts that have a bearing upon the great epochs of our history of civil liberty.

A king's reign is not a division of

history. Kings and dynasties die, but the great forces move onwards. What are the moving forces? What are the events associated with such forces? Whatever divisions our text-books may make, it is by some such treatment as I have indicated that we can hope to make history influence character.

It is unnecessary for me to add one word respecting the importance of a study of method and its principles. Neither the proper aim of the school nor the wants of society can be met unless work is conducted upon sound principles of method. It is true that some teachers, and more especially young teachers, are apt to pay more regard to the mechanical processes than to the principles of method, and they cannot of course reach satisfactory results; but no intelligent man would on this ground affirm that method tends only to give a mechanical character to teaching. If method is not fitted to great and important results, why should the institutions of the most enlightened countries take practical steps to give a knowledge of it? Two of the Universities of Scotland, Edinburgh and Saint Andrews, have established chairs of education, and the London University has just announced that it will hold a yearly examination in the art, theory, and history of education. Socrates, the Greek philosopher, regarded method as the first thing. Comenius, Locke, Rousseau, Basedow (of whose work Goethe says, "such methods must promote mental activity and give the young a fresher view of the world"), Pestalozzi, Froebel—all insisted upon the importance of method, and Alexander Bain and Herbert Spencer, two of the deepest thinkers of our own day, tell us that all modern systems of instruction must be based upon nature's plan and nature's method.—*The Present Age.*