

allowed to study the piece, when a plainer style would be more satisfactory. And even where there has been ample preparation, there is danger of marring the effect by too great attempts at oratorical display.

VIII. *Trifles are worth attention.*—You are aware that a cathedral service consists not only of anthems and similar music which require much labour in the preparation and care in the rendering, but also of responses or short sentences of a simpler character, most of which are daily repeated. In many places these latter are frequently rendered in a slovenly way, the more difficult music being considered worthy of greater effort in the rendering. Chichester Cathedral has always been remarkable for the care bestowed upon the minor portions of the music, and the result is, that no matter what the anthem may be the general effect of the service is pleasing.

Nor is this less important in reading. If you wish your pupils to improve by your example, do not confine your attention to special occasions and to great efforts. Do not say that it is only a few verses of Scripture, only the Lord's Prayer, only dictation, or only an example for grammar. Take care of little things, great things will take care of themselves.

IX. *The teacher should keep in advance of his pupils.*—This must be

done by the practice of music of the highest class, by studying the works of the great masters, and by reading books on the theory of music. It is surprising what a small proportion of teachers of music have even an elementary knowledge of its theory. To have mastered the names of the notes, to know some of the terms, and to be able to play a few tunes, seems to be the stock-in-trade of most teachers. So long as this state of things exists we are not likely to make much advance.

Nor is it less essential in reading. Not only should the teacher have mastered the Readers which he uses as text books, but he should be well read in other authors, not only with respect to detached selections, but, as much as possible, in their complete works. The introduction of lessons in English Literature I regard as a step in the right direction. To read a work well we must understand all about it; and he who has mastered one work is in a better position to master another than when he began. Whatever may be the real merits of our authorized reading books, I think there is too much disposition to under-rate their value, and too little desire to make the best of what is good in them. They contain many gems which will well repay study, and I cannot too strongly urge you to give them the attention they deserve.

ORAL INSTRUCTION.—That object teaching and oral instruction have not yielded the results expected is becoming daily more and more evident. In the former, mere observation does not result in insight; the teacher points out the facts which the pupil is supposed to remember until he passes on to a new grade, when they are dropped, and other facts substituted in their places. In oral teaching, as ordinarily practised, the instructor simply takes the place of the book. The remedy for this is simple, although not easily applied. It is to cultivate originality, to teach the student to do his own thinking, to avoid cram, to supply facts only so fast as

they can be assimilated. Experience has shewn that science may be inculcated by the true more easily than by the false method, and with infinitely greater benefit to the pupil. It remains now for the comparatively few teachers who recognize this vital fact to persevere in their endeavours, and to induce others to associate with the same belief. Any change must of course be gradual. Reform must come from without, from the pressure of public opinion; and only when public opinion is thoroughly aroused can we hope for a system of education founded on what Professor Huxley calls common-sense methods.—*Boston Traveller.*