

finally on this volume, we propose to rescue a few of its educational dogmas from the fate that commonly befalls precepts laid up in Blue Books. To those who are just beginning their careers as teachers there may be something new and profitable in what follows; and teachers whose careers are half-run or more will have learned the art of pardoning truisms and commonplaces when expressed with freshness and flavour. We quote from Mr. Ogilvie's Report.

I. On the commencement of school life:—"A show of early blossom does not mean the best matured fruit, and it is open to question whether the infant prodigy, cribbed and cabined in school, tends to establish the ideal of a sound mind in a sound body. The author of 'Friends in Council' writes:—"When we are considering the health of children, it is imperative not to omit the importance of keeping their minds fallow, as it were, for several of the first years of their existence; the mischief perpetrated by a contrary course, in the shape of bad health, peevish temper, and developed vanity, is incalculable. Parents may be assured that this early work is not by any means all gain, even in the way of work. I suspect it is a loss, and that children who begin their education late, as it would be called, will rapidly overtake those who have been in harness long before them."

II. On infant instruction:—"At no stage is the importance more obvious of special aptitude in the disposition, character, and manner of the teacher. An emotional nature and sympathy with child-life are worth more than breadth of knowledge and mere propriety of method. The born infant teacher could not be better portrayed than in the character of Dickens, given as follows in a recent sketch by his daughter:—"He had a wonderful attraction for children, and

a quick perception of their character and disposition, a most winning and easy way with them, full of fun, but also of a graver sympathy with their many small troubles and perplexities, which made them recognize a friend in him at once."

III. On the kindergarten:—"The theory of infant instruction is no doubt susceptible of improvement. The kindergarten, whatever view may be taken of its merits as a whole, has many elements which might be beneficially incorporated in any system of infant training. The stereotyped form of object lesson, bristling with hard words, contributes neither to intelligence nor vocabulary. *Opaque, ductile, globose, graminivorous*, are the kind of stones given to children whom a simple story would enrapture."

IV. On discipline:—"Discipline is, of course, the first, second and third condition of school management; but its secret lies in occupation, and it was the normal absence of this primary element that was most to blame for the traditional asperity of school-life. The history of the word discipline is a curious comment on education. It has long ceased to be a synonym for learning. Scotch phraseology witnesses to the same degeneracy, and shows how universally the stone of hard blows was given with, if not for, the bread of instruction. 'Fa suppit (whipt) the laddie?' is the Scotch equivalent for 'Who was the boy's teacher?'"

V. On the common error of making arithmetic a subject of instruction too early in school life:—"Arithmetic is the stumbling-block of the first standard. It is perhaps the least valuable, as it is confessedly the most irksome requirement of the Code. It is forcing a faculty of later development to the comparative neglect of linguistic and other imitative powers which are in full play. 'It is vain,' says Mr. Sully, in his 'Outlines of Psychology,'