

recognize fully the moral sense of every youth under our charge. Not less in the case of those drawn from the lowest ranks of society, and even from the haunts of vice, than in the more favored children of fortune or refinement, must this be regarded. Although different appliances must be brought to bear upon the one than upon the other, they are both the creation of a common parent, and the teacher who ignores this faculty deprives himself of one of the strongest agencies which can be brought to bear upon the school.

"Much is said, and said well, of the importance of a gentlemanly and courteous bearing towards scholars. In this connection let me advert to the propriety of personal kindness in carrying out good government in school. Not that kindness which wastes itself in unmeaning commendation, but that other aspect of it which converses with the young upon their future aims, which suggests the realities of life, with its temptations and repulsions, which counsel them as those who will soon be men and women, and calls upon them thus early to improve every opportunity, since their utmost preparation can be none too extensive for the realities before them. More than one thoughtless boy has been brought to diligence by a proper presentation of the consequences thus dependent upon his present moments, and has shown to his teacher and the world talents and results otherwise unanticipated.

"Vigilance is another important agency in judiciously governing a school. If 'eternal vigilance is the price of liberty,' no less must it be exercised here. Every teacher has his hours of personal fatigue, or, it may be, of debility. The wearied brain craves repose; the pained limbs seek for relief; and at such times we are likely to feel that some indulgence is our due. But just at such moments the spirit of disorder, if ever, is abroad. Let the teacher see written on all about him 'vigilance' for it is when you are weak that the idle and the troublesome are strong, and the relaxation of minutes may prepare the labor of hours.

"Promptness in perfection of any conceived measure is another important prerequisite in good government. Doubly valuable here is the principle 'not to put off till to-morrow what ought to be done to-day.' Some valuable thought, suggested by a passing occurrence, strikes you. If seized upon and followed out, the results may be most happy. A distinguished poet always had by his bedside materials for writing, so that not a thought or a felicitous conception might be lost, but noted for future use. So should the teacher constantly note down the suggestions of passing experience, that these may not fly about and be blown away, but take upon themselves forthwith a tangible shape, and act their part in carrying out more effectively the best aims of the teacher.

"Another adjunct to good management is, carefully to distinguish between things wrong *per se*, and those so conventionally. Whispering has been alluded to as one of the pests of school. It is doubtless so—one of those annoyances that take hold upon the nerves in most unpleasant manner; and yet it is no wrong in itself. We may not speak of it as a crime, as we do of another class of offences. It is a violation of a good rule established for the benefit of all, but should never impart to a boy a character *essentially* bad, like swearing, stealing, or lying; for this would be perpetually to confound in the young mind the great distinctions established by God himself, and instead of aiding the instructor in obtaining a moral hold upon the consciences of his pupils, would tend to prevent them from attaining that sensibility to the monitor of our internal director which all should so assiduously cultivate.

To conclude, a proper application of penalty when it is needed, is one of the prominent agencies in good school administration. The infliction should take place when removed from the causes of excitement, and not in presence of the school. Thus is avoided all tendency on the part of rogues to caricature attitudes and aspects, as they sometimes will, all determination to 'stand out' on the part of the offender, the hardening influence too often induced in the sensibilities of the other pupils, and the shame arising from public disgrace—a shame much more likely to hinder than to help subsequent good deportment. Though concurring in the sentiment that, under some circumstances, the apostolic direction of 'rebuking them that sin, before all, that others also may fear,' is good, yet nothing is more likely to be pushed to excess among our profession than favorite Scripture quotations, one of which I would gladly wish this might never become. Let the penalty then be exacted as a penalty, in all kindness and firmness, and do not, by a public exposure, oblige the offender to undergo double punishment in the taunts and jeers of ill-natured companions, who may intimate in the play-ground or the street whatever may be thought to aggravate his mortification and disgrace.

2. TESTS OF A GOOD GALLERY LESSON.

In measuring the success of a collective lesson, and in criticising its merits and defects, the following are the points which require most attention:—

I. *Language*.—This should be simple, adapted to the age and attainments of the children, free from pedantry and affectation, yet well chosen, fluent, and accurate. The faults which most frequently occur under this head are, inattention to minor matters of pronunciation, aspirates, and distinct utterance; the use of unfamiliar or unsuitable words; and inattention to the grammatical structure of sentences. Long, entangled, or obscure sentences ought to be specially avoided.

II. *Matter*.—The choice of the subject, and its fitness for the comprehension of the class of scholars, should be first regarded; then the selection of the right facts, the exclusion of all irrelevant matter, and the careful limitation of the lesson to such a number of facts as children can be reasonably expected to learn within a prescribed time. It often happens that in the delivery of a lesson a teacher aims at imparting much more than ought to be attempted, or can possibly be remembered; or he does not consider the special needs of the class of children whom he has to teach; or he fails to connect the subject with their previous knowledge and experience; or he is imperfectly provided with information; or has not a sufficient variety of illustration at command. Sometimes, too, a lesson on a common object errs by confining itself to common facts, such as children would necessarily learn out of doors; as if there could be any value in a lesson on a familiar thing, unless some unfamiliar or new knowledge were superadded to whatever the child knew of the subject before. All these faults may be avoided by careful and thorough preparation, and by writing out full and systematic notes beforehand. In connection with the subject, it should be remembered that, although every teacher should determine to keep close to the subject in hand, and not to introduce more facts than fairly lie within its compass—he, himself, should have a considerable *reserve* of information on the point, and should know more than he attempts to teach; otherwise, he will be unable to offer explanation of any new difficulty which may seem to rise out of the lesson. Moreover, a teacher always feels embarrassed with the consciousness that he is approaching the limits of his own knowledge; and this feeling will destroy his confidence, and greatly interfere with the success of any lesson.

III. *Method*.—This includes the orderly and logical arrangement of the facts to be learnt; the right employment of questions, of illustrations, and of ellipses; judicious recapitulation at the end of each division of the subject; exhaustive recapitulation at the end of the lesson; spelling of difficult words; careful registration of the facts in order on a black-board, as soon as they are learnt; and many other points. The commonest errors in the method of a collective lesson are the employment of technical terms before the use or need of them has been understood; the neglect of the inductive process; the telling of facts which could with a little trouble have been elicited from the children; the too rapid transition from one fact to another, before the first has been thoroughly understood; the careless uses of ellipses in cases where they are supplied merely by echoing a word just uttered; the unequal distribution of questions throughout the class, by which a number of the scholars are often wholly neglected, and the readiness to depend on simultaneous answers. The method of a lesson is always defective if thought is not encouraged on the part of the children; if they have not been led to *observe* minutely and attend carefully; if the sequence of facts and reasonings and moral lessons is not perfectly logical and natural; or if the children have not been led to desire the instruction even before it was imparted.

IV. *Illustration*.—This may be of two kinds—visible, and nearly verbal: the former should, whether in the form of maps, pictures, diagrams, models, or objects, always be simple, unencumbered, plain, and very intelligible. Much judgment is required in the selection of the best illustrations of this kind, and still more in the dexterous and effective use of them. The oral illustrations depend on the pictorial or descriptive power of a teacher, and form a most important element in the success of a lesson; they require to be skilfully chosen, and to be put forth in the simplest language; they may, unless great care be taken, betray a teacher into redundancy and looseness, and if the analogies or similes be not perfectly sound, they are very apt to mislead learners, and leave false impressions. Hence, in judging of the value of such illustrations as are employed in a lesson, it is necessary to consider first their fitness and appropriateness; and secondly, the discretion and judgment with which they are used.

V. *Manner*.—If this is pleasing and yet dignified—if the teacher can manifest sympathy with the class, and yet show a determination to teach—if he is self-possessed and free from embarrassment, and yet not hard, arrogant, or sarcastic—the success and moral value of the lesson will be in a great measure secured. Among young teachers especially, there is often a tendency either to an ungentle and harsh demeanour which repels the learners, or a familiar and jocosé style, which does still more mischief. The characteristics of a good manner in lesson-giving are ease and alacrity of movement, quick-