

with his little group may then be able to aid them in removing the difficulties experienced by young children in arithmetic.

REMARKS.—This answer has its good points. There is equal evidence that the question has not been misunderstood, but there lacks on the part of the writer that practical conception of a schools working which the question required, to have enabled him to answer it properly. The defect is one often found in learners, who are generally—perhaps unavoidably—more concerned to fix in their memory the verbal matter of their books, than to realize that which lies under it. Of course experience alone in this case could give this power; but experience, though necessary to the conception, does not always produce it. This is evident, not only from the answer before us, but from the fact that the real difficulty in classifying for arithmetic has never been met in many schools, nor even guessed at. Hence the discrepancies which are found in children's attainments, though in the same class, discrepancies which are not found among the members of a reading class. Occasional splitting up of a school into minute parts, and appointing a boy from an upper class to each, is doubtless better than the individual mode found in some schools, or the slovenly classes found in others, but it is too irregular a mode to obtain sound progress in a subject of so many distinct stages.

QUESTION 8.—Why should school be made attractive to children? It is important that children should feel school a delight. "School is a pleasure" should not merely be a song, but a reality with the children. Few things remain as permanent to do us any good, when we have associated them with feelings of pain, or it may be of disgust.

1. *Childhood a happy period.* God has made childhood pre-eminently a happy period. The happy buoyancy of childhood and youth are so ordained for wise and good purposes. If we then aid this cheerfulness we are co-workers with God. On the other hand, if we make childhood dull and cheerless, we are acting in direct opposition to this law.

2. *It is the best condition for imparting instruction.* When there is cheerfulness in the mind of the child, a high degree of mental activity may be expected. There is an energy and zeal about the manner which shows there is delight taken in the work. But if there is a school in which there is no sympathy with child nature, and instead of the sunshine of cheerfulness, a cold and harsh discipline, and the teacher's manner repelling, the children at once dislike school. The acquisition of knowledge becomes associated in their minds with pain, with dark and threatening looks, and with constraint. This is evidently the reason why we find some children almost overjoyed at the thought of being released from school.

3. *Its influence on moral culture.* How can principles for future guidance be implanted, or the conscience awakened to a sense of duty, where fear is made the ruling motive? The principle is contrary to that laid down in the New Testament, where love is made the ruling motive.

*Means to make it a happy place.*

1. *Teacher's manner.* The teacher must be cheerful and lively in his dealing with the children. He need not be afraid of a smile on his face lowering his authority or influence with the children.

2. He may indulge the children in *sallies of wit, tales, &c.* This will encourage them to laugh and so prove a reaction, will afford an outlet for the superfluity of animal spirits. Carlyle says it is an element of good in a man, however debased, if he can indulge in a hearty good laugh.

3. He should be careful that their *work* is suited to them, and that they are *not overworked*. The habit of application is quite a different thing to constant drudgery or slavery.

4. He should not *confine* his work to *school routine*. The three essentials must have the greatest share of the time. But there is still time left for interesting recreation lessons, as drawing, singing, &c.

5. He should carefully avoid *excessive fault-finding*. He should be on the look out for things to praise rather than to censure.

The children lose all heart in their work in trying to please their teacher when all their efforts are rewarded only by constant grumbling and complaints.

6. In their *games* they should be *left alone*. He may sometimes show them a new game or an improvement in their own, but in other respects he should not interfere.

REMARKS.—This answer goes over much ground, and yet deals with it in outline only. This could not be avoided where so many points are introduced, and where the space and time were limited. But was it necessary to introduce so many? Would not selection and a fuller treatment of each point be better than bones—"very many and very dry?" Mere fragments may suffice, sometimes, between a pupil and his teacher; but suppose the case of an examiner not as well acquainted with the course as the latter, is it advisable then to deal in fragments? May not the writer then be misunderstood—e.g., What would Stow say of the statement, or any

one else anxious for the moral training of children—"that in their games they should be left alone?"

QUESTION 11.—"Trusting." In matters relating to truth of word or action, the teacher should always "trust till deceived." It is highly important that children should be trusted, and that they should know that they are so too. There is a great tendency to be what we are taken for. "Give a dog a bad name and hang him." Suspicion is very injurious to the character of the child. If you give a child credit for being trustworthy, there will generally be an aim on his part to see that he deserves such.

Still, there is a danger of giving too much credit to the children; this ends in being imposed upon, or in the teachers winking at known misconduct. The degree of trust should depend upon the age of the child.

"Confession." Is important in its relation to real honesty of life. He should be treated as the true "coward" who, either from fear of punishment or of falling in the estimation of his comrades tries to hide his faults. The courage which confesses a fault should be approved by the teacher, and be rewarded by a remittance of punishment in some cases.

There is great fear, however, of carrying this too far. Where confession is voluntary it may be relied on, but when stimulated, as where hope of mitigation of punishment is held, its benefit is highly doubtful. The teacher should be careful, too, in requiring public confession; as, for instance, holding up the hand before the whole class. It is a test which few are able to stand.

"Praise." One of the most important stimuli which works with children in doing many actions is the hope of approval or praise. Though the love of praise is not to be encouraged, yet the teacher should recognize those actions which are deserving of praise. Deeds of kindness and courtesy, acts of self-denial, yielding to known preferences at play, &c., all these things should be encouraged by the approving smile of the teacher.

The great danger in this is that it has a tendency to make the children vain. The teacher should rarely praise the children publicly, unless in very exceptional cases. The want of humility, a consciousness of one's own ignorance and deficiencies is necessarily wanting in young children. And the teacher should be very discriminating in his distribution of praise lest he encourage this.

"Censure" is sometimes necessary and often more effective than corporal punishment. The teacher should know the nature of the child before he punishes in this way. In all cases of want of truthfulness, honesty, or moral conduct, he should express his strong abhorrence of the fault.

"Danger." He should be very careful he does not inflict too great a punishment. A look is enough with some children. When censuring before the class, too, he should not do so personally, else the sympathy of the class goes with the offender. He should avoid constant censure: when the occasions are few and far between, his reproof will be much more impressive.

REMARKS.—A very good answer in outline. This was what the question required, and the writer has managed to give evidence of attention to the subject.

QUESTION 15.—"Be careful that it is obstinacy.—(Locke). Often that which is termed obstinacy is not really so. The cases which occur in school of real obstinacy are very few.

(1.) Obstinacy may proceed from a *natural obtuseness* or *weakness of intellect*. Here the teacher should be patient and painstaking in his work. The child has perhaps been neglected at home, or not sent to school early enough.

(2.) What is called obstinacy may often proceed from a perfect confusion, caused by bullying, blows on the head, &c. Here the teacher requires patience, and the command of his own temper. A Rugby master once felt a rebuke very strongly, when, after he had been bullying and scolding a lad for his dullness a long time, the lad looked up in his face and timidly said, "Why do you speak so angrily; indeed, I am trying my best."

(3.) Sometimes this fault may be on the teacher's side. It may proceed from a constant, irritable, fault-finding disposition, when the children lose all heart in their work, and all respect for their teacher.

(4.) Again, a boy may take up the position of obstinacy for the sake of being a hero. Boys are rather fond of finding one who dares to oppose the master. In this case the teacher should deprive him of the sympathy of the class, and the motive being removed the action will drop. The teacher should never punish a lad for this fault before his class.

(5.) The fault may at first be only sulkiness, or ill temper; it may be brought on to obstinacy by the teacher's mismanagement. The boy should be left alone till his fit is over.

REMARKS.—This is an important subject, and deserved more attention than the writer gave to it; but time, we suppose, was pressing. The terms "bully and scold" were altogether inapplicable, surely to an Arnold!