

desires to listen to, and understand it. A loss of interest is sure to follow inattention; and a habit of inattention, is a great calamity to any person who falls into it during life. I would say to every teacher—never proceed without the attention of your class; and be sure that the understanding of every scholar accompanies your instruction. Whenever a class becomes inattentive, or your instruction reaches not the understanding, you cease to instruct, and they, to receive any benefit from your teaching.

The educator's manner has a great effect upon children. They are imitative beings; and it is astonishing to observe how very soon they catch the manner of the teacher. If, in his movements, he is heavy and plodding, they will very soon, in theirs, become dull and drowsy; then if he speaks in a sprightly animated tone, and moves about with an elastic step, they almost realize a resurrection from the dead. If he appears absent minded, taking but little interest in the lesson which is recited, they will be as inattentive at least, as he; while, if all his looks and actions indicate that the subject is important, he will gain their attention and keep their minds awake.

6. Avoid a formal monotonous routine in teaching.

Children are very apt to imbibe the notion that they study in order to recite. They have but little idea of any purpose of acquirement beyond recitation: hence they study their text book as mere words. But the teacher should as soon as possible, lead them to study the subject, using the book simply as an instrument. "Books are but helps"—should become their motto. In order to bring this about, the instructor would do well occasionally to leave entirely the order of the book, and question them on the topic they have studied. If they are pursuing arithmetic, for instance, and they have carefully prepared a definite number of problems, it might be well to test their ability by giving them at the recitation others of the teacher's own preparing, involving an application of what they have learned of the business of life. This will tend to make them study intelligently, and give them an insight into the business-application of arithmetic, which will become to them a new motive to exertion. It were easy to illustrate this point farther, but the hints given may suffice.

7. Be careful to use language which is intelligible to children, when an explanation is given.

The object of an explanation is to elucidate, to make clearer. Can this be done when the explanation is less intelligible than the thing explained? Is it possible to rouse the dormant faculties of children when instruction is mystified by words little understood? So long as the language of the books and the language of the teacher are ill understood, little progress can be made by children in any school. Teachers may go over the ground again and again—vexed because of their unsuccess—and ascribing their failure—not to any defect in their own teaching—but to inattention, slowness of mind, feebleness of memory or an indolent disposition, while in reality the fault was theirs, not the children's. They could not comprehend what was told them; it could not stay in their minds, for it never gained a place there. This, perhaps, is the reason why education is far less influential in after life than we might have hoped to find it. How different it is with teachers who contrive to gain and to keep the thorough attention of their classes, by the use of clear and impressive language—engaging manners, wakening ideas, and spreading out before the mind's eye the subject of recitation in its full dimensions!

To them, lessons are full of life, pleasure and profit, they are glad to have them lengthened, and anxious to hear more.

N. B.—Teachers study plainness of speech; and fear to use a single word not well understood, in any part of your teaching.

8. Require prompt and accurate recitation.

Dull, dragging, spiritless recitation is productive of much evil. Nothing abates the interest of a class sooner. Instead of quickening the mind, and fostering active habits, its tendency is to render it obtuse and enervate, discourage effort and create in the mind of the scholar a low idea of school work. Such recitation should not be tolerated in our schools. And whenever it exists, we must attribute it to a defective method of teaching children to recite when they begin to read. They are not taught the systematic use of the vocal organs. Yet this is among the very first things in which beginners should be exercised. The common course of education is much at fault in this respect. If some small part of the time devoted to crowding facts on the mind, not yet well prepared to receive or retain them, were employed in fashioning and improving the organs of speech, under good tuition, and with

suitable subjects of recitation, both body and mind would often gain materially by such preparatory exercises: and I am certain we would then have far less indistinct articulation, and imperfect vocalization in our schools than we now have; recitations would be gone through with more life and accuracy, children would take more interest in them, and they would certainly be productive of more beneficial results.

9. In conducting recitations, the twofold object of instructing and educating should be steadily kept in view.

Education has a higher and more comprehensive meaning than the acquisition of mere learning. We regard it as involving the discipline of the mind, the formation of the character, as including morals as well as intellects, habits and tendencies, feelings and principles, as well as mental acquirements. The objects of the teacher's efforts in training his classes—carrying on mental improvement, are, therefore, as various as the capacities of human nature; embracing every faculty, and every susceptibility, every energy of thought and feeling and volition with which the mind is endowed.

With this broad view of education, can we be too particular as to how it should be carried on? how to build up the soul in mental strength, and store it with choice knowledge? Surely not.

In the suggestions here given we have thus viewed the teacher's work in training his scholars. To one other suggestion would we beg to direct attention:

10. What you teach, teach thoroughly.

Whatever the subject or study be, resolve that it be well understood before passed, that their conceptions of it shall be a distinct and settled form. Never rest satisfied with those crude, indefinite half-formed notions, which are caught up after a hasty and superficial skimming of a lesson or subject—learning words and nothing else,—or, perhaps, not even these well. Whatever the subject of recitation is, bring all the powers of your mind and those of your class to bear upon it. Dive into the very heart of it; and in presenting it to your class go round its entire circumference. But be sure that your class—heart and soul—is going along with you. Acting in this spirit, and with energy and skill, the intellectual superstructure you are engaged in rearing will be no fragile fabric; liable to be shaken by every wind that blows. Its foundation will be wide and deep, and its columns will grow up in massive magnificence. And surely the end is worth all the labour. Half the mental effort which is often expended to attain something useless—it may be sinful—if put forth to some purpose worthy of our nature and our destinies, would, in many cases, suffice to lay the foundation of a mind which might, hereafter, vie in glory with the mighty dead!

JOHN BRUCE,
Inspector of Schools.

School days of Eminent Men in Great-Britain.

By JOHN TIMBS, F. S. A.

(Continued from our last.)

CXIV.

THE GREAT DUKE OF MARLBOROUGH AT ST. PAUL'S.

Among the celebrated Paulines stands prominently the name of John Churchill, Duke of Marlborough, the ablest general and most consummate statesman of his time. He was the second son of Winston Churchill, and was born at Ashe House, in the parish of Musbury, adjoining Axminster, Devonshire, in 1650. Part of the "antient and gentile" seat remains; and the bedstead upon which Marlborough was born is preserved in the neighbourhood. "Of the education of a person afterwards so illustrious," says Cox, "we only know that he was brought up under the care of his father, who was himself a man of letters, and author of a political history of England, entitled *Divi Britannici*. He was also instructed in the rudiments of knowledge by a neighbouring clergyman of great learning and piety; and from him, doubtless, imbibed that due sense of religion, and zealous attachment to the Church of England, which were never obliterated amidst the dissipation of a court, the cares of political business, or the din of arms."

He was next removed to the metropolis, and placed in the school of St. Paul's, but for a short period. This fact is thrice