

Finally, to the practical study of arithmetic, geography and drawing, and to those exercises on survey, weight, measure, all of them of interest to children, for with their study they not only learn to value the necessity of instruction, but view them with pleasure, for their practise requires not only activity of mind, but of body also, which their age imperiously demands; let us also add notions upon every thing within reach of their understanding, lessons upon things obvious, the advantages of which we have already endeavored to demonstrate, and which we will continue to develop by means of new examples.

The pupil does not like our method of instruction because it is too abstract; he is absent, inattentive whilst we speak, because he cannot easily fix his thoughts upon our words. Instead of scolding, calling out, or punishing him, let us rather concentrate his attention upon such objects as he can see or touch. The nearest thing present as we have already said, may be made the subject of a lesson full of interest, in which all the faculties of the child can be brought into play by teaching him to observe, to judge, to compare, to find out the cause, to try its effects, and to discover how they should be applied. By means of the most trifling object we may give him an infinite number of useful notions, without science or any dressing on our part, but with merely the most ordinary knowledge, but nevertheless, still new to the child. At the same time that we make him see what a very imperfect idea was his, respecting that object which he thought he knew quite well from the habit he had of seeing it, we also further convince him of the usefulness of instruction.

These lessons on objects sensible to the sight, as well as upon all others, have from our point of view, very important results, of which we will speak in our next article, in the conclusion of this subject.

We will before closing here, call attention to the attraction that must necessarily be shed over the teaching of the school where on the one hand, the lessons are studiously stripped of all their usual dryness, and which, on the other, furnishes to the scholar's own mind an argued knowledge respecting surrounding objects; one, moreover, that enables him to show, at home, the degree of instruction that every day brings forth.

We all know that the most difficult point in the task of instruction is first, to initiate a child with a taste for some one lesson in particular. Once that a child shows an inclination for some one branch of study, he soon gets to acquire a taste for others. Let us therefore pleasantly vary our lessons, it will be the surest means of drawing out his taste for that one thing, which is sure to lead his inclination towards study in general.

When the greater number of our pupils give proof of such a disposition, we may consider that an immense step has been made in favor of discipline, nevertheless, there remains more behind, which is, to give them occupation.

IV

CONSTANT OCCUPATION FOR PUPILS.

In the advice and suggestions that we have given so far, we have made no allusion whatever to the means by the aid of which discipline in schools is generally founded, or maintained, neither have we added any properly called, disciplinary measures to those already in use, for this reason, that we consider them quite ineffectual, though there are some who would like to see the same increased.

These perhaps feel disposed to complain. They expected us no doubt to mention some very tempting reward, surpassing those already bestowed upon scholars, some very dreadful punishment in addition to all those already inflicted, new spurs to emulation more efficacious than those already employed.

We would ask for nothing better and would have busied ourselves with these views of the subject, had we considered the question amenable to such a consideration. But, those who attach such importance to these means as sources of discipline, in our opinion, lie under error. They stop at accessories and forget principals, they occupy themselves with the details of the edifice before they have even laid the foundations. We have other intentions. We do not say that we despise detail, far from it, we even consider it as all important, in the subject of education, so much so that it is our intention to enter upon the same at a later moment, with all possible care and attention. But after all, detail is only detail. Before occupying ourselves with the means of maintaining or exercising discipline in schools either by reproof, or prevention of the causes of disaffection, let us first see that discipline be established and that it exists. Thus it is that we have endeavored to effect to the best of our understanding, and which we propose to bring to a conclusion at the present time.

But others may accuse us of having directed our remarks altogether upon the teacher and said nothing as regards the pupil; that what we have required is fresh care and endeavors on the master's part, a greater degree of solicitude, a new kind of lessons with a more varied and more agreeable system of teaching. That we have sought to modify and make easy the pupils condition, at the expense of the master.

Most true; but, we confess that we acknowledge no other means. We have ourselves practised the art of instruction and have pondered the question of education for many years. We have also studied a great many works upon the subject and never have seen, either in practise, or thought, or in our lectures, found or alluded to any true means of education that can be considered valuable, or even serviceable if deprived of the master's hearty concurrence.

Conviction has come to us that in that career as in every other, self-sacrifice is above all things the first great point to be attained.

Let us not either, in vexation at the absence of all those expedients by which we have hoped to alleviate the burden, by casting it upon the children, imagine, that in these efforts towards the foundation of discipline, all the labor is on our side, and all the advantage on that of the pupils.

What at present is the master's greatest hardship? What is the cause of his great weariness, almost his despair? Is it not the noise, the trouble and disorder that reigns in the classes? Is it not the insubordination of the scholars; the necessity that exists, of constant reproof, scolding and chastisement, the difficulty of instilling instruction in their minds, in consequence of their inattention and dissipation, and their distaste towards all labor or occupation?

Well, then, if by the means of a few preparatory lessons, if by little attentions of a nature no more important, but more intelligent, we succeed in shedding agreeable interest over education, and thus initiate them into a taste for study; if we increase the qualities of application and assiduity in our pupils, and obtain more of their attention during the lessons, more ardor and consequently, greater and more rapid progress with less noise in class, more order and silence, shall we not have purchased at a very small preliminary price, a great degree of satisfaction and comfort. Will not these advantages accrue to our profit as well as to theirs.

Let us note, however, the great step that is due to the children in the attainment of these results. If we have prepared the way, they followed. If we have less cause for chastisement and punishment of all kinds, if we are no longer forced to dwell an interminable time upon the same lesson, if we are less exposed to the necessity of repeating explanations and advices, such as have been bestowed