

only so, but the number of those who have passed the examinations has increased in a corresponding ratio from 1070 in 1870 to 1854 in 1873—an increase also of more than 50 per cent. Meanwhile I have no doubt that both schools and examinations are improving step by step; that as time goes on the teachers are better able to put before their pupils knowledge in such a way that they can receive and reproduce it. At first it is often very difficult to do this. When these examinations were commenced it was exceedingly difficult to do anything of the kind; but in all schools, if they are doing their work well, there grows up a body of tradition of learning and of teaching; I do not mean rules whereby they bind themselves, but a kind of spirit whereby each successive generation of scholars and teachers is affected by what has been done by those who preceded them; and as time goes on the boys learn more and more from each other, and they see better what it is that their teachers are aiming at. And in schools of some standing it will always be found that the school itself, almost independent of the teacher, adds a great deal to what he teaches, simply by the way in which the school acts upon all who enter it. The consequence is that as time goes on these examinations are more and more put to their proper use, and more and more test the reality of the knowledge which is imparted. The pupils know how to, and do, use them better, to a great extent unconsciously, simply because they catch from one another the power of doing so; and the same with regard to the teachers. But at the same time it is necessary that I should warn you that as the advantage of these examinations increase, so also do their dangers. The danger of which I spoke just now is an existing and real one, and one which, as long as teaching goes on, we have perpetually to be watching against; for depend upon it, nothing is so dangerous to real knowledge, as to have it dried up as it were at the heart by the want of the true scientific aim and purpose both in teachers and learners. There is nothing which in the end will tell against the real efficiency of any teaching so much as to find that both teachers and learners are unconsciously—for I do not believe that any teachers would so far forget their duty as to do it consciously—drifting towards what has been so often and so properly condemned, the system of cramming for examinations. This danger is very real. The learner must still hold for his aim, not the passing of the examination, but the mastery of the knowledge; and if he observe that his teacher is teaching him something which, as far as he can see, will be of no use to him in the examination, he must still trust that the teacher is doing the wisest thing that can be done, giving him knowledge for its own sake; and he will inevitably find that in the end he will have gained far more than he may appear to have lost for the time. It is quite possible that in such a case the learner may not do quite so well at one particular examination, but he may be sure that if the teacher knows his business at all, he is doing the right thing, and he ought to give his mind to it, and so follow the course marked out; learn to learn for learning's sake, and for the sake of really knowing that which he wishes to know; not merely for the sake of exhibiting his knowledge to his fellows, and perhaps winning a prize. It is excellent to do well in an examination, and it is excellent to win prizes; but it will not be an excellent thing, but a positive hurt, to any one who has made the passing of the examination, and the winning a prize, the real purpose with which he has studied. Therefore I beg you all, teachers and learners, to never let that temptation lay hold of your souls; for if you do, you will surely find that the true and real thing at which you all are aiming, will escape you altogether.

—*The Educational Times.*

### School Management and Methods of Teaching,

By P. W. JOYCE, A. M., T. C. D., M. R. I. A., Head-Master, Central Model Schools, Dublin.

Some time ago we promised to give our readers such extracts from this practical work as our space would warrant, and now—to redeem the somewhat tardy fulfilment of the promise—give a first instalment, rather short but for which we shall compensate in future numbers.

Besides the above named work, Mr. Joyce is author of "The Origin and History of Irish Names of Places," "Irish Local Names Explained," and "How to Prepare for Civil Service Competitive Examinations."

So far as a reader can say he is acquainted with an author, we knew Mr. Joyce through his works, but in the Autumn of 1872, it was our privilege to make the personal acquaintance of the author in the class-room—just the place to judge of a teacher. We found him a courteous, affable, scholarly gentleman. Nothing about the man, in word or act, which announced "I am Sir Oracle." We observed that the first personal pronoun singular number was conspicuous for its absence. He was ready to afford any information sought without launching into a dissertation on the subject. We were struck with the easy but respectful familiarity that seemed to exist between him and the pupils,—we believe one of the most essential and successful points in a good teacher. He is the only teacher with whom we ever found ourselves in perfect accord not only as to the *desirability* but the *necessity* of having the children talk to the teacher more than is usually permitted. We were always of the opinion that there was too great a gulf or barrier between pupil and teacher. Whether it be traditional and sacred and must not be touched by an irreligious hand, or whether it be that the teacher entrenches himself in his dignity behind it, so that pupils may not trespass, or whether it be that the child finds a relief in finding himself so far removed from what he considers his natural foe, we know not, but that it exists, there is no doubt. Mr. Joyce, we were glad to see, had bridged the chasm. He must have proved himself capable in the many other departments he filled under the Board before being placed in charge of over a thousand children, besides the Teachers in Training while practising in the several Model Schools. That our appreciation of the author may not be construed into a one-sided partiality for the book, we give in another column the opinion of the *School Board Chronicle* of the work.

The author states in the Preface that:—"In the year 1856, the Commissioners of National Education in Ireland appointed fifteen organizing teachers, for the purpose of introducing among the National Schools an improved and uniform organization, and of diffusing among the teachers a more extensive practical knowledge of school keeping. To fit them more perfectly for their duties, the organizers underwent a preparatory course, of instruction and practical training under P. J. Keenan, Esq., then Head Inspector of schools, now resident Commissioner. Mr. Keenan delivered a series of lectures on the science and practice of school management, and this Hand book may be said to have originated in those lectures. On my own part, I have given the principal results of my experience, both as a teacher and as an organizer. While carefully avoiding all mere theory. I have endeavoured to render the instruction contained in it plain, useful, and practical; there is not, I believe, a plan, opinion, or suggestion in the whole book, that has not been carried out successfully either by myself, or by others under my immediate direction.

I have not entered on the question of moral and religious training; for many reasons I have thought it