

to meet the mental requirements of the student, and couched in precise language. The order of development is fixed and stationary. The pupil pursues the same line of thought at every review until the instruction becomes his own. The phraseology is appropriate, and it too is fixed. No bungling in the order of arrangement, no errors of thinking, no vacillation or misapplication of speech. The instruction drops into his intelligence in choice diction, takes lodgment there for reflection and reproduction, and does this because received through means of exact and significant speech, an essential condition of all instruction.

Permanency is a necessary feature of a course of instruction in any subject. Frequent change of text-books destroys it even in the case of experienced students, while with the beginner the interruption caused thereby is very serious. The pupils of our Public Schools, from circumstances over which they have no control, are compelled to endure irregularity of attendance and frequent change of teachers. If to these interruptions were added frequent change of text-books their condition would be well nigh hopeless. With the same text-book in their desk they can resume the work on their return where they left off when their attendance was broken; and, however, many teachers may succeed one another in the school. They will all necessarily pursue the subject in the same order, their different methods of exposition illuminating rather than darkening the instruction of the book.

Uniformity secures permanency on a still larger scale. Whatever exigencies of the parental roof cause a change of residence, so long as his removal is limited to his province the pupil, will find a school patterned after the one he left. His change of residence entailing a change of teachers and class mates, but no change in his course of study or of the books through means of which he pursues it.

Uniformity admits of class instruction. Simultaneous teaching is another feature of modern school work. But unless the members of the class use the same author, classification of pupils is a practical impossibility. And a dispensing with class instruction would necessitate an entire remodelling of the Ontario System of Education.

It would increase the number of masters ten-fold and reduce their present limited remuneration in the same ratio, while the amount of work now accomplished by them would, like the Dutchman's white-wood board in dry weather, shrink beyond the limit of vision.

Class instruction has other advantages than the economizing of the teacher's time and energies and cheapening instruction.

Class instruction and solitary pupilage develop different types of character. The isolated pupil loses much he would gain in the class. The daily mental attrition of the class-room does its work surely and well. Classmates like stones beneath the surf on the beach polish one another. The Master is the element above keeping them in motion. But it is the mutual contact that removes angularities, moulds into shape and polishes as the grain of each permits. Class instruction prepares a man for the active arena of public life by

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