

teacher. He should show himself consistent by observing the requirements he expects his pupils to observe in this regard. His character, scholarship and conduct toward his pupils should be of such a kind as to awaken or implant a feeling of respect for him.

It is interest that quickens and invigorates the mind, and makes study a never failing source of pleasure; it paves the way for habits of industry in school. The best way to have an orderly school is to have a busy school; to keep all pupils busily engaged with useful work adapted to their various capacities, and the only feasible way to do this is to arouse, stimulate, and maintain a lively interest in each branch of study they pursue. Whatever energy is spent by the teacher in preparing himself to interest his pupils in their school work

is well spent, and brings its reward both in the benefit derived by the pupil and in the knowledge and skill gained by the teacher. How much better it is to spend our energy in this manner than to waste it in corrective measures for disorderly pupils! The old adage, "an ounce of prevention is worth a pound of cure," is as true as old, and applies just here.

We are told that "the real object to be accomplished, the real end to be attained, in school is to assist in acquiring knowledge, to educate the mind and heart. To effect this, good order is very necessary. But when order is made to take the place of industry, and discipline the place of instruction, where the time of both teacher and pupil is spent watching each other, very little good will be accomplished."—*Ex.*

ON TEACHING ENGLISH.

ENGLISH is a study that the scholar is all the while pursuing—when he reads, listens, speaks; in communion with writers through their works or with speakers through the voice, addressed or addressing, he is or may be studying English. Besides; it is on all sides confessed that excellence in English is, in and for itself, supremely desirable. It is desirable as an accomplishment. The ability to express ourselves easily and gracefully in a style appropriate to the matter in hand, pat to all its changes, varying as these vary, is an acquisition to be coveted. One's English is already taken as the test and measure of his culture—he is known by the English he keeps. To mistake his words (even to mispronounce them or to speak them indistinctly), to huddle them as a mob into sentences, to trample on plain rules of grammar, to disregard the idioms

of the language—these things, all or severally, disclose the speaker's intellectual standing. One's English betrays his breeding, tells what society he frequents, and determines what doors are to open to him or be closed against him. The attaining of good English is a discipline, too, without superior, must I not say, without equal? What subtle distinction between words and what care in placing them are demanded to create a verbal body that shall fitly incarnate the thought within, and be its apt and adequate expression! What growth of judgment and of taste this constant search after a fit body to fit head develops! What added power of lucid and correct thinking a struggle for luminous and accurate expression gives! For not more certainly does clear thinking beget clear expression than does clear expression demand clear thinking as a condition prece-