

mode of treating them in school bears some relation to the mode in which they are to be treated elsewhere; the learner begins to feel that he lives in two worlds—one in the school-room and one outside it—and that the language, the pursuits, and the modes of thinking of these two regions are wholly unlike. The one is a world of duty and restraint, the other of pleasure and freedom. In the one he speaks in a sort of falsetto, and uses words which are not natural to him; in the other he speaks his own language, and feels at ease. Some of this is perhaps necessary and proper; but the worst is, that he too often feels that there is no intimate relation between the two; that the duties of the one have nothing to do with the requirements of the other; and that it is possible to fail in one and succeed in the other. It is not only by the substance but by the style of school lessons that this impression is often unconsciously conveyed, and when once gained, it doubles the work of teaching, and goes far to destroy a learner's interest in his school work.

If any teachers are conscious that these remarks apply even partially to themselves and their own experience, we may remind them that one or two simple correctives for the evil are in their own hands. We will speak of these in order, and will not apologise to teachers for using in this case the briefest form of expression,—the imperative mood.

Study the school books thoroughly for yourselves. Make yourself completely familiar with their contents, and try to bring as much information as you can obtain from other sources to bear upon their illustration. Do not be satisfied with an explanation of the hard words which occur; but be ready to give a clear, effective, and interesting paraphrase of the entire lesson. You will then be entitled to require answers to your questions in other words than those of the book, and to demand frequent exercises in paraphrasing and varying the language from the children themselves.

Never let the reading of the school be confined to books of information. Writers whose great aim is to give the largest number of facts in the smallest possible compass, frequently and almost necessarily write in a crabbed and repulsive style. Some portion of the reading lessons in every school ought to consist of passages, chosen for the beauty and purity of the language, rather than for the subject itself. The learning of such passages, and the reproduction of them in an altered form, are exercises of quite as much importance as the acquisition of facts. Every effort should be made, even from the first, to familiarise children with the use of choice language. By occasionally causing passages from good authors to be learnt by heart; and by taking care that such passages furnish the basis of all grammatical exercises and logical analysis, something will be done in this direction.

Select a number of well told stories, striking dialogues, and attractive passages from good authors; and read them aloud to the upper classes occasionally. Perhaps once a week each class might be led to expect a treat of this kind, on condition that its ordinary work had been well done. When the teacher is himself a fine reader, such an exercise will not only be very popular, but very efficacious in improving the taste and raising the tone of the school. But it is of course necessary that the teacher should be a good reader, and should be able to read with such fluency, intelligence, and accurate expression, that it shall be a pleasure to listen to him. The power to do this can only be acquired by much practice, and by a habit of entering thoroughly into the meaning of the words which are read. If a teacher will take pains to become a really effective and pleasing, as well as accurate reader, he may do very much to familiarise himself and his scholars with good modes of expression, and therefore with improved habits of thought.

Never be satisfied with one way of presenting a lesson to a class, but endeavour to become master of a variety of methods. Cultivate the power of putting the same truth in many shapes, of looking at it from different points of view, and of varying your illustrations as much as possible. Notice the kind of explanation which, when you yourself are learning, seems best to lay hold of your descriptive power, which makes past and distant scenes seem as if they were real and present, do not be content until you have acquired the power, nor until you can so tell a story, or describe a place you have seen, that children will listen not merely without weariness, but with positive pleasure.

Beware also of adhering too closely to a particular order in the development of your lessons. Many teachers, after hearing a good model lesson, think it necessary, especially in collective teaching, to fashion their own on the same type. Now methods are admirable servants, but they are bad masters; if a teacher knows how to select the best, and to adapt them to his own purposes, they are very valuable; but if he allows himself to be fettered by them, and to twist all his lessons into the same shape, they are positively mischievous. Almost every lesson requires a different mode of treatment; and a skilful teacher will endeavour to vary the arrangement of his matter, as well as the language in which it is expressed, in such a way as to give to each subject a freshness and new interest of its own. Our

habit of "getting up" books, as students, and "going through" books, as teachers, will beguile us, unless we are very watchful, into formalism, and into a slavish adherence to a particular routine, and it is necessary therefore to watch ourselves in this respect.

Lastly, do not limit your own reading to school-books, or to books specially intended for teachers. Much of the poverty of expression complained of among teachers is attributable to the fact, that their reading is not sufficiently wide and general. Every teacher, over and above the books needed in his profession, of course reads some books for his own enjoyment and mental improvement. *These should always be the best of their kind.* In history, for example, compendiums will not serve the purpose. The great historians should be read. The most accessible books, perhaps, in natural philosophy and history, are mere summaries of the works of great philosophers or naturalists; but a teacher should not be content with these, he should go to the great authors themselves. So, if his inquiries lead him to the study of mental or moral philosophy, or to poetry, he should read the works of the poet or philosopher for himself. Always, when studying any subject, study the works of the ablest men who have written on it. Never be content to know what has been written about English literature. Read for yourself the best works of those men who have made English literature famous, and who have secured a permanent place in its annals. Do not complain that such books are not expressly written for your profession; the best books that are written are not expressly written for any profession. Nor is it wise to wait until some one selects and adapts from the works of a great poet or historian, so much as will suit your special needs. Obtain such works for yourself, and adapt them to your own needs. Make the style of such books an object of special study, and occasionally write brief themes on the same subjects, and compare your own style with your model. In this way you will acquire a wide range of new thoughts, and a dexterity and facility in the use of language, such as can never be obtained by merely reading school books and periodicals and modern popular works on science and history. And do not suspect that in the study of Milton, Pope or Addison, or Bacon or Locke, or Grote or Mill, or Wordsworth or Southey, nothing will occur which will help you in your daily work. Every such author will help to make you think more clearly and see more deeply, will give you a command of more copious illustration, will add to the general culture and refinement of your mind, and therefore will certainly make you a better teacher.—*English Educational Journal.*

II. Papers on Practical Education.

1. DISCUSSIONS ON SCHOOL GOVERNMENT.

At a recent annual meeting of the Massachusetts Teachers' Association, one of the questions appointed for deliberate discussion was this: "What are some of the most efficient agencies of a judicious School Government?"

Mr. A. P. Stone, of the Plymouth High School, opened the discussion. He said:

"I consider a school judiciously governed where order prevails; where the strictest sense of propriety is manifested by the pupils towards the teacher, and towards each other; where they are all busily employed in the appropriate duties of the school-room, and where they seem to be under the influence of a teacher as a leader and guide, but not as a driver. There is some difference of opinion as to the degree of stillness possible or desirable in a school. Some teachers and school officers are so nervous, so fastidious and fidgety, that they regard the slightest noise as blameworthy. Others look upon a little occasional noise as allowable, and oftentimes necessary. In a machine shop, or cotton mill, the rattle of a machinery is not considered annoying, because it necessarily grows out of the business. So in a busy school, there will be the slight noise of industry, like the hum of the bee-hive that seems unavoidable, and perhaps, unobjectionable. We all agree, however, that for a still school, all unnecessary noise must be excluded.

"How to govern a school, is a vital question to the teacher, yet not to all teachers alike. An assistant teacher, or one who has a small, select, private school, may never be called upon to consider the question of government in the same light as does the teacher of a promiscuous school of a hundred, or several hundred pupils. We have all heard teachers remark, "I like to teach, but not to govern." Now, I think, Mr. President, that every teacher should have something to do in the government of the school, or of the classes, at least. I cannot do justice to myself as a growing teacher, or to my pupils, in developing their characters, if I do nothing but hear their recitations.

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"Let the teacher commence his work in such a manner that his pupils shall see that what is right and proper is expected as a part