

THE USE OF LECTURES.

Lecturing is another method of instruction which has its uses and abuses. A lecture by the teacher should never be substituted for a recitation by the class. These exercises are separate and distinct in their aims and results. Many teachers suppose that the measure of their ability as instructors is the power they have to explain and talk before the class, and hence they spend the most of the hour assigned to recitation in the display of their own gift of speech. But in the recitation room the good teacher has but little to say. His ability is tested by his silence more than by his loquacity; by his power to rouse and direct the activity of his pupils more than by his own actions. But there are times and places for familiar and studied lectures, and the object to be gained is three fold, viz., to impart instruction and give variety and fill up the vacant hour. And they should be employed to accomplish another object: to discipline the pupil in the habit of listening. He may acquire correct habits of study and accuracy and fluency in recitation, and yet be a listless hearer. He must therefore be educated to listen, and this can be done in no way so well as by requiring the class to hear the lecture and repeat in recitation in their own language what was communicated or explained.

THE PURPOSE OF ALL EDUCATION.

But, after all, independent topical recitation is the true method of instruction, whenever the subject will admit of it. This will appear when we consider that the end of study, recitation, and instruction is not the attainment of knowledge, but discipline. The results of education are illustrated, not by the golden cup filled to the brim, but by the swelling bud developed into blossoms and ripe fruit through the genial influence of light, heat and moisture. Education, then, is not the storing of knowledge, but the development of power; and the law of development is through exercise.

(To be continued.)
