

be, let it be introduced by the teacher, so that not for a moment will the children feel that they are without his helping and directing hand.

Whenever children are found to relax attention from the lesson they are at, it must be taken as an indication that it is either wearisome, or is not being taught them in a manner to secure the sustained effort needed to master it. It will be wise then to introduce some exercise that will restore the teacher's control, such as the copy of a drawing on the blackboard, a simple song, a few gymnastic or calisthenic movements, or a vocal exercise in the simultaneous utterance of letters, syllables, or of words of difficult pronunciation. With older scholars, a short discussion of some public topic, particularly one that can, in even the remotest way, be connected with the lesson, will be found a profitable means of varying the work. Whatever relaxation is introduced, let the teacher be quite in earnest about it, and make it as much a part of the school routine as the most important lesson; children will then not be in danger of the notion that the school room is a place for play and not for work. Indeed, on this point we cannot be too strict. Every child should be indoctrinated with the notion that the school-room is as sacred to the serious work of education as the church is to religion.

Some teachers, in their zeal to secure quietness in assembling and dismissing classes, insist upon the children walking upon tip-toe. There is danger in distorting children's feet in this, and we would by no means recommend it. Scholars, by a little solicitude on the part of the teacher, can be induced, we will not say *made*—for even in trifles children should have the prompting to correct deportment from within, not from without—to walk with but little noise, and at the same time with ease. The only time tip-toe walking might be insisted on is when a class is at work, and the passage along the floor of any scholar might disturb it. One more point must be attended to in maintaining proper order in the conduct of classes, we mean

SPEAKING WITHOUT LEAVE.

A scholar should on no account be indulged in the utterance of whatever comes uppermost in his mind in connection with a lesson, or in giving expression to his feelings, even when he feels himself aggrieved, without first receiving permission. Teachers must remember they are shaping the characters of those under them, that they may pass through life with some comfort to themselves if not with success; and to do so they must learn to hold their tongues, and to control their feelings. Besides, unlicensed speaking, however pertinent it may be to what is going on, may prove a serious hindrance to the success of a lesson. A careful teacher can soon accustom scholars to await a sign, a look, or a word of permission before speaking, particularly if he is scrupulous to recognize the right or the expediency of speech on their part. These remarks particularly apply to those teachers who wisely permit and encourage their scholars to be not mere passive listeners, but active thinkers, in the progress of a lesson. We have hitherto dealt with good order as a means to an end, but it is an important end in itself; even if a child has learnt nothing but this at school, it is an acquisition that will be a life-long benefit to himself as a member of a civilized community, the very existence of which depends upon the subordination of each individual will or desire to the good of the whole. Its importance will be enhanced in proportion as it is secured by self-control, which is obedience to principles, rather than control of the teacher, which is obedience to persons.

SIR ROWLAND HILL AS A SCHOOLMASTER.

The death of Sir Rowland Hill reminds us that we have lost one who first came into public notice by trying to carry out what was then considered the quixotic notion of managing a school without corporal punishment. Sir Rowland was happy in having a father who, from the earliest childhood of his family, was accustomed to reason and argue with