

As there are persons who seem to walk through life, with their eyes open, seeing nothing, so there are others who read through books and perhaps even cram themselves with facts, without carrying away any living pictures of significant story which might arouse the fancy in an hour of leisure, or gird them with endurance in a moment of difficulty. Ask yourself, therefore, always when you have read any notable book, not what you saw printed on the gray page, but what you see pictured in the glowing gallery of your imagination. Count yourself not to know a fact when you know that it took place, but then only when you see it as it did take place—*Prof. J. S. Blackie, Professor of Greek, Edinburgh.*

HINTS ON MANAGING A CLASS.

Class-management includes *control* and *teaching*.

A good class-manager can both govern and teach.

No one can teach a class effectively until he can control it at will, until he is master of the situation, or until he can secure that degree of order and respectful attention he desires, whenever he likes, and without trouble.

Good teaching helps to secure and maintain orderly attention, and to make government easy. There is no difficulty in controlling a class which is interested in its work.

To put control in the place of teaching is to mistake a means for the end. Control is a pre-requisite, but teaching is the main business.

Power to govern and power to teach are distinct; they usually go together, but one is no guarantee of the other.

Controlling power depends chiefly on character and moral force; teaching skill on intellectual requirements and aptitudes.

Good class-government is real and decided, kind and wise. School rule must be more or less arbitrary. The teacher must have his own way, his will must dominate; his must be the master-mind of the class, single, strong, supreme.

The commonest form of bad government is owing to the teacher's feeble personal influence, he is unable to control, and his class is not governed.

Children may submit to harsh government from necessity, but they will chafe under it, and would rebel if they dared.

Leading consists in securing the child's willing co-operation, and inducing him to go on by making the onward path attractive.

Every teacher who studies his scholars carefully, will discover forces which he can attach to himself as allies, and will see more clearly those which he must meet with consistent opposition.

Sympathetic insight must be joined to definite purpose, ready tact, and general kindness.

Good government may be mild, but there is strength behind it; the velvet glove covers the iron hand.

School duty should be made as plain and inviting as possible; what it is, and how it may be done should be clearly and pleasantly shown; the teacher also may take the lead, and encourage the child to follow.

Hindrances to control originate partly in the teacher, and partly in the scholars.

Teachers are too apt to blame the children for all the evils that arise in the class, although unskilful management is answerable for defect quite as often as childish perverseness.

Control is made difficult where teaching is weak, where the teacher lacks earnestness, self-reliance, reasonable self-assertion, and discriminative insight, and where he uses his eye, ear, and voice poorly. Nor can any one govern a class unless he sees and knows almost instinctively when to strike in, what to say or do, and how to say or do it.

Indicate by your manner that you know your position and power as ruler, and that you intend

to maintain it. There should be a quiet assumption of authority.

Show a business-like self-reliance, and a modest confidence, as well as that reasonable gravity in tone and manner which experience has proved to be so great a help to control.

Guard carefully against showing that you anticipate any difficulty. Do not assume the possibility of disobedience, even if you secretly expect it. If you seem to anticipate that all will go well, this in itself will help to secure the propriety you desire.

Check the beginnings of inattention, disorder, and undue self-assertiveness. Look for them carefully, yet not with unwise anticipatory minuteness. Sometimes too much is made of what might be better passed over.

Use discretion in appealing to higher authority. A subordinate teacher may call on the principal to support her in certain cases. But young teachers must learn to conquer their difficulties for themselves before they can rule. You will weaken your authority if you ask outside help to maintain it.

Make obedience as easy as you can. Be strict, yet kindly; reasonably exacting, but not severe.

Children obey with certainty, when they feel obliged to do it: they obey with pleasure, when they feel their teacher is their friend. Kindly feeling is sure to be recognized and responded to.

If teachers were in the habit of re-collecting their own childhood, and of occasionally imagining themselves in the child's place now, their professional eyesight would often be cleared, and their spirit and style of dealing with their classes be vastly improved.

Make each pupil responsible for his share of class-duty. It is a great mistake for the teacher to act as though the scholars had no well defined duties, or to allow the child's responsibility to end when he has for the instant obeyed the latest command.

Where the relations between children and their teacher are of the highest kind, a look of dissatisfaction will be a sufficient punishment.

If a word or two, uttered in a tone of warning, or of displeasure, be not enough, the teacher may rest assured that in nine cases out of ten there is serious defect on his side. The necessity for constant appeal to coarser punishment may be a mark of absolute unfitness in the teacher.

Prepare lessons carefully; let there be no hand-to-mouth teaching.

Keep your temper above all things, and generally show your versatility and strength by rising to the circumstances and mastering them.

COLONISTS AT ENGLISH UNIVERSITIES.

Concerning the suggestion—to celebrate the Queen's Jubilee by establishing a college at one of the great English Universities especially for Colonists—*Imperial Federation* has the following appropriate remarks.

"If a Victoria College were founded it could only be done on a reasonable supposition that students could be induced to make use of it. But there is room for considerable doubt whether young men from the colonies, who came 'home' in the pursuit of learning, would be willing to enter themselves at a college, the very existence of which would mark them out as in some way different from university men. Nor would they be greatly to blame if this were the case. For reasons which can be very readily understood in a country rich in associations of a splendid past, there hangs about the older colleges at the universities a halo of romance which possesses, as it is fitting that it should, a strong attraction for the mind or sentiment of youth. It would be but natural that an

enthusiastic student who had looked forward through his schooldays in the colony to the time when he should take his first personal impressions of the Mother Country through the means of those old educational institutions which have helped to make her what she is, and which are at once amongst her proudest boasts and fairest gems—it would be only natural if he should prefer to join himself to one of those ancient foundations which together form the Oxford and Cambridge of our history and our love.

But even if we suppose that the younger generation from beyond the seas would be actuated by no such motives, and would be willing to mesh themselves together in one college, can it be said that it would be a good thing that they should? We have granted that it might possibly be a small step towards greater unity between the colonies, but the step would be very small, and would certainly be not worth gaining if the Mother Country were excluded from the reckoning. And yet that would almost of necessity be the case. As things are now, colonial students are scattered through the various colleges of either university, and they form an inseparable part of the whole, and the sons of the several Colonies unite their interests and aims through the one tie which is common to them all—their affection for England. But although colleges make up the university, every college is a distinct entity, and has a life of its own, and there is every reason to believe that while the colonial students would be banding themselves and their homes together by the interchange of ideas which a common existence would make possible, they would be losing the advantages which it is in the power of England to bestow on all her children alike, and she in her turn would be in a fair way to lose her hold upon that portion of her children which has migrated to distant lands. An instance which is, in many respects, parallel, is to be found in the Jew's house at Harrow. There is probably not a boy who is entered at that house who does not spend his schooldays in wishing that his parents had placed him anywhere but in such a position when he belongs to the school, and yet does not belong to it, and whose difference from other boys is so marked as to necessarily make it felt by both that he is a thing apart. And as at the school so in great measure would it be at the university. If the colonists were all gathered together in one college, colonists they would remain, instead of being, as is much more desirable, mere units in a mass wherein all differences are merged. And not only would they themselves be under a disadvantage in this respect; it would be shared, though in a different way, by the students at other colleges. There used to be only too great a tendency in England to look upon colonials as strange animals of different habits and ways of life from ourselves. Its cause was ignorance, and is rapidly diminishing, and it is, above all things, to be wished that nothing shall be done which might have the same effect in the future as ignorance has had in the past. But it is precisely that effect which would follow the institution of a new college set up in an old university for the use of colonials only. For these reasons the proposal, it seems to us, cannot command assent.

PERSONAL.

Owing to ill-health, Miss Jennie Lyle has been compelled temporarily to give up her school in St. Stephen. Mrs. Morrison, of Carleton, is supplying her place.

Miss Agnes O. Sullivan, of St. Malachi's building, has resigned, and Miss Eveline Enslow has been appointed in her place.

Prof. C. G. D. Roberts, A. M., of King's College, Windsor, delivered his lecture, "Echoes from Old Acadia," at the Mechanics Institute, in this city, on Monday evening. It was a series of pictures from early Acadian history told in a charming manner.

1. What's the tree that in death will benight you? (Deadly night-shade.)
2. And the tree that your wants will supply? (Bread-fruit.)
3. And the tree that to travel invites you? (O-range.)
4. And the tree that forbids you to die? (O-live.)