

then be entitled to require answers to your questions in other words than those of the book, and 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 skillful 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 especially 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 natu-