

it is generally termed, to the progress of civilization. The more we go back in the history of a nation the more simple we find the features of common life, as well as the relations and reciprocal duties between individuals and governments; but the development of a nation brings with it more complicated intercourse and new obligations on both sides; at first no establishments like public schools are necessary; they gradually become so for the different classes, and at last for the whole people. Even at a period not very distant the life of an individual presented a far simpler aspect than in our days; the different classes of society were more strictly separated like so many castes, every one moved in a limited sphere, with comparatively little prospect of extending the bounds of his native position, the respective acquirements and duties were circumscribed into a narrower compass, the mind and will received less excitement to stir and exert themselves. All these things have undergone an essential change, and one of the consequences is that a degree of instruction and education which was sufficient under the previous circumstances is no more so at present. The fact is acknowledged, the question remains how to supply for the increasing want. The higher schools seem less subject to the influence exercised by the spirit of the age or their institutions more sheltered by that attachment to existing forms for which this country is so distinguished. The middle classes of society felt the necessity of more suitable preparation for their respective station in life and an altered system, first and most, being as far as pecuniary means are concerned able to provide for their own wants, but left to themselves in doing so, they have mostly fallen into the hands of persons who make a speculation of education; the respective establishments are only too often managed like a tradesman's business, and fall short of that standard to which they ought to be raised. For the lower classes the same necessity of improved teaching and training is generally felt; private exertions are everywhere made, their insufficiency is acknowledged, Government has to a certain degree stepped in by granting pecuniary assistance, but as yet there is no national system established. In the meanwhile the causes which call for interference and assistance go on rapidly increasing. To remain any longer silent or inactive must sooner or later lead to a reaction, and prove prejudicial to the common interest. On the Continent the instruction of the people has far outdone us, and the people at large enjoy the advantages of a superior general instruction, the benefits derived therefrom and the constant progress in that line are clearly visible. It is therefore surely time to ask—Is not the social position of this country so far developed that elementary instruction and education have become undeniable requisites for each individual even of the lowest class; and does not this on the one hand impose upon the Government the obligation to make adequate provisions, and on the other upon the people that to avail themselves of the same? Is not the welfare of the individual as well as of the state closely connected with such institutions? Finally, is England to remain behind other nations in civilization? But here the more special question about compulsory measures must rest.*—*English Journal of Education.*

H. D.

2. PRIZES FOR PUNCTUAL ATTENDANCE AND GOOD CONDUCT.

Very necessary is it that in giving prizes, they should avoid the manifest evil of increasing the over instruction of the forward scholars in the first class, to the certain detriment of the rest of the school.

The prizes should be given to the lower as well as to the higher classes, or they will do infinite mischief. There should be just as many prizes given to the *third* and to the *second* classes as to the first: better still if there were more. Then there should be other prizes given so as to encourage *attendance* which is a main aid to the teacher's efforts. The Dean of Hereford has seen the necessity of doing this; and has just organised in the city of Hereford this capital "SCHEMES FOR THE REGISTRATION OF SCHOOL CHILDREN."

"It is intended to establish in these Schools a system of registration of all children who have attended School regularly, and conducted themselves well for a period of two years subsequent to their ninth birthday.

No certificate will be given when the attendance is less than 170 days in the year, but two odd half-days will be allowed to count as one day.

A copy of this registration will be given to the child or parents who may require it, as a certificate of character and a recommendation to employment.

At the end of every additional period of six month's attendance by a child to whom a certificate has been given, the certificate will be added to, and will of course be increased in value as a testimonial.

A similar system has been established in Staffordshire, by Mr. Norris, the Inspector of Schools and has been found to work well.

Many of the employers of labour there have promised to give a pre

ference to children holding these certificates of good conduct while at school, and find it their interest to do so. A little reflection must show that it is of the greatest importance both to parents and children—to employers and employed—that children should feel and learn the value of good conduct in the commencement of life.

In order to teach children habits of forethought, and enable them to understand the way in which small sums accumulate, a SCHOOL-SAVINGS-BANK has been commenced, in which they may deposit the pence or small earnings which their parents allow them; these will be received weekly, and repaid at the end of the year with 5 per cent. interest on the running capital, to spend or deposit in the Savings Bank for future accumulation, as the child and its parents may think fit.

The Dean will be responsible for the interest on the savings; the Masters and Mistresses in both schools have cheerfully consented to collect the money.

This is in no way intended as charity and will not be treated as such.

There is excellent sense in this. Here are stimulants to ATTENDANCE, GOOD CONDUCT, and PROVIDENCE: and no premium to the forcing system. Certes, there will be small chance in these Hereford Schools of scholars running to seed, or little prodigies perched on pedestals, reared on the neglect of the rest of the school. This is as it should be; and we can honestly wish it success.—*English Journal of Education.*

3. RIGHT USE OF QUESTIONING WHILE TEACHING.

Important as the preparation and arrangement of lessons are, the method of presenting them to the children is not less so, and requires equal care and study. Information may be nicely put together, the lesson may be well arranged, but more is needed to make it effective;—the manner in which the youthful mind is to be exercised upon it. In considering the science, character, and object of questioning, it is not my intention to enter into a critical disquisition on the various modes or systems of questioning; every teacher has in a great measure a system of his own, adapting some method of his own peculiar views and circumstances: my object will be fully accomplished, if I confine my few observations exclusively to the above-named divisions. A blind adherence to any system of questioning, however good, cannot be productive of permanent benefit. There is no doubt that many of the systems at present used possess good points, and also many defects, and it should be the teacher's object to select those parts best adapted to his own capacities, and the circumstances of his school. The term Education is compounded of two Latin words, *e* "out of," and *duco*, "I lead or draw," and consequently should, in its intellectual signification, refer to some such process of drawing out some latent qualities, and extending and expanding them. Now, if we connect to this the science of questioning, we shall see that the human mind is as it were a huge storehouse containing vast accumulations of ideas and facts, capable of being brought into operation by catechising, which may very appropriately be considered as the key for unlocking this storehouse. It will at once be apparent that this subject affects most closely both the school and the teacher. Its ramifications extend into every branch, both religious and secular; and on the use or abuse of this invaluable element of instruction, the success of the school, and the reputation of the teacher depends. It appeals to the mind and brings into exercise the reflecting faculties, testing the capacities of children, and supplying their wants. This is pre-eminently the teacher's vocation, not to state facts to passive minds, but by questioning and explanation to allure the mind of each scholar to unfold itself and display its hidden powers. The plan which Dr. Arnold adapted explains the science of questioning so clearly, and is so admirable in its character, that it is worthy of being carried out by every one engaged in the education of the young. "His method was founded on the principle of awakening the intellect of every individual boy. Hence arose his practice of teaching by questioning. His explanations were as short as possible, as much as would dispose of the difficulty, and no more; and his questions were of a kind at once to call the attention of the boys to the real point of every subject, to disclose to them the exact bounds of their knowledge, and their ignorance, and to cultivate in them a habit, not only of collecting facts, but of expressing themselves with facility, and of understanding the principles on which their facts rested. You come here, not to read, but to learn *how* to read, and thus, the greater part of his instructions were interwoven with the process of their own minds; there was a continual reference to their thoughts, an acknowledgment that, so far as their information and power of reasoning could take them, they ought to have an opinion of their own, a working, not for, but with the form, as if they were equally interested with himself in making out the meaning of the passage before them, a constant endeavour to set them right, either by gradually helping them on to a true answer, or by making the answers of the more advanced part of the form serve as a medium through which his instructions might be communicated to the less advanced part." Such was the system which this eminent schoolmaster practised; he lived to see the superiority of his methods of teaching in the successful management of a large public school, and they may be followed as far as practicable in our National Schools

* The views here advocated by a learned foreigner are adverse in some respects to our own.—*Ed. English Journal of Education.*