

minute does so, it is not surprising that her class despise her authority, and make little or no progress. One who can promise so lightly, and forget so readily is fit for no important trust; certainly, not for that of the teacher. But there are many things, little in themselves though important in their results on discipline, which are sometimes overlooked even by those who have all the essential elements of excellent teachers.

1. Consider well the disposition of a little child. He is active but undisciplined. He longs to know, takes great delight in learning,—he loves to do, takes great delight in putting his knowledge into practice. But then he has but little persistency and steadiness.

2. You must, therefore, when he is not at play, teach him constantly or keep him doing constantly, and this with rapid alterations from the employment of his mind to the employment of his body.

3. So you must never be without a definite plan of action that shall engage the attention of every child. A half minute's embarrassment of the teacher in the presence of the class will work ruin in its discipline for the time being, and a child with nothing definite to do at any time during the school session becomes forthwith a centre of disturbance.

4. You must not put too prolonged a strain on the feeble power of attention in pupils of the preparatory grade. Let your work be varied and your lessons short and lively. Let the teachers who will follow you in the school course have most of the trouble involved in securing long continued and concentrated attention.

5. Frequent change of rooms will much facilitate your work. In some schools visited there is not nearly enough of this. Your class should occupy two rooms during parts of every hour. This may compel you to change in the middle of a lesson, but you can so choose the lessons that the interruption will not be harmful.

6. Much aid to discipline is afforded by the drill of changing rooms by simple calisthenic exercises and by exercise songs. But this aid is secured only by the enforcement of prompt and exact obedience.

7. Hence the lightest tap of the bell should be followed by immediate and intense silence, not, however, permitted to continue long.

8. Hence also the first word of each command must be so chosen and given as to suggest invariably what is to follow, the next and finishing word of the command must be the signal for the prompt, universal, and therefore simultaneous execution of the command.

9. Hence also no second command should be given until the first has been universally and precisely obeyed.

10. Finally, the effect of each command must be minutely considered beforehand. For example, in a series of commands, those first given should be those that can be executed noiselessly, the whole series being terminated by that one which necessarily involves disturbance.

TEACHING.

1. You must yourself be accurate. The distinction between the well educated and the imperfectly educated is just here, that the one is, the other is not, automatically and minutely correct in recollection, in mode of thought, in manner of expression. I saw a teacher, printing on the black-board for the imitation of her class, make a small *w* thus, *W*. Do not teach anything that must be subsequently unlearned.

2. With little children, especially at the outset, much attention must be given to them individually. This, however, in many instances can be done so as to interest others not directly addressed, who may be appealed to to give the information that their companion requires.

3. The effect of every collective lesson is greatly increased when every child attends to the whole lesson. But this attention can

be secured only by making each child feel that in all you say you have reference to him.

4. Hence recitations and other exercises must not be wholly, nor even principally, simultaneous. No more convincing evidence of idleness or of inexperience on the part of a teacher is needed than the general inability of a class to repeat individually, what in concert, or rather following the lead of one or two, they can in sing-song style deliver simultaneously.

5. In questioning a class you should not give it to be understood whether you intend to have the answer from the whole class or from any particular pupil until after your question has been asked and a momentary pause for reflection and recollection has been allowed. After the pause you may say "John Brown" or "any one" and then expect an instant answer. Thus you prevent one or two bright pupils suggesting the answer to all the rest of the class, and you secure the attention of each to the work in hand.

6. Take care that each child gets a fair share of questioning. Sometimes the teacher has a few names that somehow spring first to the tongue, and their owners get the lion's share of attention. When the teacher is conscious of this let her make sure of each child occasionally by some such device as the following. Let the whole class stand, and, as questions are answered by individuals, let them sit. Thus proceed until every child is seated.

7. Holding up the hand to indicate the wish to reply to a question is open to great abuse. Forward children answer everything. Timid or indifferent children answer nothing. It is a good rule that the hand shall not be held up except when another pupil has made a mistake or when the teacher, in asking a question that she thinks a little too hard for the class generally, gives special permission to raise it.

8. Rising from the seat, running after the teacher, thrusting the hand into the teacher's face, snapping the fingers are highly improper acts, instances of each of which I have seen as importunate efforts to attract the teacher's attention. At times the teacher by standing so that she cannot see the whole class, is the direct cause of such rudeness.

9. It is impossible to carry on work with the active co-operation of the teacher in two classes at once. Having given one class an exercise on the slates, or one of some other kind, that has been properly explained, that is within their power, and the result of which can be subsequently examined by yourself, bend your undivided attention on the other class.

10. In the examination of slate work it is, as a rule, better that the children bring it to the teacher, than that the teacher go to examine it. Hence in every room pupils should be taught how, without marking time or marching noisily, to move in single file before the teacher showing work as they pass slowly, and then to return in order to their places, having completed the circuit of the room.

11. Home-work is not needed in preparatory classes. It will much conduce to good order, therefore, if books, slates, and pencils be always left in school under the care of the teacher.

12. The preparatory limit-table should be interpreted rather as a maximum than a minimum.

READING.

1. Use cards frequently for individual, as well as for simultaneous reading.

2. Do not confine yourself to the set order of words. Pick out words here and there; read backward as well as forward.

3. I had supposed the teaching of reading by spelling thus, *emmm ee ee*, & double gee egg, to be obsolete; really, I find it only obsolescent. If a word be analyzed at all, for purposes of reading, it should be by the powers and not by the names of the letters.