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Extract from letter received from Hon. J. W. SIMMONDS, State Superintendent of Public Instruction, New Hampshire.

Some weeks since I received the June No of your Journal at my home, Franklin, N.H., in answer to a request. That was a very valuable and instructive number. I read it with much interest. I ask you to send me the subsequent numbers, and enrol me as a subscriber.

Recommended by the Minister of Education for Ontario.

Recommended by the Council of Public Instruction in Quebec.

Recommended by the Chief Supt. of Education for New Brunswick.

Recommended by the Chief Supt. of Education, British Columbia.

TORONTO, OCTOBER, 1878.

PRIZES.

Prize giving in Schools is as popular in Canada as in any part of the world. Many prominent educators, however, including several of those in our own country, deprecate the giving of prizes, and regard the custom as violating one of the fundamental principles of psychology. Nothing, indeed, seems to strike the intelligent educator from foreign lands, when visiting English or Canadian Schools, so forcibly as the extent to which prizes are given in them.

The general popularity of the system makes it all the more necessary that we should carefully consider the correct basis on which to grant the prizes. If given at all, they should certainly be given with the view of making not only their recipients, but every one competing for them, better and nobler citizens. They should reward perseverance and industry rather than smartness. They should be given in such a manner as to enable every member of a class to compete as nearly as possible on equal terms. Dr. Wiese, in his German Letters on English Education, says: "Of all the contrasts which the English mode of thinking and acting shows, none has appeared to me so striking and contradictory as the fact that a nation which has so great and sacred an idea of duty, makes no use of that idea in the school education of the young; it has rather allowed it to become the custom, and it is an evil custom, to regard the prospect of reward and honour as the chief impulse to industry and exertion." Alexander Hamilton once said to a friend: "Men give me credit for genius. All the genius I have is just this, when I have a subject on hand I study it profoundly. Day and night I explore it in all its bearings. My mind becomes pervaded with it. Then the effort which I make is what the people call the fruit of genius. It is the fruit of labour and thought." Is it not possible to give prizes so that they will stimulate in the performance of duty, and develop and encourage the patient performance of laborious effort which must be the prelude to genuine success? Can prizes not be earned instead of won? A very good answer to these questions will be found in the Regulations of

the New Brunswick Board of Education, published in the Official Department of the present number of the JOURNAL. Teachers will also find a very suggestive article from the pen of Dr. Rand in the May number, which should be read in connection with these Regulations.

THE WORK OF TEACHERS OUT OF SCHOOL.

When a teacher takes charge, for the first time, of a school in a rural district, he finds the people possessed of a certain average intelligence. If he is fitted for his position his own intelligence is considerably above this average. One of two things always follows. The teacher either sinks to the intellectual level of the people of his section, or he raises them up to his own. Unfortunately, it is too often the case that the former is the result. The teacher enters so heartily into the amusements, social gatherings, and tea parties of his new empire, that he has no time left for the improvement of his own mind or the minds of those around him. He usually has an advantage over the other young men whom he meets, in style, an untanned face and smooth hands, and, unfortunately, too many of the fair sex regard these as indications of a higher culture, so that he frequently becomes the most popular young gentleman of his district. The only others who can compete with him on anything like equal terms are the young minister, the music master in the winter season, or the clerk in the nearest store. One of these is occasionally a thorn in his side. Under such circumstances, it is perhaps natural that many a young man, whose aims are not very definitely settled should prefer to be the hero of a "quilting bee" rather than the leader of a literary society; and ability to chatter pleasantly with the gossips of the neighbourhood, rather than an acquaintance with the great intellectual questions of the day. The only literary efforts made by many such teachers are writing letters to certain fair ones, or replying to letters of invitation to tea, and in both cases they prefer to write in accordance with the rules of some ten cent "letter writer," rather than in harmony with the rules of Bain.

Such teachers are but poorly performing their duty. They may go over lessons with the children each day, but that is a small part of what they might do, and ought to do, to elevate the moral and literary tone of the sections in which they reside. Unless he does so, he is sure to grow narrow and stagnate, and gradually sink into insignificance. Teachers should become more and more the directors of the people. Social and political life is too much under the control of the sewing society, on the one hand, and the village tavern or corner grocery on the other. If the people are to be allowed to vote they must continue to grow in intelligence, general or special, or they will be more and more at the mercy of the worst demagogues. If the people are to develop in right directions, teachers will have to be their leaders after as well as during school age.

There is a great deal of work for the teacher to do that is not on the authorized course of study. What this extra work