

9. NEATNESS—HOW REGARDED BY CHILDREN.

A little boy of six years had been with his mother to call on his little play-fellow, Eddie F., who had a step-mother. While walking home he said earnestly, "Mother, I think Mr. F. has got a real pretty neat little wife, don't you think so?" "Why, Willie, what makes you think so?" "Because she always wears a collar and a clean dress just like you, and I think I have got a pretty mother. And, mother, I have been thinking if you should die I should feel real bad and cry, for I do almost cry now when I am visiting and can't see you. And I should want father to get a neat little woman who would always wear a clean dress and a collar just like Eddie's mother."

Perhaps this child showed a thoughtfulness beyond his years, but the incident led me to ask myself this question: Are we as teachers conscious of the wide influence of our dress in forming the character of the young?—C. E. H., in *Connecticut Common School Journal*.

10. ON THE DOMESTIC TRAINING OF BOYS.

* * * We have in the preceding chapters spoken of the training of children without distinction of sex, as we are of opinion that up to seven or eight years of age there ought to be but little difference made between them. The girls should certainly be required to devote more time to needlework and various light domestic duties, but, as we have before stated, it is very desirable that boys also should be able to use a needle, though clumsily, and we do not see why they should not learn to perform many of those little household duties which too generally devolve on girls alone.

A youth thinks it no disgrace to help to set the dishes, cut bread and butter, wipe knives and forks, etc., at a pic-nic. Why, then, should he sit idle at home, and require his sisters to wait upon him, and perform all the domestic offices in which servants are not employed. If a boy be accustomed from childhood to use his hands and feet as lightly and promptly as a girl is expected to do, he will have no cause to regret the acquisition in advanced life.

Suppose a case of severe and prolonged domestic affliction, where some of the most efficient workers of the family are laid aside; what must be the feelings of a youth who can do nothing to assist those whom he most tenderly loves? The mother, perhaps, wants a little tea or toast-and-water, or any other trifling thing to relieve her thirst. The son is all anxiety to serve her, but the servants are fully occupied with others; the sisters, too, are ill, or otherwise employed, and he, poor helpless mortal, is so unused to do anything, that he, perhaps, extinguishes the fire by upsetting the kettle, or smothers it with a load of damp coal; and so the fond mother's thirst remains unquenched, the fever increases, and she ponders, with burning brow, on the uselessness of boys. It will be soon enough, when she recovers, to put to her the question, "Did you train your son to be useful?"

We fancy that we hear the father's indignant exclamation, "What! is my son to neglect classics and mathematics, that he may learn how to make tea and toast?" Happily we are not required to choose the alternative. The cultivation of high intellect is not incompatible with attention to the *petits soins* of every-day life—the small cares and attentions which all need to receive, and which all should be able to confer.

Memory recalls an instance in point. A young student preparing for college was spending the long vacation with his sister, who was dangerously ill. She had been to him as a mother, for they had been left orphans early in life. So long and alarming had been the illness that an old and confidential servant had become unfit for further exertion, and required nursing as much as her mistress. Instead of retiring to his study with dignified composure, the youth, influenced by affection and a sense of duty, went quietly about the house and the sick-room, putting things in their places, waiting on his sister, and teaching an inexperienced servant to do things as she wished. At last we found him seated in the kitchen, with his Greek Testament in his hand, and his watch on the table, superintending the boiling of some preserves. In reply to our look and expression of surprise, he quietly said, "I helped sister to make preserves when I was a boy, and to eat them, too, you may be sure; and now, by superintending this important process, I am securing for her some refreshing sleep, for she was quite satisfied when I promised to see that all went right." And then, looking at his watch, he carefully stirred the contents of the pan; and, taking up his Lexicon, looked out a Greek root which he wanted to find. That gentleman is now a benefited clergyman of the Church of England, and an honour to his cloth.

A practical knowledge of simple economic cookery ought not to be despised by young men of any station. What is the position of a sailor or soldier who cannot cook? What was the cause of so many of our brave men sinking prematurely into the grave during the Crimean campaign? Their ignorance of the first principles of

cookery—the art of obtaining the largest amount of nourishment from the materials within reach.

But we are dwelling on what some may consider an unimportant point, though we cannot think anything which contributes to the sum of domestic happiness and usefulness can be insignificant.—*Mrs. J. Bakewell*.

For the Journal of Education for Upper Canada.

TO THE COMMON SCHOOL TEACHERS OF CANADA.—Fellow labourers in the ever expanding, still unmeasured, regions of thought, I have for some time past wished to address you through the *Journal of Education*, as it seems to be the only medium of communication devoted to the cause of education in the Province. The few thoughts I drop, may, perchance, tend to awaken some new or dormant energy which now lies useless and inactive. If so, my highest ambition will be amply gratified; if not, I shall only have to regret my inability to accomplish that which I most ardently desired.

In perusing a late number of the *Journal*, I was deeply interested in many items contained therein. Some very valuable hints and useful matter. Yet I was forcibly struck with the thought that there was something wrong, some latent talent lying hidden in the educational fields of Canada. My reason for this supposition is based on the fact, that in that, as well as other numbers of the *Journal*, there were several communications extracted from American journals, from teachers there, but not a solitary article from a Canadian teacher, graced its progress.

It is an acknowledged fact, in mental as well as natural philosophy, that an effect cannot exist without a cause. I fully endorse the sentiment, and therefore conclude there must be a cause for this. Believing I perceive the cause of this, I presume to drop a few thoughts on the subject, humbly hoping to elicit something from others interested in the matter, which may be of mutual benefit to all. But first allow me to say, that on reading those numerous articles from English and American teachers, and not a single line from a Canadian of like profession, I felt rather indignant; not at the matter contained in the *Journal*, nor at the writer of these articles, for these I deem highly commendable; nor yet at the Directors of that paper, for they manifest much judgment in their selections; but I felt as though Canadian Teachers as a class, undervalued their own abilities in not more liberally contributing to the columns of the *Journal*, in not more freely discussing the best modes of conducting the Public Schools of the province. And other topics of like interest to the parent, the teacher, and the pupil. If these subjects are worthy of being treated at all, have not we a primary right to present our views upon them, not by any means to the exclusion of foreign matter, for this would be decidedly wrong, as mutual exchange of sentiment would be found decidedly beneficial, when agreeably effected and justly reciprocated. But let not American teachers "lead the van" while we but "follow in the wake."

I have taught beneath the stars and stripes of the Americans, and do not feel at all inclined to depreciate their School System, for, in many particulars, I know it to be very excellent. But, as a whole, I do not look upon their system as placed on so firm and true a basis as our own. One of their national characteristics is "living too fast." It begins in the nursery, is continued in the school, and receives but a fresh impetus in early manhood, and more mature years.

There are undoubtedly as bright gems in literary and intellectual spheres to be found beneath the "Stars and Stripes" as in any other nation of the earth, and how long those gems will retain their brilliancy, untarnished, is not for us to say. Time alone can prove these things, however much we may prognosticate and speculate upon them.

But there are just as bright gems to be found here as there. There is just as much nature, talent, (possibly there may not be so much energy) and the scope is quite as ample as could be desired. The field of usefulness opened to the public school teacher, under the present School System of Canada, is unbounded. And where untarnished character and energy are combined in the teacher, their influence will be felt on society at large, as moulding and fashioning the rising generation, who are destined to become the future rulers of our land.

The responsibility is, indeed, weighty, and should be realized by those who undertake the arduous task of training the youthful mind. We cannot too faithfully or tenderly watch, nourish, and cherish, every new gleam of intelligence and talent manifested by those under our care. It is a fearful thing to crush the rising ambition of the youthful mind, by harshness or unkind treatment. They should each and all be made to feel, by our conduct towards them, that we are deeply interested in them, that we duly appreciate their childish endeavours to accomplish the task we assign them. Allowing kindness to be the ruling principle of our govern-