

his way to a mathematical or scientific law, let him apply it in a number and variety of examples, the simpler and more practical the better, till he has fully mastered it for all future time. If he has, on the other hand, stumbled on a number of disconnected facts in history, let him not suppose anything gained until he has compared those facts, thought over them, traced their relations, and deduced some law which explains, harmonizes or unifies them.

To express our meaning more simply, we should say that the child should be taught to regard no rule, no fact, as knowledge, until he is able to demonstrate the one, and to set the other in some relation to other known facts. He cannot be sure even that he knows a word until he has used it in a number of sentences illustrating its exact meaning, or shades of meaning. In doing this the pen is an invaluable auxiliary. The pupil who is constantly taught to state every new fact or principle, to define its limits, to illustrate its use or meaning, and to discuss, if possible, its relations, in his own written language, is undergoing the process which constitutes true education. He will not be long in learning to distinguish between useful and useless knowledge, between a sound and an idea, between what he really has learned, and what he only fancies he has learned, because he can repeat a string of the teacher's or author's words.

Special Articles,

TEACHER.

Your salary is not as good as you like to have it. How can you make it better? Your place is not very secure. You may be removed at the close of your present term, or year, and another put in your place at less pay. Would you like to know how to make yourself necessary even at double the pay you now receive? I tell you. Be a teacher. Are you one now? Do you know what the word means? Is one who hears lessons, assigns tasks, and drives unwilling pupils through irksome duties, a teacher?

To be a teacher you must wake up thought; induce habits of investigation, and lead your scholars to draw conclusions for themselves. Thousands can keep order, assign lessons, drive learners through all manner of routine and get parrot-like success, but few can wake up self activities, and go before their scholars as leaders and guides while they work with willing heart, head and hand. Be a teacher and you will be needed. Teachers are scarce and in great demand. If they don't appreciate you where you are, you may be certain you can easily find a place where they will. Be a teacher, don't be a mere plodder, moping along in the beaten path of the common school keepers. Be a teacher, and you will be needed and paid, and then you will be happy!—*Ex.*

NEWSPAPER IN SCHOOL-ROOM.

We notice in our educational exchanges, occasionally, articles advocating the use of the newspapers in the school-room as supplemental reading for the pupils. There are two sides to the question. It is very well for the young to learn early to take an interest in current events, and to lay the foundations for a broad intelligence. Good papers, like good books, should be of the right kind, well written, adapted to the capacity of the reader, and, above all, of pure taste and healthful morality. Many daily newspapers are not adapted for school use for the following reasons:

1st. The editorials are beyond the understanding of the young student. 2nd. There is no sound mental food in much of the reading matter. 3rd. There is too often, much that is objectionable in them, much that might prove positively detrimental to the character and education of the young.

Too many newspapers cater to a depraved taste, and to the lower instincts of their readers. Glance the eye over the average newspaper of the day. There are graphic descriptions of murder, theft, burglary and the like. These are worked up with great elaboration of detail, and with an evident desire to excite the emotions of the reader. Whole columns are devoted to the brutal prize fight between the noted champions of the ring, who pound, hammer and mutilate each other after the true artistic style. That is not good reading for a school-boy.

Some blaspheming infidel mixes his rhetoric and profanity for the gratification of his followers in an obscure theatre, and has sufficient influence to secure the publication of his foul words in a leading journal, and forthwith it travels over the country, doing all the harm it can, and scattering the seeds of its vicious teachings in all the highways and byways. We do not want school-children brought within a thousand miles of such reading, no matter what may be the name of the newspaper which lends itself to such teachings.

We are not underrating the benefits which flow from a newspaper of the right kind—weighty in intelligence and pure in morals—but we do object to placing in the hands of our children anything which would be likely to corrupt their tastes or to lead them astray, and we have seen many an article in a leading daily newspaper which was not fit reading for the school-room. We do not sit in judgment upon the management of such papers. It is to them a matter of business, and so long as they have readers who enjoy such articles they will probably be published.

It is another and a very different question when it is proposed to make use of the daily newspapers as a reading lesson for our school-children. Then, we are free to say, put in the hands of the young people any book, or newspaper if you like, which will give them models of good style, and wholesome thought, but be sure that they read what is improving.—*Louisiana Ed. Journal.*

THE SEVEN LAWS OF TEACHING.

FROM AN ARTICLE BY JOHN M. GREGORY, L.L.D., IN THE PILGRIM TEACHER.

These laws are not obscure and hard to reach. They are so simple and natural that they suggest themselves almost spontaneously to any who carefully notes the facts. They lie imbedded in the simplest description that can be given of the seven elements named, as in the following:

1. A teacher must be one who KNOWS the lesson or the truth to be taught.
2. A learner is one who ATTENDS with interest to the lesson given.
3. The language used as a MEDIUM between teacher and learner must be COMMON to both.
4. The lesson to be learned must be explicable in the terms of truth already known by the learner,—the UNKNOWN must be explained by the KNOWN.
5. Teaching is AROUSING and USING the pupil's mind to form in it a desired conception or thought.
6. Learning is THINKING into one's own UNDERSTANDING a new idea or truth.
7. The test and proof of teaching done—the finishing and fasten-