

tion the pupils approve, and both adopt. Take promptitude; *Teacher*. How many think the teacher and the pupils should be prompt? Pupils all raise their hands. *Teacher*. All that will join with me in pledging our best efforts to be prompt during this term will please rise. Thus in few minutes, the six regulations will be unanimously adopted. The pupils will regard the regulations as theirs. Each will feel under obligations to obey and sustain them. The effort to do so will be encouraged by the teacher in every possible way. The true idea of school government may thus be realized. The governing force is from within and not from without.

THE TEACHER A DESPOT.—The despotic method may be approved by the superficial and the brutal. The teacher is a despot. He is the law-maker, the judge and the executor. The child has no right. He *must obey or suffer*. The rules are special, and the penalties specific. The child seeks to evade the rule he hates. Forced quiet and forced lessons may be secured; but there can be no true education. The entire method in its theory, its practice, and its results, is most abominable.

THE CHILD HAS RIGHTS.—Let the teacher respect these rights. The highest good of the pupil is ever kept in view. Cheerful and glad obedience from ennobling motives, is the great desideratum in school government. The teacher may reprove, restrain, and even use severe punishments in training pupils to right habits. The pupils feel that the firm hand is impelled by a loving heart, and guided by a wise head. Such chastisements work in him the resolve to forsake the wrong and to do the right.—*J. Baldwin in American Journal of Education.*

TACT IN TEACHING.

To illustrate: An orthography class is reciting. The word "George" is given. John misses it, when it passes to James, who spells it correctly. John is now required to spell it, but fails again; and though it be spelled for him a dozen times, and he attempt it as many, still he fails. Now, it will not do to call him a "dumb boy," and pass on; the teacher must have tact to enable the pupil to master the word. It has been done thus: "What are the first two letters? What are the last two?"—these questions repeated till the fact is impressed. "How many letters in the word? The two middle letters are what?"—and the word is mastered. The highest diploma which the best college in our land can bestow cannot make a successful teacher; nor, to be more precise, does it even indicate him. Some of the most learned in the profession are not embraced in the circle of the most successful. Why? They lack one of the essential qualifications of the successful teacher—*tact*. That teacher who binds himself down to the experience and methods of others is a failure; just as certainly as he who binds himself down to the text-books. Stereotyped methods will not work in the school-room any more than the text-book questions are sufficient for any single lesson. It is well that we seek and obtain the experience and methods of others; but, after all, they are simply aids when viewed in the light of their real value.

But why speak of tact? Because it is lacking in a large majority of the instructors of the present day; and this, in a measure, because it is not properly appreciated by a large majority of those having control of the employment of teachers. It is not safe to conclude that a teacher is successful simply because he holds a high-grade certificate. Some of the greatest bunglers in the school-room can point to a normal school or college diploma, or a permanent certificate. This statement is made from personal observation. Let a man hold tenaciously to another's plan, and he is a failure; let him dare to strike out for himself and he may succeed.

The sinew of tact is education. Success will not perch upon his banner who lacks either. Yet a moderate education combined with tact will insure a greater measure of success than a liberal education without tact. Where this quality is lacking in the teacher everything is a drag, and ere long there is developed a monotony in the daily routine of study and recitation which has contributed a vast number to the pitiable band of mental dyspeptics to be found among the American youth of the nineteenth century.

Yet what can be done? The certificate of the applicant for a school does not indicate his tact, and hence, how is a Board of Control to judge? True, we have "Theory of Teaching" on the certificate, but is not that a dead letter? If the applicant has had no experience in teaching he receives "none" for "theory;" if he has taught one or two terms he receives "middling;" more than that is "good," and the next time he is examined his "theory" mark is No. 1. What an absurdity!

The "theory" mark should embrace tact, and should be obtained by examination, as well as the mark for any of the branches he is authorized by his certificate to teach. Nor would this be a difficult matter. County superintendents are, or at least should be, practical, skilful teachers. Such could easily direct the proper questions for

ascertaining the amount of tact an applicant will employ in his "Theory."

The common school system is moving on, but still there is much deplorable dragging. The machinery often screeches like the "hot box" of the railroad train. It needs lubrication. *Pour on more tact!*—*J. E. Ross, in Pennsylvania School Journal.*

TEACHERS SHOULD BE VISITORS TO PARENTS.

Every teacher, as soon after the commencement of his term of school as practicable, should make it a sacred binding duty to visit all the families in the district having children to be educated, seek the coöperation of the parents, and secure, if possible, the regular attendance of the children at school. By an early acquaintance with the people, frequent friendly visits to the parents, and the manifestation of a warm personal interest in the educational welfare of the children, the teacher gains a prestige that cannot fail to produce the best results. Absenteeism, truancy and tardiness, the bane of all schools, may, in a measure, be broken up through this system of visitation.—*Am. Ed. Monthly.*

SCHOOL MISSIONARY WORK.

There is not enough of school missionary work done. It is no less the duty of teachers to *preach school* than to teach school. It often occurs that parents need instruction with reference to a due appreciation of the importance of their duties towards the school. If they are careless, negligent and listless, the children will be the same. The teacher's influence should not only be felt and acknowledged in the school-room, but it should pervade the whole district. He should not be a mere pedagogue, but an earnest and true teacher in the highest sense of the word. Then child, parent and citizen will hear his instructions, acknowledge his power and obey his precepts.—*Ibid.*

LUDICROUS INCIDENTS IN SCHOOLS.

A class in a village school in Massachusetts, some years ago, was reading an account of a visit to a lunatic asylum, in which was the following description of the ascent to the roof of the building. "He led him up through sundry passages to the roof of the house." A small boy, bright and active, rendered it thus: "He led him up through *sun dry pastures* to the roof of the house."

The same boy, on another occasion, amused the class by a quick answer to a hard question in geography, which had *gone round the class*. The question was: "Who inhabit the north-eastern part of North America?" The answer was: "Esquimaux, a species of Indians." The bright little fellow had laboured faithfully on that hard word, and had mastered it. His hand was impatiently gesticulating ready to answer. As soon as the query was put to him, quick as a flash, with glistening eye, he announced: "Esquimaux, *spices* of Indians."

In another school, after a series of questions upon latitude and longitude, and directions of travel, the children were asked in which directions they could go from the north pole. After various answers had been given, one small boy, of Irish descent, was asked what he would do? "I'd shin up the pole, ma'am."

A few years ago, one of the excellent teachers in the Bridgham school had a very bright boy in her class, who was quite inclined at times to annoy her by asking a multitude of questions. One Friday afternoon, during a general exercise in which the teacher was giving some valuable information to the children, James (no matter what his name was) was remarkably active in asking all sorts of questions, and interrupting the exercise. After bearing with his officiousness for some time good-naturedly, the teacher rather sharply said: "James there is a point beyond which it is not safe for you to go." James immediately subsided, but soon rallied by a suppressed laugh; again and again a suppressed laughter was heard, and every time it was evidently more difficult for James to control himself. Pretty soon James's hand was raised, and began gesticulating rapidly. "Well James, what is it?" "Is it *Point Judith*?"—*Rhode Island Schoolmaster.*