

they were? What is it but cramming, if we compe! the pupils to memorize whole grammars, and repeat them verbatim, while their discriminating powers are not equal to the comprehension of one quarter of what they repeat? Stuffing in its worst form is generally found where the fewest studies are pursued. Enough time is often wasted there in spelling words—abracadabras to the pupils as to significance—to give them, if their energies were properly directed, a rational start in book-keeping or industrial drawing.—*J. D. Wallers, in the Industrialist.*

BETTER PAY: BETTER WORK.—In proportion as our teachers are permanent and well paid, can we expect the best work. In our higher schools the pay is generally fair and good, and the position somewhat permanent; but in the thousands of district schools all over our land the pay is miserable, the work often poor, and the position only for a few months. How can there be much improvement under these circumstances? Our normal schools send out yearly many well-qualified teachers who would gladly give a lifetime to the work of teaching, if only they could be assured of a permanent place and adequate support. Improved methods demand time, and when the time is given free from the vexing trials of constant moving and change from year to year, we cannot expect to make great or sudden advancement.—*Report of N. Y. Committee on Education.*

MANUAL LABOR FOR LADIES.—The idea that manual labor is derogatory to a lady's dignity is absurd. It is based upon mere vanity, and leads to idleness and all the evils attendant thereupon. It betrays ignorance of human nature and of the prime factors of human happiness, and is condemned alike by history and common sense. Homer tells us of princesses drawing water from the springs, and washing with their own hands the finest linen of their families.—*M. Anagnos, Director of Institution for the Blind.*

HERESIES.—There is a sentiment more prevalent than we should think possible, that those schools are the best which take the pupils at the earliest age, and keep them the greatest number of hours; also, in which the pupils learn the fastest and take in the largest amount of work in the shortest period of time. I need not say that these are heresies fatal to the young, who suffer the consequences in premature decay. We desire an intelligent appreciation of the relations of study and health, and the judicious adaptation of physical strength to the work and the influences of the school-room.—*Dr. Thomas Lathrop, in Eclectic Teacher.*

—Mr. Dickinson, Secretary of the Education Department for Massachusetts, sums up his opinions of the necessities of a good school system, and says they are—first, an educated supervision of all the schools; second, thoroughly trained teachers; third, an effective law, compelling the attendance of the whole school population upon the schools for the time the schools are required by law to be kept; and fourth, a sufficient amount of funds to enable school authorities to employ the best talent in teaching, and to obtain the best means for the teachers to use.

—“Now, Johnnie, give me a sentence containing a noun and a pronoun relating to it.” Johnnie looked up at the ceiling, and then at the floor, and finally, almost in despair, glanced out of the window. Then his countenance changed, and, pointing to some fowls in the street that could be seen from the school-room, exclaimed: “They is hens, and they’re all shes.”

—It is not virtue, nor is it a mark of a great mind, not to be able to be amused with any sort of game, or anything that is play. Fondness for games is a conservative element in the make up of the brain-worker, and it may be brought out in those who have never cultivated it. One cannot enjoy play—because she wishes to use all her time in other ways. Let such an one consider that to play is to add to her time by lengthening out her years. Another has a conscientious conviction against games—I would not interfere with her conscience. But all should be careful to have a “good conscience.”—that is, an enlightened conscience.—*Harriet N. Austin, M.D., in Primary Teacher.*

SHOP SCHOOLS.—The simple fact that our public schools every year turn out boys of the age of fifteen or sixteen, who from that time are of no use to themselves or anybody else, because no one has put them in the way of being useful, ought to fix the necessity for just such a system of mechanical instruction as the Ruggle's plan contemplates. If we are to remain a republican people, too, mechanical industry is to be held as a prominent condition of that state. But now a boy blunders into a calling instead of finding his way to it instinctively; and in the lamentable majority of cases boys never find the occupation at all for which they are adapted, but drag on to the end of their days without either aim or enthusiasm. It is a fatal waste of force and freshness for society. By opening the door to an honorable vocation as soon as a lad leaves school, not only is no time lost, but the countless temptations to vice which lurk everywhere in a state of idleness are removed. Man was made to use machinery and tools. They give him a sense of power and dignity. Let him be introduced to a personal knowledge of them in early life, and the value of that whole life to himself and others is increased in the most wonderful manner. There could be no truer charity, as well as far-reaching policy, in making provision for the career of the young in usefulness to themselves and the community. Of the details of Mr. Ruggle's plan we have spoken before, and recur to the subject again only to assist in keeping alive and enforcing what must sooner or later be adopted as the simple duty of a civilized community.—*Boston Post.*

POOR PAY, POOR TEACHERS.—The following is from a communication in the *Bradford Reporter*:—

It is self-evident that no school can be successful without a good teacher; and the only way to obtain a good teacher is to offer a reasonable compensation for his services. We will see the reasonableness of this assertion when we consider that a person who is qualified for teaching school is also qualified for almost any kind of business; and the same qualities of mind and character which make him a successful teacher, will secure him success in almost any occupation in life. The successful teacher must be well advanced in the science of learning; he must be able to tell or convey to the minds of others, that which is contained in his own mind; he must have tact, patience and perseverance; he must be a moral character; he must be a person of decision and energy; and he must exercise a lively interest in the success of his efforts. Merit is, and always will be, rewarded; character of genuine stability, and principles of sterling worth are, and always will be, in good demand; and a person possessing such qualifications will never experience any serious difficulty in obtaining employment and a liberal compensation for his labor. The idea that a reduction of salary would lessen the quantity and thereby better the quality of teachers (to use a figurative expression) is absurd in the extreme, while an opposite course would most effectually accomplish the latter, if it did not the former. We cannot help expressing our surprise at the course pursued by those in charge of our school matters; for in our candid opinion a more hurtful and ruinous plan to the cause of education than the one already adopted, could hardly have been thought of. Do we plead hard times? Do we compare the worth of human minds with the size or contents of our pocket-books? Heaven save us from the thought! We believe that if school boards would offer a salary of one hundred per cent. in advance of the present rates, the benefit received from the school would double the extra outlay.

When this is done the position of schoolmaster will be one worth striving for. When the inducements are sufficient, there will be no lack of competent teachers. As the teachers' wages have been reduced, there has been an increased number of applicants for the schools; and this, instead of proving that the course pursued is a judicious one, simply proves the opposite. As the salaries have been reduced, teachers who could command large salaries have left the field, and the vacancies thus made have been supplied with second-class teachers. Consequently, those persons who will never be able to command good positions, whose talents will always be second or third class, come into better demand.

—The Higher Schools exhibit poor economy. We have too many colleges, and hence, too many poor ones. Money is fixed in piles of brick and stone, while men are wanting—and professors starve. A strong professor in the recitation room is of more account than tall chimneys and towering domes.—*Pres't H. W. Everest, in American Journal of Education.*