

of Cambridge. Mr. Potts in his letter to Superintendent Ryerson, says:—

"It has occurred to me, that it is desirable the subjects of Her Majesty's Colonial Dependencies should know the advantages which the ancient Universities of the Mother Country now more freely offer to all her children.

"The late reforms at Oxford and Cambridge have done much, and the changes now in contemplation will most probably do more, for extending the substantial advantages of these noble Institutions to all British subjects.

"If you deem it desirable that the knowledge of what has already been done, should be diffused throughout the new Confederation of British North America, it will afford me much pleasure to assist in this work.

"I have been led to think, that if the advantages available here were known, many would be led to avail themselves of them for their children, especially such as have intellectual powers to develop and improve, and others who may hereafter take a leading part in the affairs of their country.

"I venture to offer 1,000 copies, or more, if required, of the two little books of which the title pages are enclosed.

"If you deem them likely to disseminate useful information, they are at your service to distribute to schools and to individuals in whatever way you think desirable."

Dr. Ryerson, in behalf of the donor, has forwarded to the Superintendent of Education copies of the above works for distribution to the Colleges and Academies of this Province. It is one of the signs of the times to see this ancient University opening its doors wider and wider, and inviting all, far and near, to partake of its blessings.

APHORISMS, MAXIMS, &c.

Exclusively of the Abstract Sciences, the largest and worthiest portion of our knowledge consists of Aphorisms; and the greatest and best of men is but an Aphorism.—S. T. COLERIDGE.

I call a complete and generous education that which fits a man to perform justly, skilfully, and magnanimously all the offices, both private and public, of peace and war. . . . But here the main skill and groundwork will be, to temper them (the learners) with lectures and explanations upon every opportunity, as may lead and draw them in willing obedience, inflamed with a study of learning, and the admiration of virtue; stirred up with high hopes of living to be brave men, and worthy patriots, dear to God, and famous to all ages.—John Milton.

St. Jerome's advice was, let a child begin to be instructed as soon as he begins to blush. As soon as they are capable of shame, they are capable of discipline. From the time that they shew the marks of their conscience upon their countenance, it ought to be believed, that remorse has taken the place of innocence, since they already know how to put a difference between good and evil.—Dr. T. Fuller.

Education in the most extensive sense of the word, may comprehend every preparation that is made in our youth for the sequel of our lives; and in this sense I use it. Some such preparation is necessary for all conditions, because without it they must be miserable, and probably will be vicious, when they grow up, either from the want of the means of subsistence, or from want of rational and inoffensive occupation. In civilized life, every thing is effected by art and skill. Whence, a person who is provided with neither (and neither can be acquired without exercise and instruction) will be useless; and he that is useless, will generally be at the same time mischievous to the community. So that to send an uneducated child into the world, is injurious to the rest of mankind; it is little better than to turn out a mad dog or a wild beast into the streets.—Paley.

The object of a liberal education is to develop the whole mental system of man;—to make his speculative inferences coincide with his practical convictions;—to enable him to render a reason for the belief that is in him, and not to leave him in the condition of Solomon's sluggard, who is wiser in his own conceit than seven men that can render a reason.—Dr. Whewell.

The influence of physical causes, in the formation of intellectual and moral character, has never been sufficiently regarded in any system of education. Organic structure, temperament, things affecting the senses or bodily functions, are so closely linked with a right play of the faculties, as the material and condition of an instrument of music with that wonderful result called melody.—W. B. Clulow.

Because Education is a dynamical, not a mechanical process, and the more powerful and vigorous the mind of the teacher, the more clearly and readily he can grasp things, the better fitted he is to cultivate the mind of another. And to this I find myself coming more and more; I care less and less for information, more and more for the true exercise of the mind; for answering questions concisely and comprehensively, for shewing a command of language, a delicacy of taste, and a comprehensiveness of thought, and a power of combination.—Dr. Arnold.

Tell me not what thou hast heard and read, and only so; but what (after thy hearing and reading) thou hast taken into thy meditation, found to be truth, settled in thy judgment, fixed in thy memory, embraced in thy affections, and then a long time practised, and so made it to be truly thine own. This, and only this, is rightly called learning.—Dr. T. Fuller.

HINTS ON TEACHING.*

PUBLISHED BY REQUEST OF THE EDUCATIONAL ASSOCIATION.

IN this paper I shall make a few brief remarks with regard to the teaching of different branches, particularly the Mathematical. These remarks will not be by any means exhaustive, but merely suggestive, and little more than outlines.

No studies are productive of as much mental strength as the mathematics, from arithmetic up to the highest branches of the science. The continual reference to proof, the constant appeal to the sense of sight as well as to the reasoning powers, and the very difficulty itself of grappling for hidden truth, constitute mental discipline of the first order. Very much depends, however, on the manner in which the different branches of the science are taught. I think that in some important respects the mode of teaching them has been defective. The defects to which I refer exist in many of our schools. Too much time has been devoted to the study of arithmetic. It is notorious that in most of our schools, even those of the better class, until within the past few years, hours were spent every day by the pupils working the same old book over and over again. A great part of this time was absolutely lost. A branch of study which is every day applied to the practical business of life, certainly merits a prominent place in the course of instruction in every school, but to waste time at it to the exclusion of other studies equally, or even more valuable, is worse than useless. Men can now be found in this country by the hundred who can solve ordinary arithmetical questions with accuracy and facility, but who cannot write a note of three sentences in length, without making half a dozen grammatical blunders, and twice as many errors in spelling. Teachers now are well aware that it is no easy matter to induce young men who have been accustomed to the method of "ciphering" all day at their desks, to leave the old beaten path. The reason why so much time has been spent at arithmetic is not that it is difficult. On the contrary, no study in the school is liked as well, or is comprehended as readily by children. Nor is it a study of great length. The four fundamental Rules, the Compound Rules, Fractions and Proportion, embrace the whole. If these are properly taught and thoroughly understood, the work is done. By the system of which we speak, the pupil is taken over the same ground again and again, year after year. We strongly advocate the frequent stated review of studies, but the practice of allowing pupils to go over and over the same work in any branch, term after term, dwarfs the mental powers instead of developing them, and places a premium on laziness instead of stimulating to activity and exertion.

After such a lavish expenditure of time, we would naturally expect that the work would be fully mastered. But such is not really the case. I was acquainted with a man who had gone through "Gray" and "Thompson," time and again, during the twelve years he had spent at one of the best old-fashioned schools, to whom I could scarcely make clear that $\frac{1}{2}$ multiplied by $\frac{1}{2}$ is equal to $\frac{1}{4}$. The sums, so called, are wrought with a view to obtain the answers, not to understand the reasoning. In fact, the reason of the rule is left out of sight. The practice of allowing a number of boys to work together at their slates is too prevalent. Often when the lads seem to be very industrious, fox and goose, or some other game, is engaging their attention, and not the arithmetic or algebra.

The mode of teaching geometry hitherto, in many cases, would be rather amusing did it not excite indignation in the breast of every educationist worthy of the name. The teacher says, Geometry, John. John goes to the blackboard, taking his book with him, and constructs the figure, carefully placing the same letters in the same order as they are in the book. When he has finished the teacher takes the book, keeping his eye on it, as John explains. If John deviates in the least, a word or letter, from the printed text, the teacher sets him right by reading two or three lines, and by pettishly reprimanding him for not learning it better. If the teacher happens to lose the place, he tells John to stop until he has found it. When John has finished he is lectured further on the importance of accurate scholarship. This is no fancy sketch; it is a picture of real school-room life.

Again, there is another method, perhaps an improvement on the last, which is far from being faultless, although much followed. The figure is properly constructed without the book, and the pupil begins to explain; on his hesitating a little at a certain place, the teacher, instead of drawing him by a few pointed words toward the difficulty, steps up to the board himself, takes the pointer and goes through the demonstration for the boy, with a profusion of words and gestures that makes "confusion worse confounded."

* By JOHN T. MELLISH, Esq., Head Master of the Cumberland County Academy. Read before the Provincial Teachers' Association, Halifax, January 2, 1868.