

hood is following the footprints of the ideal housekeeper and homemaker; and how much of the greatness of our country is due to our good homes!

One division of manual work often neglected in our schools is penmanship. Still this is so important. We know that one of the educational qualifications most helpful upon entering a business life is to be able to write a good, legible hand. If writing has its own value, it is proper that we teachers should understand its teaching, both in theory and in practice. Once we have given certain directions, let us see that they are carried out, and everyone is thereby benefited. For instance, after giving a lesson in writing, we must not suppose that our task is completed, and all we have to do is to idly sit, with folded arms, and watch the class performing. On the contrary, this is the time for training. The thoughtful teacher will go around from pupil to pupil, giving help where it is needed. He will thus come into direct and immediate contact with each individual, and no child, however dull or brilliant, will be overlooked. A good plan is to point, or rather let the child himself point out, the faults by comparing his own work with the model.

Drawing seems to be a stumbling-block for many teachers. Certainly to teach this subject in all its departments, which are so different in their methods of teaching and in the objects to be attained, it would require more time than is generally allowed during school hours. However, by correlating subjects, we can take up the simple courses such as outline drawing, and perhaps a little freehand perspective drawing. Map drawing at its best requires patience, preciseness, besides giving an opportunity to the child of displaying his taste. A short exercise is sufficient to allow pupils to use their will and choose between doing their work as well as possible or else in some careless manner. Let us sing praises to the teacher who succeeds in having her pupils choose right. She has thus built a keystone for their character, since the perfect character is the perfectly controlled will.

I do not suppose that the skilful devices of the active teacher will be a panacea for all the poor manual work found in schools. Sometimes we find children who can not make great progress in this branch of education, no matter how much they try.

Others we will find who have the ability, but are lacking in ambition, and do not even try. Give those to understand that their very best is expected, and nothing else will be accepted. Be scrupulous in supervising not only the copy-books, but all their work, and particularly their home exercises. The work our pupils do after they cease to be under our supervision shows how much good they have derived from our teaching. The teacher who accepts a home exercise scribbled in leadpencil on a sheet of paper, torn from an exercise book, is making a serious mistake. She is undermining any principle of exactness which she might have tried to establish.

It sometimes happens that a school will acquire a love for neatness and preciseness by noticing these qualities in the teacher. Naturally we can expect this. Children must be wonderful imitators, since we have for one of our axioms: As is the teacher, so will the

pupils be. With this in view, let our blackboards be models of neatness and taste. A neat little border or frame in colored chalk sometimes adds much to the appearance of a set of questions or whatever the exercise may be. Once a map or any drawing has lost its former freshness let it be replaced by new ones. I have heard one of our experienced teachers remark that when she renewed the drawings on her blackboards she always noticed an improvement both on the children's slates and in their conduct. Even the appearance of the school-room and grounds in general would tend to elevate the sentiments of the school.

The teacher's highest reward is the satisfaction of knowing that she has done her duty. If we wish to succeed in our work we must be happy in doing it. Ruskin tells us that in order to be happy in our work we must fulfil three conditions: "We must be fit for it; we must not do too much of it; and we must have a sense of success in it, not a doubtful sense such as needs testimony of others for its confirmation, but a sure knowledge that so much has been done well and fruitfully done whatever the world may say or think about it."

Male Teachers for Schools.

Toronto News: The decision of the public school board to fill vacancies in the senior fourth classes in future by male teachers only, will meet with general approval. There can be no question of the wisdom of the move. Experience has shown that after a certain age boys require more masculine moral and intellectual stimulant than a woman is usually able to give them. The whole secret of the matter, we believe, lies in the fact that women seldom understand or can place themselves in sympathy with the boys who are beginning to look forward to manhood. They fail utterly to gain their confidence; and their influence, where it produces results at all, tends to retard rather than assist the right development of character. There are, of course, female teachers who are as successful in bringing out and encouraging the best traits of boys as the most capable male teachers, but they are rare. Women, as a rule, fail to influence larger boys, and to a certain extent, even girls, as men do. They may have the gift of imparting knowledge, and may be able to maintain perfect order in their classes, but in most cases they are quite out of touch with their pupils, purely and simply because they have no sympathy with those boyish characteristics which, under proper training, develop later on into what is called manly character. The influence of women is distinctly feminine, and all experience goes to prove that boys, during the period approaching adolescence need robust, masculine guidance. One objection made to the new measure is its expense. That might be met by separating the boys and girls when they reach the senior fourth book, the girls remaining with lady teachers and men being put in charge of the boys. By such a re-arrangement there would be little, if any, additional cost entailed in carrying out the idea, and substantial advantage would accrue to the pupils.