

4. NECESSITY OF SCHOOL APPARATUS.

The blacksmith, the carpenter, the tailor, the mechanic of whatever calling, is not—so far as accomplishing anything is concerned—any better off for his knowledge, unless he has at the same time suitable tools to work with. And so it is in teaching; the teacher must have certain school-room apparatus, certain tools to work with, if he is to accomplish what is expected of him. Yet how seldom is it that he is provided with the proper instrumentalities for carrying on his work. He may, indeed, “understand all mysteries and all knowledge;” and yet, as a man understanding all these but without “charity,” is “nothing”—so the teacher understanding all these, but without suitable school-room apparatus, is “nothing,” or the next to nothing.

Time was when it was scarcely dreamed that the teacher required anything in the way of apparatus, as we now understand the term. He entered upon his duties without any resources whatever, except a few imperfect and now happily obsolete text-books and his own mental acquirements. The raw material of youthful intellect was given into his hands to be shaped into a form of beauty and excellence, and yet the teacher was expected to effect this without instrumentalities, without apparatus—to make bricks without straw! As well almost might the smith be required to forge a chain, or the carpenter build a house, without the proper implements to work with.

It was a long step in the right direction when blackboards were first introduced. It was such an innovation upon the ideas of the educational antediluvians, that in many localities it is not even yet recognized as a necessary adjunct to good teaching; and school-houses in which the blackboard is still wanting are not difficult to find. But the blackboard has been introduced as a general thing into our schools, and wherever there is a live teacher, it is considered a *sine qua non*—an essential to school-room success.

With the introduction of the blackboard has been inaugurated a new system of teaching. The competent, wideawake, conscientious teacher finds a constant use for the blackboard. Good use can be made of it in imparting instruction in every branch of common-school study. Its uses are so many, and its advantages so manifest, that we cannot stop to discuss them.

Crowding close upon the introduction of the blackboard, came cards for teaching spelling and elementary reading. Close upon those, again, have come outline maps, charts, etc. The custom of providing these things, however, is still more honored in the breach than in the observance. In addition to these, globes, orreries, and so on, are found in many schools, though not in nearly so many as they should be found.

Teaching with apparatus—by means of tangible objects or representations—has come to be almost the sole practice. The smallest children are taken in the *Kinder-Garten* establishment, and taught to perform wonders with blocks, wands, scissors and paper. In schools a little more advanced objects are examined, analyzed, and explained; and in institutions of every grade the old-fashioned system of instruction—learning words without meaning—is passing rapidly away. The result is, that while the rising generation has less of that parrot-like knowledge of words which the old system produced, it has a more thorough, useful, and practical knowledge of things. “I love the young dogs of this age,” said old Dr. Johnson, on one occasion, “they have more wit and humor and knowledge of life than we had; but then,” added he, “the dogs are not so good scholars.” We think “the young dogs of this age” have, as we said above, a more thorough, useful, and practical knowledge of things, and are at the same time quite as “good scholars” as the children of the generations past. This is owing alone to our improved methods of instruction.

It is an important part of the duty of those who have charge of our schools to provide them with suitable apparatus. Houses and teachers are indispensable; but good apparatus is scarcely less so. Let our teachers have proper implements to work with—then we may reasonably expect work to be done.—*T. J. Chapman. Am. Ed. Monthly.*

5. WHAT IS A KINDERGARTEN?

Kindergarten means a garden of children, and Froebel, the inventor, or rather as he would prefer to express it, the discoverer of the method of *Nature*, meant to symbolize by the name, the spirit and plan of treatment. How does the gardener treat his plants? He studies their individual natures, and puts them into such circumstances of soil and atmosphere as enable them to grow, flower, and bring forth fruit; also to renew their manifestation year after year. He does not expect to succeed unless he learns all their wants, and the circumstance in which these wants will be supplied, and all their possibilities of beauty and use, and the means of giv-

ing them opportunity to be perfected. On the other hand, while he knows that they must not be forced against their individual natures, he does not leave them to grow wild, but prunes redundancies, removes destructive worms and bugs from their leaves and stems, and weeds from their vicinity,—carefully watching to learn what peculiar insects affect what particular plants, and how the former can be destroyed without injuring the vitality of the latter. After all the most careful gardener can do, he knows that the form of the plant is predestined in the germ of seed, and that the inward tendency must concur with a multitude of influences, the most powerful and subtle of which is removed in places ninety-five millions miles away.

In the Kindergarten, children are taught on an analogous plan. It presupposes gardeners of the mind, who are quite aware that they have as little power to override the characteristic individuality of a child, or to predetermine this characteristic, as a gardener of plants to say that a lily shall be a rose. But notwithstanding this limitation on one side, and the necessity for concurrence of the spirit on the other,—which is more independent of our modification than the remote sun,—they must feel responsible, after all, for the perfection of the development, in so far as removing every impediment, preserving every condition, and pruning every redundancy.

This analogy of education to the gardener's art is so striking, both as regards what we can and what we cannot do, that Froebel has put every educator into a most suggestive normal school, by the very word which he has given to his seminary—*Kindergarten*.

If every school teacher in the land had a garden of flowers and fruits to cultivate, it could hardly fail that he would learn to be wise in his vocation. For suitable preparation, the first, second, and third thing is, to

“Come forth with the light of things,
Let Nature be your teacher.”

—*Iowa School Journal.*

IV. Biographical Sketches.

1. REV. DR. URQUHART.

The Rev. gentleman, was for many years Presbyterian Minister in Cornwall. He was not only well known in the eastern district, but also in many parts of the Province through his school at Cornwall, which he kept in a high state of efficiency for many years, and to which scholars from all parts of the country came, for at that day there were no Universities in Canada, and Dr. Urquhart's school well supplied the place of one. He was himself an eminent scholar, having been educated at Aberdeen, and afterwards taught in the High School at Edinburgh, and on arriving to this country he first opened a school at Montreal and subsequently in Cornwall. Such a man, an accomplished scholar and an active and persevering labourer in the pursuit of knowledge, was at that day particularly, a vast advantage in a new country, and Dr. Urquhart's accession to it was very highly valued, but by none more than by the boys who grew up under his care and learned as their judgments matured to appreciate the man, who, though in his school severe at times, was always impartial, and whose study and labour it was to fit them to adorn the stations they might severally be placed in, in life—stations which were ever from time to time made more pleasant to them from the kindly interest and solicitude their old and learned master never failed to take in them. Of high attainments, yet modest and retiring in his nature, a sincere and valued friend, an humble and devout Christian, after many years spent in one useful and labourious life—“doing good in his generation”—he was at last at a ripe old age gathered to his fathers. “The just shall rest in hope.”—*Globe.*

2. REV. DR. ROMANES.

The Rev. George Romanes, LL.D., one of the old familiar names associated with the past history of Kingston and Queen's University, died in London, England, on the 18th inst. Dr. Romanes was a native of Edinburgh, and was educated at its High School and University, in each of which he distinguished himself. He came to Canada in 1833, and was soon after ordained at Smith's Falls, where his ministrations were very popular. In 1846 he removed to Kingston, having been appointed Professor of Classical Literature in Queen's University, but he resigned his professorship in 1850 and returned with his family to Edinburgh, finally settling in London, where he occasionally officiated for the Rev. Dr. Cumming of whose church he was a member. The deceased was a profound scholar and his talents were characterized by variety as well as depth.