

out question. The pugilist submits absolutely to his trainer. How much more should the pupil yield implicitly to the requirements of a loving teacher!

**CAUTION.**—Obstinacy is not firmness. The unreasoning mule is obstinate; the loving parent is firm. Benevolent firmness is noble; blind obstinacy is brutal. Obstinacy hastens certain failure; firmness promotes success.

**V. SELF-CONTROL IS THE FIFTH ELEMENT OF GOVERNING POWER.**—The great general remains calm in the midst of the battle. The statesman is not excited by the tumult of partyism. Still more does the teacher of youth need to be calm amid all storms. He molds as well as governs.

Before we can manage and control others, we must first be able to manage and control ourselves. We cannot teach others the way unless we ourselves know the path and the difficulties by actual experience. A writer has well said, "We can learn of those who have proved by their lives that they are worthy to teach. Only those who are made of stancher material than ordinary mortals should presume to advise or dare to control. To teach, to guide, is a holy task, demanding an exemplary life.

1. *Self-Possession greatly aids Self-Control.* The teacher needs to keep all his powers well in hand, ready for every work and prepared for every emergency.

2. *Anger must be Crushed.* Exhibitions of temper do incalculable injury. The violent teacher loses the respect of his pupils, loses all moral power over them. If he succeeds at all, his must be a government of force. The importance of avoiding all exhibitions of anger can hardly be too earnestly urged.

3. *Impatience must be Repressed.* A hundred things occur hourly to render the teacher irritable and impatient. To yield is ruin. The teacher needs a world of patience. Child-nature is full of perversity, and child-mind develops slowly. Wesley's mother would tell him the same thing twenty times; and many children of the present day require equal patience.

4. *Antagonisms must be Suppressed.* To suffer antagonism to spring up between yourself and a pupil or a patron is a fatal mistake. Control yourself, and thus control others. Never antagonize.

5. *Cheerfulness helps Self-Control.* Cheerfulness is an electric power. There is no one thing that will do more to make a well-qualified teacher successful than cheerfulness. As the cheerful mother will do much to make sunshine and happiness in the home circle, so the teacher who can be habitually cheerful will be very sure to have a pleasant, happy, and successful school.

The subject of self-control demands the earnest study and constant care of the teacher. Without a good degree of this power no one need expect success.

(To be Continued.)

## Educational Notes and News.

Australia has four universities which, in curriculum, rank with Harvard, Oxford and Cambridge.

The University of Madras has graduated 899 persons, none of whom are Christians.

The School Board of Linlithgow has decided to expend \$100 in planting a variety of shade and ornamental trees about the school grounds. A good example.

The number of summer schools in New Brunswick for the last educational year was 1,451, increase 40; number of winter schools 1,502, increase 64.

The number of pupils in New Brunswick for the summer term, 1883 was 54,883, increase 2,125; number in winter term 1884, 53,509, increase 2,847.

The total number of different pupils in attendance at the schools in New Brunswick during the school years 1883-84 was 66,074, increase 1,493.

The average monthly percentage of pupils present at the New Brunswick schools during the summer and winter terms respectively of the year 1883-84 was 81.72, and 76.34, the former being higher than any previous record.

The whole number of teachers and assistants employed in the schools of New Brunswick during the summer term of 1883 was 1,527; during the winter term 1,502; an increase of 34 and 65 for the respective terms.

The average rate of teachers' salaries per annum from all sources in Brunswick during the last school year was, for male teachers of class I, \$332.13, increase \$12.53; female teachers class I, \$339.96, increase \$0.46; male teachers of class II, \$334.25, increase \$11.94; female class II, 242.85, increase \$3.57; male teachers of class III, \$248.13, increase \$10.03; female class III, \$198.55, increase \$2.45.

Some teachers of penmanship now teach their pupils to write with both hands. The method of instruction is to make the pupil write his name in pencil, and then go over it with a pen held in his left hand. Constant practice gives proficiency.

There are now in Jamaica 675 schools, with an enrollment of 60,000, and an average attendance of 40,000. The population includes 14,500 whites, 450,000 blacks, and 110,000 of mixed blood, noted in the Jamaica census as colored. Most of the whites, and some of the colored, send their children to private schools; the rest send them to private schools aided by the Government, if to any.

The death is announced at Kensington, England, of the naturalist, John G. Jeffreys, LL.D., F.R.S., one of the oldest of English zoologists. He was born in 1809, and for the last twenty years he has devoted himself to his favorite branch of science.

Sir William Muir, the new principal of the University of Edinburgh, is one of its graduates, as is his brother, Dr. Muir, who founded its chair of Sanskrit and he has gained some distinction as a useful member of the Bengal civil service.

The teachers of the Cobourg staff paid the Principal of the Port Hope Union School and his assistants, a friendly visit on Friday, March 13th, for the purpose of noting the methods employed by them in their daily labour. This is one of the finest schools in the Province, and is under the efficient management of Mr. Wood, late of Brantford, with Mr. Stott as first assistant. Both of these gentlemen are well known as painstaking and thorough teachers, and we may expect to hear of grand success attending their efforts. They are well seconded by the lady teachers, each of whom is a specialist in her own particular branch. In the primary divisions they are all employing the half-time system to good advantage. It will be remembered that Mr. Goggin, Principal of Normal School, Winnipeg, was Head Master of this school up to the time of his leaving for the North-West.

W. J. W.

The following statistics in regard to education in France are given by *The Philadelphia Ledger*: "In France the subject of popular education has taken a strong hold on the Government and the people. Public opinion, represented in the Legislature, imperatively demands an extension and improvement of the schools. In 1882, the date of the last census and of a report just published by a Commission of Experts, there were 75,000 schools, 125,000 teachers and five and a half million pupils, and the increase in all has been rapid in the last five years, especially in girls' schools. By dint of liberal grants, the schools taught by clergymen and church-women have been supplanted by those in charge of lay teachers to the extent of 1,940, but the Church has opened 1,475 free schools during the same period of five years; 570 schools for the higher branches of primary education have 30,000 pupils. One of the tests of the general spread of elementary education in France is the signatures of men and women at their marriage, and of conscripts on entering the army; and while 13 per cent. of the latter cannot read, 25 per cent. of the former class could not write even their names; but nearly all these are, of course, older than the recent efforts to increase the primary schools."

**MEN OR MACHINES.** People sometimes speak, in this working age, as if houses and land and food and raiment were alone useful; as if sight, thought, and admiration were all profitless; so that men insolently call themselves utilitarians, who would turn themselves and their race into vegetables; men who think, as far as such can be said to think, that the meat is more than life, and the raiment than the body; hewers of wood and drawers of water, who think that it is to give them wood to hew, and water to draw, that the fine forests cover the mountains like the shadow of God, and the great rivers move like His eternity.—*Ruskin*.