

THE EDUCATIONALIST

Is published semi-monthly, by H. SPENCER, at the *Flag Office*, Main Street, Brighton.

TERMS:—FIFTY CENTS per annum, in advance. ONE DOLLAR at the expiration of three months.

COMMUNICATIONS of every kind, in any way connected with the Journal, to be addressed as shown in the form under these lines.

H. SPENCER,

Educationalist Office,

Brighton, C. W.

All remittances forwarded by Mail, in letters thus addressed and duly registered, are at the risk of the Publisher. Each friend will perceive, therefore, that he runs no risk in sending money; and that no mistake may occur, in sending orders, if the name and address of the subscriber are plainly written.

POSTAGE FREE.—The EDUCATIONALIST goes Free of Postage to all parts of Canada.



THE EDUCATIONALIST.

NOVEMBER 16, 1861.

ED. We wish it to be distinctly understood that no papers will be discontinued until settled for.

ED. Miss GINSON: Your paper will be discontinued when you tell us what P.O. it has been received at.

ED. According to our advertised rules, those of our readers who are in arrears for three months will be charged one dollar. To such we would say, if the dollar is sent immediately you will be entitled to the EDUCATIONALIST for another year.

ED. We bespeak for the communication "Why Do Teachers Fail?" a careful perusal. F. E. McB. is a gentleman of acknowledged literary talents, and great experience as a teacher. We hope to hear from him often.

ED. Mr. Rous, Local Superintendent for the County of Hastings, has our thanks for his kindness in sending us the list of teachers' names in that county. We have forwarded the EDUCATIONALIST as you directed: some have been returned, but we trust there is spirit enough in the others to encourage the only teachers' paper in the Province.

We hope that other Superintendents will take the same interest in our paper that has been manifested by Mr. Rous, and we will have no difficulty in maintaining a prosperous existence.

AGENTS WANTED,

In each County in the Province, to obtain subscribers to the EDUCATIONALIST. We are desirous of obtaining men of the highest stamp to engage in this work. This enterprise is one that *cannot fail to succeed*, if prosecuted with energy.

SPECIAL NOTICE.

Subscribers wishing their papers discontinued, or their post-office address changed, must be particular in letting us know the name of the Post Office where their paper is received; or it will be impossible for us to find their names on our books. We sometimes receive returned papers without either the name of the person or the post office to which they were sent; consequently it is impossible for us to know where to look for the person's name on our books.

TRY, EVERYBODY.

Will not our readers, every one, try to procure *one* new subscriber for the EDUCATIONALIST. Try it once. By such an effort our subscription list would be increased to double its present number, enabling us at once to enlarge our paper to twice its present size; so, you see, you would be working for yourselves more than for us. Some teachers have been so good as to canvass their school sections, while others are so disinterested in the dissemination of knowledge that they have really refused to become subscribers. We have spent a good deal of time and not a little expense in circulating the EDUCATIONALIST, and have succeeded so far as to maintain an existence, in our somewhat contracted form; but we are not satisfied with this; we want to do more; we want to enlarge and raise the EDUCATIONALIST to that rank which such a paper should hold; and we cannot do so without the assistance of the friends of education.

WHY DO SO MANY TEACHERS FAIL?

This question, although frequently asked, is not so easily answered, especially by those who have not deeply studied the matter; and yet, to those who have carefully investigated the subject, the solution is far more doubtful than satisfactory.

Of all the occupations in life, there is not one that has a greater tendency, if faithfully carried out, to elevate and refine our rising generations than that of teacher; and yet it is in too many instances fearfully neglected, and falls, alas, too far short

of what might and ought to be accomplished. Many young men of good education, and talents above mediocrity, go forth into the world with the *insane idea* that they are well qualified to successfully discharge the important and responsible duties of a competent teacher, while they are almost entirely ignorant of the fundamental principles upon which their success depends. Without an education of the first-class stamp, no man should undertake the responsibilities incumbent upon a teacher; for no matter what his attainments in scholastic lore may be, unless he has a thorough and extended knowledge of all the several branches required to be taught in a good common school, his attempts will prove abortive, his expectations thwarted, and if he possess a proud temperament, he will retire from this, one of the most honorable callings, in utter disgust.

I find many who do not understand the cause of their failure, and yet they work with untiring assiduity to accomplish the *desideratum* that lies above all else, nearest their hearts. There are few men at the present day who are able, no matter how familiar with their subject, to impart in a free, smooth, and intelligible style, what they do actually know, and thoroughly understand themselves; and lacking in this most essential part, they are too apt to follow the dry, dull, and monotonous language contained in the text books, instead of giving *viva voce* the same truths in a friendly conversation.

I do not wish by any means to be understood as being anxious for the disuse of text books in school; but on the contrary, contend that a blind adherence entirely to them has an injurious tendency upon the minds of the pupils; for every observing man must know that children, like adults, take more interest in, and remember longer, what they have been told in colloquial conversation than if they read it themselves; but how much more so when falling from the lips of a teacher in whom the children have implicit confidence, especially when related by him in an easy and familiar style. Then the soul of the intelligent teacher will rejoice while he sees the sparkling eyes, the index of the soul, of those men and women in miniature, glow with delight as they drink from his lips some new-born, to them, truth.

Such scenes as these have borne me up amid many trials that were almost unbearable; but, often, while contemplating the rapid expansion of the minds of those