

for self-examination on one's duty towards God: "Have you ever cursed or sworn? Have you used slang words? Have you quoted the Bible in jest?" We all know how we esteem the first and last questions, and there stands the one between, "Have you used slang words?" It is not a matter of surprise that it should be so placed. For what can be more harmful to a clean, pure heart than the use of the language employed, not merely by the uneducated and ignorant, but by those whose every thought is vice, and whose language must correspond to their thoughts. Let teachers abstain from even a breath or a whisper that might be possibly considered slang.

Another point that should be guarded—it is nearly allied to the preceding—is the use of exclamations. Teachers should remember that they have close imitators in this respect, as well as in others. The "My Goodness!" "Mercy!" "Good Gracious!" caught from teacher or parent, on the lips of a little child, whose heart is inflamed with anger, soon acquire a terrible force; and while not actual profanity, they shock the sensibility of the hearer and harm the little one speaking. Impatience is never consistent with a teacher's dignity, and if great surprise is felt, some other evidence may be given than these hasty and oft-times inelegant exclamations. If children never hear them, they never use them; and let children be safe from them in the school room.

What is the difference between the language of a cultivated person and that of one who is uncultivated? Much there is in the correct pronunciation of words and the proper construction of sentences; but what is the nameless something aside from these, that betrays the person, even in the use of the simplest language—that something which you may detect, though you should hear the conversation of a stranger when completely concealed from view? The voice itself has much to do with it. Let it be soft and low, or quick and energetic, ringing in tone, whatever the particular style, the refinement or the lack of it is easily detected. Let the intonations be unnatural, imparting a common sound to the general manner of speech, then such an one could not and should not be a teacher. But let the voice be pleasant and well modulated, as it sometimes is, yet if there be a slurring of syllables, a loss of some sounds and the obtrusion of others, withal a style that is not clear, a slovenly or untidy manner of speech, how quickly we mentally assign the speaker to his place. Such an one could not be a teacher.

This then is the part of a teacher, to make herself, as nearly as possible, a model for others in choice of language, pronunciation and intonations—in fact, in all of those points which, summed up, render one an elegant, cultivated conversationalist and speaker. Aside from the example she gives her pupils a teacher appears in society as a representative of a class of persons, and she owes it to herself and to them to make herself a worthy representative. This may be done without obtrusiveness and without pedantry, simply by being an easy cultivated woman and the rest will take care of itself.

Of what avail to her pupils is it, that a teacher should possess this ready resource of expression? Just as a teacher would impress and attract a room of adults by her dignified language and bearing, so may she impress and attract her pupils, even the youngest. Children are as responsive to these influences as are their elders; and be it remembered that children are always pleased to be treated with that respect which the use of choice language would ever imply.

Another point to be considered is, that not only will our children in the school-room understand for themselves, but in time they will use these same words in their proper way. It is impossible for the teacher to do too much in this direction; for children are such ready imitators that they will copy and catch her words, her intonations, yes, even her gestures.

To us, to whom during the first few years of school life the children are intrusted, will belong the privilege of beginning these good habits. If good language, as Professor March says, is "caught rather than taught," see to it that the choicest language only is "caught" in your school-room. Where the parent's hand is not placed, let the teacher's rest, and give to the child what he may not have had by the hearthstone, pleasing happy words and graceful expressions. Give him none other.

The teacher's duty is plain. Her duty to herself, to her pupils, to society, to her profession—anywhere and everywhere—demands that she shall, by every means in her power, make her speech, her command of her mother tongue, as nearly perfect as it lies in the power of a human being to do. Our beautiful English tongue is a gift for which we should be thankful every day that we live. We have no right to despoil it; but as it stands in its purity, an ornament in itself, we may gather its brightest jewels to adorn and grace our simplest thoughts.

"Greek's a harp we love to hear;
Latin is a trumpet clear;
Spanish like an organ swells;
Italian rings its silver bells;
France, with many a frolic mien,
Tunes her sprightly violin;
Loud the German rolls his drum
When Russia's clashing cymbals come;
But Briton's sons may well rejoice,
For English is the human voice."

—Ohio Ed. Monthly.

TEACHERS' UNION.*

BY ROBERT COWLING.

A GOOD deal has been said about teachers' salaries, teachers' unions, the noble profession, etc., but little has been done towards bettering the condition of the profession, so far as giving them a reasonable compensation for their labor is concerned, except in city schools. There the teachers receive a yearly increase till a maximum salary is reached, and they are not looked upon as birds of passage, as the old Negro song says, "Here to-morrow and gone to-day," but are retained from year to year, and promoted according to merit and length of service. I believe that the average country teacher does more and better work than the city teacher, then why is the remuneration of the former often only half that of the latter? Let the teacher of a rural or village school ask for an annual increase, and the trustees will tell him he may as well resign as ask for more, as they can get others for less.

In other professions the members have the controlling of their fees, but in ours we take what we can get, and little it is considering the time and money spent in fitting ourselves for the work.

The Division Court clerk makes about \$100 per month, the County Registrar receives from \$2,000 to \$3,000 per annum, while our M. P. P.'s or M. P.'s receive \$600 or \$1,000 for one session of two and a half to three months. Why is there such a discrepancy in the salaries? Does it require more time and money to fit a person to hold any of the positions mentioned than that of teaching? We may notice here that the farther we get away from the one-man influence the more liberal we grow. Some are in favor of township Boards to remedy this evil.

Often a good teacher is compelled to leave a section because one of the trustees has taken a personal dislike to him; or because some other teacher, a particular friend, wants the situation. So the teacher leaves, though nine out of ten of the ratepayers may be opposed to the change.

In rural sections men who have no children attending school and have no particular interest in educational matters are elected trustees, their only recommendation being their love 'or the mighty dollar, and they can be depended on every time to make a tight bargain. Will such trustees always make the best selection of teachers for their schools? Imagine them looking over a number of applications in answer to an advertisement inserted by them in some newspaper, and judge for yourself.

The majority of people believe that that which costs the most money or labor is of the most value. If this is the case with the teachers' services in this county, what are we to think of the reports made by our Inspectors to the County Council in 1888?

In South York there were 113 teachers employed, and the reduction made in their salaries in one year was on an average over \$20 per head, while in North York the average cost of education per pupil was fifty cents less than for the whole Province.

It rests with the teachers' themselves to propose some means by which their condition may be made better.

Teachers give the public a wrong impression

* Abstract of a paper read before the South York Teachers Association.

about their numbers, by their applications for each school in which a vacancy occurs, since often one person may apply for fifteen or twenty schools. Then some trustees come to the conclusion that there are plenty of teachers in the market, so they cut the salary and the lowest tender is accepted.

If teachers' knew some of the surroundings of the schools they see advertised they would, in many cases, leave their names off the long list of applicants.

To give the teacher a chance of knowing a good deal about the situation for which he is applying, I would form a Teachers' Bureau of Information in each Inspectorate in the Province, and issue circulars to each member of the profession asking for information respecting some of the most important matters relating to the welfare of the teacher. These reports would be collected and published in book or pamphlet form, for use of the profession only.

By means of something like this we should be drawn closer together professionally, and learn to have more confidence in each other, so there would be less underbidding and belittling each other in the eyes of the public, when seeking a new situation.

The questions would be about the following: location, kind and size of school, how heated and ventilated, cleaning and whitewashing, caretaker, rural or village, postal accommodation, distance from railway station, roads, boarding place or teacher's residence, churches, number of pupils and attendance, number of teachers, salaries paid, certificates held, length of time a teacher stays, kind of trustees generally elected, interest people take in school matters, etc.

ON WAKING UP MIND.

WHAT David Page called "waking up mind" is the chief end of teaching. The phrase implies that there are potentialities or sleeping powers in the young mind that can be awakened to activity.

The waking up of mind results from the feeling of wonder or curiosity. Mr. Bain defines curiosity as "the consciousness of an intellectual difficulty and the desire to master it."

The old Greek writers used to say that wonder was the mother of wisdom. The prime secret of teaching is to excite the feeling of wonder or curiosity.

To wake up mind is to set it to thinking. All thinking must be directed toward some end to entitle it to the name of thinking. It is hard work to think. People in general, therefore, both young and old, would rather busy themselves with the easy problems than "bother their heads" with the hard ones. So, in regard to all the more difficult questions of life, they are satisfied to take the opinion of some one else who, they think, knows more than they do. How many people are there who read the daily papers, that make up their opinions upon any subject of state policy from the information acquired from the news columns and by the use of their accumulated knowledge? Instead of this they turn to see what the editor thinks about it, and his opinion, in nine cases out of ten, becomes their opinion. This distaste for thinking is the legacy we have inherited from the race. It will only be after generations of training that children will inherit a taste for thinking. This fact is what makes the school a necessity to a nation like ours. It also furnishes the teacher with his chief problem, viz., how to create a taste for thinking.

Now the child comes into the world full of wonder. Nature has provided that it shall be stimulated to learn as rapidly as possible what it is essential for it to know in order to preserve its existence in the struggle before it. And since it must learn so many things, its period of helplessness is a much longer one than that of other animals. But nature has not supplied the same degree of curiosity and irrepressible wonder to drive it on to learn what it needs to know in the world of man,—the civilization which man has created. Nature provides largely that stimulus that will push the child on to prepare himself to avoid the perils of nature, but it is left for man to supply the stimulus that will urge the child on to prepare himself for our institutional life.

This is done by "waking up the mind" to the study of those things that nature does not give any strong promptings to master. Hence, the present curriculum of study.—*The Public School Journal.*