

practice." In books and lectures teachers are told to awaken a spirit of criticism among their pupils, as the surest method not only of teaching them what is correct but of calling their attention forcibly to their own mistakes, and of developing the power of that anticipative adjustment of language and thought by which they can so control and guide their speech that the words shall "fall aptly in their own fit places." So, a means of attaining the result, after an exercise in reading or mental arithmetic, the teacher says, "Any corrections?" Half a dozen uplifted hands, and twice as many glistening eyes indicate the eager interest these "swift witnesses" take in the matter, and their readiness to convict the offender, who, though embarrassed by the hum of exultation gathering around him, has had no alternative but to go on, furnishing more and more occasion for jubilation to the multiplying legion of rejoicing critics. When opportunity is given to various pupils to unburden themselves, we hear little else than the stereotyped phrases, "Didn't speak loud enough," "Read too fast," "Didn't speak distinctly," "Didn't repeat the question," "Didn't say 'therefore,'" etc.; every one seeming to think it a duty to find some fault.

Is this productive of good? We would not banish criticism from the school-room. It is a very efficient instrumentality, and we would give it a large place in every exercise, the devotional exercises only excepted. But criticisms should be made at a proper time and in a proper manner. They should be so made to teach self-control, and cultivate a kindly spirit on the part of those who notice and note the errors. Therefore it may be well for the teacher not to call on those pupils who have shown greatest delight at the discovery of faults, but on those who would feel a little reluctance in performing the duty. Indeed, pupils should be trained to habits of such perfect self-control that they will not indicate, until called on, that a mistake has been noticed. Then, instead of always asking for corrections, would it not be well that the good points should be called for? If the pupil has done anything well, has avoided any common, though trivial blunders, let attention be called to the fact and due credit given. Let the teacher's approving smile, tone and manner show greater interest and satisfaction in excellences noticed than in faults discovered.

Let the teacher study to commend. We would not encourage that facile spirit of commendation that praises everything; but we would exhort teachers themselves, to cherish and cultivate in their pupils, a disposition to approve and commend. Condemn, of course, when any good result can be obtained by condemnation; but make it evident to all that you delight in giving approval, and that "judgment" is your "strange work." By so doing you will encourage the timid, confirm the doubtful, restrain the presumptuous, disappoint the curious, and leave in the minds of your pupils a memory embalmed with fragrant recollections. Try it, teachers; not only in your recitations, but in the government of your schools. Keep your eyes and heart open for the things in your pupils that you can approve, commend and praise, and mention them at the close of school. Let what you approve be approved heartily, and let that be your only comment, for the time, on what you do not approve. Faults must often be pointed out; but let it be done at such times and in such a manner as to evince and promote sympathy for shortcomings, rather than rejoicing over them. The love of right must dominate in the human soul, and reign as lord chief justice before fault-finders and reproaches uttered by human lips will be likely to be efficient means of grace. Children, always weak and sometimes wayward, need rather sympathy, love and help.—*W. W. Woodruff in Penn. School Journal.*

Better Education of Farmers.

We are apt to take too much of a dollar-and-cent view of the question of agricultural education. In so many years, a young man could earn so much money; will it pay him to give this up in order that he may get an education which will enable him in later life to make more money than he could without it? Will any education that can be gained at school make a better money-getter of a boy than would the same amount of time and attention given to learning the practical operations of the farm?

Without stopping to answer these propositions—which are foreign to our purpose—we desire to call attention to other considerations that must have weight with all thoughtful persons. The greatest prosperity of farmers, as a class and individually, must come from causes which will advance farming as an occupation. No permanent and satisfactory prosperity can attend any calling which is not held in good repute, and no calling in these modern days can be held in good repute which is not represented by at least a fair proportion of men of education and intelligence. In the so-called "professions," in mechanics, and in trade, the tendency is toward better and better education and a more and more cultivated intelligence, and the degree of respect in which they are severally held is in all cases proportionate to the intelligence of its representative men.

In the future allotment of honor and influence, and consequently of prosperity, that calling will take the lead whose representative men are the most distinguished for education and cultivation, and that will fall to the rear in which there has been the least progress in these respects. The road of the future is an ascending one, and progress over it is to be secured much more by the aid of mind than by the aid of matter. Those who take and keep the lead in the race will do so because of their brains rather than of their bodies, and the leadership will imply control over those who are behind, and therefore beneath, them. How far their rule will be merciful will depend on conditions which we can not now foresee, but that they will rule is as certain as that mind has always ruled over brute force. If farmers can take the lead farming will be a favored and a fortunate occupation. If they must fall to the rear, it will be a degraded and an unfortunate one. Whether it is one or the other, depends on the extent to which farmers are educated and enabled to stand a fair chance in the "struggle for the lead," and our successors will be the lords of the land or a down-trodden peasantry, according as they are educated or not. We assume, of course, that prosperity and intelligence will go hand in hand, and that as we gain in education we shall gain in wealth. At the same time, we believe that the best chance for the future of our craft lies in the ability of its representatives to take a high stand for education and intelligence. Believing this, we long for the better general education of farmers; not of those of the farmers' sons who are destined for other occupations, but especially for those who are to stay on the farm. Let us bring better-trained brains to the performance of our work, and shed the light of cultivation and refinement over our hearthstones, and we may confidently look for a success which mere wealth cannot secure.

—*American Agriculturist.*

—The corner stone of an Agricultural College to cost \$180,000, has just been laid in California. Dr. Stebbins in his address said: "The University is open to the young women of the State on the same terms as the young men."