

and then for the sole purpose of improving the memory. In using it the teacher should be careful that the composition is accurate, the language elegant, and the subject brought to a level with the pupil's attainments. Some teachers use it because it keeps the pupils employed, and gives some relaxation to themselves. This is not the true spirit of a teacher. He should labor to improve the mind in all possible ways, but by using this method, in the manner stated, he takes from his pupil the privilege of understanding the subject, and confines him to the use of the sensational faculties. Although the teacher may rejoice in the apparent advancement of the pupil, the physiologist would mourn over the probable loss of a philosopher.

"The second method is termed Dogmatic. This method seeks to give both facts and ideas, but they are to be received entirely on the authority of the text-book or teacher. This method fails to cultivate the reasoning powers, and is closely connected to the preceding method. Many teachers think that the mere fact is sufficient for the child, but any teacher may, at any time, see that the child requires more than this. What does that sudden glance of the eye imply? If no reason is presented with the fact, then there is a disappointed look, and after a time the pupil settles into indifference and carelessness. The teacher who is compelled to use the Dogmatic method is totally incapable to teach, and the sooner he gives up the profession the better for himself and his pupils.

"The third method is termed 'Modern, Rational or Intellectual.' Its grand feature consists in giving a reason for every fact or assertion. It requires that the teacher be thoroughly acquainted with the subject of which he is treating; he requires to understand it in all its details and appliances, so that he does not require to stop to recall half-forgotten ideas, but having the facts fresh in his mind he can devote his whole attention to the class, and observe the advancement made by each pupil. This method partially includes the Rote method, but discards the Dogmatic. It does not seek to leave the pupil possessed with the words used in his text-book alone, but leads him to discover truth for himself by cultivating all his mental powers, and giving him the foundation for future advancement. It presents to the mind a systematic course of study, and engenders a strong desire to progress, which is of the utmost importance to every pupil. The period of school days is comparatively short; soon the business of life is upon him, and the result of the training he has received in his youth must be applied to practical purposes. The teacher should look at the future of his pupils, and endeavor, by all means to employ that method of instruction which will give the most strength to the mind. He should study the capacity of mind possessed by each pupil, so that he may deal to each a proper portion without injuring any one or leaving him in want of the necessary information. There are three things with reference to the capacity of the mind which should be carefully studied, viz:—When the mind is ready to take in great and sublime ideas without pain or difficulty; when the mind is free to receive new and strange ideas upon just evidence without great surprise or aversion; when the mind is able to conceive or survey many ideas at once without confusion, and to form a true judgment derived from that extensive survey. On the latter part many young teachers fail. They commence the cramming process in order to get the pupils over a great space in a short time; but the ideas become confused, and injury is done to the youthful mind, precious time is lost, and in many cases a bright genius is beclouded in the shades of mental debility. Every person commencing the profession of teaching, should make diligent enquiry as to the best methods of communicating knowledge, and the various and peculiar circumstances under which he may expect to be placed. In my next, I will treat of the qualifications and conduct of teachers, hoping that those thoughts may be of some service to my fellow teachers, and especially are they intended for the beginner."

#### 4. ENGLISH, FRENCH AND CANADIAN EDUCATIONAL BENEFACTIONS.

From an article in the *Ottawa Citizen*, on Mr. Peabody's recent munificent donation of £100,000, in addition to his former princely gifts for the benefit of the poor of London, we make the following extract relating to various Educational gifts by Englishmen and Frenchmen to the United States, and by Canadians, to their own institutions.

"But we may be permitted to remark that, while the poor of London are enjoying the fruits of Mr. Peabody's practical benevolence, and his name is a household word significant of goodness on both sides of the Atlantic, it ought not to be forgotten that the United States have largely profited by similar magnificent gifts

from both English and French Benefactors. The famous University of Cambridge, near Boston, was founded by an English gentleman of the name of HARVARD, about the year 1638. The sum he devoted to this object was not a very large one, being only £800 stg., or \$4,000; but it was nearly his all, and at that time it was considered a very noble gift. The example presented by this whole-souled man was followed by other like-minded persons, and the result was the grand old institution which bears his name. The name of STEPHEN GIRARD is, however, worthy to be mentioned, even alongside that of Mr. PEABODY. He was a native of Bordeaux, France, and at the tender age of twelve years sailed to the West Indies as a cabin boy. Having attained manhood, he removed to Philadelphia, and there accumulated a colossal fortune, a great part of which he devoted to benevolent objects. Among his gifts was one of two million dollars for 'a College for poor children,' such as he himself once was, and the greater portion of his remaining wealth he willed over to the city where he had made his money, for other useful and philanthropic purposes. We shall only mention one more instance, though others might be quoted. There are few persons who have not heard of the famous SMITHSONIAN Institution at Washington, 'for the increase and diffusion of knowledge among men'—to use the words of the founder's will. This grand establishment owes its existence to the munificence of JAMES SMITHSON, an Englishman, who died in 1829, and bequeathed the bulk of his large fortune, amounting, we believe, to nearly one million of dollars, to the Government of the United States for the purpose above stated. We thus see that both France and England have through some of their illustrious sons, done something for the promotion of noble objects in the native land of Mr. PEABODY, who is now making such fine returns to that of his adoption. In this Dominion we have not many men possessed of such affluence, but we have a few both able and willing, we are glad to say, to devote a portion of their moderate means to the promotion of educational and philanthropic objects. In New Brunswick there is a scholastic institution built and endowed in part, by a gentleman of but moderate wealth, and, if we are correctly informed, he devoted over £10,000 to its erection, beside a considerable sum to its endowment. In Montreal, the MCGILL University and the General Hospital have shared largely in the liberality of the merchants. The University itself bears the name of a benefactor who bequeathed property for that purpose worth a great deal of money—a good many thousand pounds—but we do not know precisely how much. Such deeds will live when the memory of men who forget the poor and the suffering rots in obscurity. We have known several millionaires in our day—at least two—who have left their wealth behind them to be fought over by hungry heirs, or to remain idle and unproductive in foolish hands. But no one recalls their names with gratitude; and no orphan or widow's heart is gladdened by its sound. Indeed, the very remembrance of them has already, almost, 'perished from the earth.' And it is fitting that oblivion should cover them; for no good can come of their example.

#### 5. COMPOSITION IN SCHOOLS.

At a recent meeting of the W. R. Teachers' Association of Northumberland, this question was brought up, as reported by the *Cobourg World*, as follows:—

"Composition—the best method of teaching it; the most appropriate subjects, and the place it should occupy in the school. The discussion was both profitable and interesting, and Messrs. Douglas, Ormiston, McBrige, Reynolds, D. Johnston, McGrath and W. Johnston took part in it. The opinion of the association upon the subject was that, 'the best method of teaching composition is to cause the child, first, to write down upon the slate, in its own words, the sense of the lesson read; whether that be an anecdote, a biography, an historical sketch, or a lesson in science; second,—having, by this and other means, taught the child to think, to require him to give in writing the substance of such thoughts; and, thirdly,—to continue and extend the system, until with the full-grown boy or girl we have the full-grown composition. That 'the most appropriate subjects' are those with which the children are most familiar. That it should occupy a very prominent position in the school, being begun when the child is able to write or print words on the slate, and continued through every division. By this method it is claimed the child will not only be trained to think and express its thoughts correctly, but will, at the same time, be taught in the most effectual manner, namely, by the eye, correct spelling and good grammar.

"Another topic, viz:—'Should the attendance at Free Schools be compulsory,' was introduced by Mr. D. Johnston. The discussion