

certificate at the end of three years' training in college. Certificates are also granted to persons who do not enter into training college.

(f) Appointments are made by Government, and not by committee as in England. After an inspection reports are made, but the school masters do not see them. A teacher here finds out how he has succeeded in his examination in one out of three ways. If he wakes up in the morning to find a letter from the Government informing him that he is to be promoted, he knows he has done well. If he passes many years in the same school hoping for promotion, he discovers that the Inspector does not think very much of him. If he is sent to a smaller school, he justly concludes that he may as well give up his pedagogic ghost. I prefer the English style to that.

(g) Fifty children in a school require a certificated teacher. Fifty-one require an additional assistant (certificated, of course). The latter counts for thirty children.

(h) After twenty-five years of service the teacher retires from business, and receives a pension amounting to the half of the salary he received when he resigned. My friends, what do you think of that? In England, Paradise Lost; in France, Paradise Regained.

(i) During school hours the gates are locked, and no one is allowed to enter the school, except teachers, Inspector, doctor, and the Mayor. If the teacher is caught with any one else over thirteen years of age in the school, he is severely reprimanded. Good, is it not?

I must not write any more, or your readers will get angry to think that a few miles from their schools there are teachers who enjoy such advantages.

Of course, French school teaching is not without its trials; but a comparison with the English style would make an English teacher wish he could be transformed into a French instituteur.

When your readers have recovered from this shock, I will give them another dose, if time will permit.—*English Exchange*.

WILLIAM JONES, Havre.

### THINGS FOR TEACHERS TO REMEMBER.

Remember, 1st, that in teaching, as well as in any other business, you must have a good deal of capital invested to obtain large proceeds.

2nd. Remember that your capital is your health, your education, your library, your determination to brighten and improve yourself, and your power to teach others.

3rd. Remember that every good business man seeks to enlarge his business each year, by constantly investing more capital.

4th. Remember that good business men watch the market; they mark what others are doing, note how they do it, and take papers and journals that give specific information. You will be very short-sighted if you do not imitate their example.

5th. Business men often meet and consult—they have exchanges, boards of trade, hold fairs, etc. Teachers who do not pursue a similar line of conduct have themselves to blame when they fail.

6th. Remember that your work is a business in many respects, and must be conducted on business principles; that it does not consist in keeping your pupils still, and getting replies to questions, many of which you could not answer yourself.

7th. Remember that your work, if done aright, will make you a competent man or woman; it will, like any business, give you a better judgment, more information, and a wider range of thought.

8th. Remember that you ought to be more deeply interested in it every day, as every business man is in his business.

### GOOD LANGUAGE.

As soon as a child begins to lip its first broken sentence its education should begin. Habits are formed which will exist to a greater or less degree throughout life. Such being the case, the conversation of the older members of the family should be carefully guarded, lest the little ones hear and learn ungrammatical expressions and slang, which, sad to say, is so rife among our young people of the present day. The servants, with whom the children spend much of their time, should be chosen with reference to this matter. A mother should feel it her duty to point out any grammatical mistake made by them, and insist on their language being correct, respectful and devoid of slang at all times. It is exceedingly difficult to break children of habits once formed, and care in this direction will save much trouble and annoyance. One way to cultivate the use of language, and at the same time to learn of the occupations and companions of her children, is for the mother to encourage the daily narration of what they have seen, heard, and enjoyed, and the telling of their little experiences. The study of pictures, moreover, in which every child delights may be used as a great provocation of language. Children always love to look at pictures, and can almost always be induced to talk about them. This study teaches them observation, and how accurately to describe whatever they see. When stories are read to children they should be obliged to reproduce them, using as far as possible the language of the book. The memory is strengthened in this way, a habit of attention formed, and the power of expression increased. If such plans as these are systematically carried out, they will prove a wonderful help in the thorough education of a child. The constant careful teaching, and kind suggestions of parents will accomplish a work which can never be performed by study, and in after years such early home training will show itself in a ready command of language, and an easy, graceful power of conversation.—*National Presbyterian*.

My plan to produce punctuality, for years, has been to open my school in the morning with some exercise that the scholars would not care to lose. A lesson in music, familiar talks and lectures on different subjects, varying with the seasons of the year, and according to circumstances, always selecting something that the scholars would feel a special interest in at the time it is presented. If the teacher will make this matter a study he will find plenty of resources; the exercise will be much more pleasant than constant censuring for tardiness, and tardiness will disappear very soon, except in cases of necessity. These we must recognize.

We believe the above to be as true as gospel. The live teacher will find ways and means to accomplish each desired end. A short exercise by one of the pupils will add real zest to the attendance. Have your pupils appoint a committee to prepare the exercises of the week, you holding the action taken, subject to your approval. Make your work understood for a week ahead, and you will be surprised to see how it will stimulate to promptness.

A teacher said to us a few years ago that she could not prevent tardiness. We told her to have three pupils, respectively, bring a potato, a grater and a goblet, and say to her school at precisely nine o'clock to-morrow morning, I will show you all how to make starch. This teacher told us afterward that there was not a tardy pupil next morning.

These little things go a great ways to help remedy evils.—*School Moderator*.

"No one can know how to deal with a delinquent unless he knows all the circumstances of the case, the previous occurrences to the child during the day, the disposition of the child, and the influences with which he has been surrounded all his life."—*Langtry*.