

children would rather play or read than eat, and some refuse food from pure disinclination for it. The natural appetite of the child must not be consulted, as this would interfere with the marketing system whereby the mutton of to-day succeeds the beef of yesterday. The natural capacity of the children cannot be taken into account, as it would entail endless labor in adjusting the right proportion of food to their different stomachs; besides this, they might take advantage and eat more on some days than on others. It is better to educate an equal digestion, as there are children who love eating for its own sake; it would be unfair to shrink their appetites, and one rule must answer for all. In one or two schools where the food-cramming system has been followed the children have received marks for the amount they have consumed. It is impossible to enter on the merits of this rule at present, though we may remark in passing that it seems to us to engender a spirit of rivalry and deceit. Children in these schools have been known to throw away the food given them, and thus they received marks for what they never even attempted to digest. We do not claim infallibility for the food-cramming system. Children have been known to graduate from its schools and live to a green old age, though their stomachs had been overloaded for years. Yet the advantages they had received were not entirely wasted, as they had invariably a ruined digestion. If food-cramming were thoroughly tried, we feel certain that, though the decrease of the population might not be at once apparent, yet future generations would be able to dispense with institutions both of learning and eating, as, in consequence of the impaired digestions and over-worked stomachs of their ancestors, they will be idiotic or incapable of taking any nourishment whatever. We are confident that the system needs only to be presented to an enlightened public to meet sympathy and cordial support.—*Boston Globe*.

PRACTICAL RULES FOR TEACHERS.

It would do young teachers much good to learn the following rules:

Make yourself acquainted as far as possible with the parents of your pupils; *always* when your are troubled by one.

Report promptly to the superintendent special cases of excellent scholarship or extraordinary ability.

Parents' rights are paramount to all others. The schools belong to them and not to the teachers.

Treat all school property as though purchased with your own money. Maps, apparatus, and furniture of all kinds should be carefully preserved. *Not even one ink mark on desk or floor is excusable.*

Talk often to and with your pupils about proper deportment on the street, hanging on to passing vehicles, vulgarity, etc.

Do not answer questions asked you by pupils other than your own, if there is reason to suspect that the pupil is seeking to criticize his own teacher.

The room should be left at night with a floor free from debris; the desks free from pencils, books, or rubbish.

The excusing of a tardiness is an impossibility. The punishment can and should be remitted, but the fact of the tardiness is a part of history, and the record must show it.

Do not permit pupils to leave the room for trivial reasons. Allow but one to be out during the same time. Few pupils should ask permission—none in the higher grades.

Study to know how to act in case of a panic caused by an alarm.

Frequent written recitations should be held in the higher grades, and the pupils held for capital letters and spelling.

Sit not upon desks or window sills, nor permit pupils to do so.

Written reviews should be held in the form of monthly examinations, and the papers marked and reckoned with the scholarship standing for the month.

Recesses are not for teachers; their supervisory work is then increased. It is no time for visiting.

See that every text-book has the owner's name written legibly therein.

Ventilate the room well at recess.

Stick persistently and conscientiously to the daily programme.

AARON GOVE.

—The firefly only shines when on the wing;
So it is with the mind; when once we rest,
We darken.—*Festus*.

EDUCATIONAL APHORISMS.

TRAINING AND HABIT.

Train up a child in the way he should go, and when he is old he will not depart from it.—*Solomon*.

Training is developing according to an idea.—*Schwarz*.

No teaching or lecturing will suffice without training or doing.—*Stow*.

You cannot by all the lecturing in the world enable a man to make a shoe.—*Johnson*.

Nature develops all the human faculties by practice, and their growth depends upon their exercise.—*Pestalozzi*.

The intellect is perfected not by knowledge, but by activity.—*Aristotle*.

The end of philosophy is not knowledge, but the energy convergent about knowledge.—*Aristotle*.

The great thing to be minded in education is, what habits you settle.—*Locke*.

Infinite good comes from good habits; which must result from the common influence of example, intercourse, knowledge, and actual experience: morality taught by good morals.—*Plato*.

It is habit which gives men the real possession of the wisdom which they have acquired, and gives enduring strength in it.—*Pythagoras*.

A man is not educated until he has the ability to summon, on an emergency, his mental powers in vigorous exercise, to effect his proposed object.—*Webster*.

The result of schooling is a mind with just vision to discern, with free force to do; the grand schoolmaster is Practice.—*Carlyle*.

Habit is a power which is not left to our option to call into existence or not; it is given to us to use or abuse, but we cannot prevent its working.—*Currie*.

The mind, impressible and soft, with ease

Imbibes and copies what she hears and sees,

And through life's labyrinth holds fast the clue

That education gave her, false or true.

DEVELOPMENT OF THE FACULTIES.

All our knowledge originates with the senses, proceeds thence to the understanding, and ends with the reason, which is subordinate to no higher authority in us, in working up intuitions, and bringing them within the highest unity of thought.—*Kant*.

The power of reflection, it is well known, is the last of our intellectual faculties that unfolds itself; and, in by far the greater number of individuals, it never unfolds itself in any considerable degree.—*Stewart*.

Clearness of ideas must be cultivated by exercising the intuition, and the pupil must be educated to independent activity in the use of his own understanding.—*Niemeyer*.

The laws which govern the growth and operations of the human mind are as definite, and as general in their application, as those which apply to the material universe; and a true system of education must be based upon a knowledge and application of these laws.—*Henry*.

Knowledge begins with perception by the senses; and this is, by the power of conception, impressed upon the memory. Then the understanding, by an induction from these single conceptions, forms general truths, or ideas; and lastly, certain knowledge arises from the result of judgments upon what is thoroughly understood.—*Comenius*.

The mind may be as much drawn into a habit of observation and reflection from a well-directed lesson on a pin, as from the science of astronomy.—*Craig*.

During early childhood enough is done if mental vivacity be maintained.—*Taylor*.

Theceptive faculty is the earliest developed, and the first to reach its maturity; it moreover supplies materials and a basis for every other mental operation.—*Taylor*.

—The modern idea of education is to cram the mind with all sorts and kinds of knowledge, rather than to train by reasonable supplies of mental pabulum mingled with large quantities of work or play, or what is better, of both combined.—*Boston Herald*.