

NOTES FOR TEACHERS.

UNIVERSITY MEN.—There are no less than 450 university graduates engaged in the work of elementary education in Scotland.

REFORM.—Considerable attention has lately been given in Berlin to the reform of higher education in the German schools. The Emperor, we hear, is taking a warm interest in the subject. Dr. Guessfeldt, an eminent authority, has just published an important work on the question, which the Emperor William has approved.—*The Publishers' Circular*.

THE PROFESSION.—The University of the City of New York has formally established the School of Pedagogy, and will grant degrees and recognition to those who complete its courses of study. This school will be put in every respect on the same plane as the departments of law, medicine and theology, and give all students who are prepared to enter it a professional training equal in every respect to the demands of higher instruction. This is the first time in the history of education that a University has formally recognized teaching as a profession, equal in scholastic dignity and importance to the other learned callings. Recognition is everything in this world. The bondage of teaching has consisted in the fact that it has not been recognized as having any professional rights worth noticing.—*Ex.*

HOW TO BECOME A GOOD TEACHER.—Study methods of teaching and then originate your own; study the character of your pupils, and then adapt your teaching to the peculiar traits of each disposition. Don't try every new method, neither continue in the old ruts simply because you

were taught that way. Don't make a machine of yourself, but put active life into every action, thought and expression. Don't give way to discouragement because a pupil appears stupid and incapable of being taught, but try plan after plan, and you will eventually succeed if the boy has any mind at all. Your work as an instructor of boys and girls is an exceedingly noble one, and as a teacher you can and ought to be one of the best.—*The N. C. Teacher*.

BOYS WHO SUCCEEDED.—There was once in Harrow School a very poor boy, the son of a small tradesman in Harrow, who was very much hurt by thoughtless taunts about the poverty of his family, and he used to say, "Never mind; I intend before I die to ride in a coach and four;" not a very noble ambition; but long before Dr. Parr died he had become the greatest scholar of his age, and habitually rode in a coach and four. When Warren Hastings was a boy he used to grieve at the fact that his family had lost their paternal estate at Daylesford, and to say, "I will buy that back." He grew up to be the great proconsul of the age; he bought back the estate, and he died at Daylesford. I had the honour of knowing Mr. George Moore. You may remember that he came to London as a poor, unknown, unbefriended Cumberland lad. When he entered a great commercial establishment his ambition was, "I intend to marry my master's daughter and become my master's partner." Both those things he accomplished. He not only became a very wealthy man, but, what was infinitely better, a man of great service to his generation. About sixty years ago there was a boy of Jewish extraction, a clerk in a