

LINDSAY SCHOOLS.

The Separate School for boys is attended by about 200 pupils, and has attained a high degree of efficiency during the past four years, during which it has been conducted by Mr. White, the gentleman who won the prize offered through the liberality of His Grace Archbishop Lynch to the Roman Catholic student who first obtained a First Class Provincial Certificate Grade A.

The Separate School for girls is one of the best school buildings in Ontario. Everything pertaining to the health and comfort of the pupils has received due attention in its construction. The furniture and fittings throughout are of the most approved modern pattern. The intellectual and moral culture of the pupils in both schools is attended to with the greatest possible care, but Father Stafford has recognized the fact, that it is not in either of these departments that the schools of the country are weakest, and has wisely made the most thorough arrangement for the recreation and physical development of the children attending these schools. The Boys' School has a large, well-fitted gymnasium, as well as a good playground, and the girls have a large field surrounded by a high board fence, in which they are encouraged to enjoy in a real, hearty manner, games of ball and other exercises which have too long been misnamed "manly sports." These girls have an organized "snow-shoe club," and their large field affords ample opportunity for practice tramps during the winter season. Father Stafford claims to be a leader in introducing this and other games calling forth vigorous physical exercises into Girls' Schools. So far at least as snow-shoeing is concerned we think he is entitled to the credit of first introduction. Foot ball, base ball, &c., have for some time been practised in appropriate costume in Vassar and other schools for young ladies. We cannot too highly commend the wisdom and justice of the man who recognizes the fact that the physical constitution of a human being is a most important element in deciding his success or failure in life, and who believes that one of woman's best rights is a vigorous body. Such a man Father Stafford is, and he never allows a theory to grow cold or stale before putting it in practice.

MISCELLANEOUS PRIMARY-SCHOOL QUESTIONS.

- What are newspapers for? What are the uses of water?
- How many toes has a lion on one foot?
- Why cannot a hen swim as well as a duck or a swan?
- Why does it take eight shoes to shoe an ox?
- Where does the rain come from, and what does it do?
- What can you tell about the clock?
- What would you probably see in a farm-yard?
- What numbers could you write with the figures 1, 3, and 5?
- How should children treat old persons?
- Of what use are our thumbs?
- Name some articles made of iron. Of wood. Of tin.
- Tell me all you know about hay. Corn. Flour.
- What are some of the things you can do with snow?
- Of what use is a thermometer? A weather-vane?
- What places have you visited in any city?
- What is an apothecary shop? A retail store?
- Name the different kinds of fruit trees you have seen.
- In what position should you stand when reciting?
- What must you do in order to become good scholars?
- Of what are baskets made? Boxes? Bags?
- Tell me something the horse can do. The dog.
- Mention some things formed from water.
- Name some articles of food. Of dress.
- What did you see on your way to school?
- What are domestic animals? Name some of them.
- Where and how is coal obtained? Wood? Oil?
- Why do we not see the stars in the day time?

- Can a blind person read? If so, by what means?
- Where does tea come from? Sugar? Rice? Raisins?
- What is the difference between a village and a city?
- What season of the year is it? Month? Day? Time of day?
- What do people use for fuel? For light?
- Name the different modes of traveling.
- Where do the different kinds of fruit we eat grow?
- Name the different kinds of animals that you have seen.
- What would you find at the sea shore?
- What kind of vegetables do you know about?—Our School.

WHY SOME TEACHERS FAIL.

A recent number of the *Lansing (Mich.) Republican* contains the following article. It is in reply to the inquiry why some teachers do not succeed. The answer is:

- They are too lazy.
- They neglect details.
- They have no eye to order.
- They hope to get along without effort.
- They are easily discouraged.
- They fail to know what the world is doing.
- They do not find out what other teachers are doing.
- They do not try to improve.
- They have too much outside business.
- They talk politics too much.
- They philosophize on everything but their own business.
- They fail to have new ideas.
- They fail to use such as they have.
- They are penny wise and pound foolish.
- They have become dry, stale, and repulsive to live children.
- They think inferior work does just as well as good work.
- They are not polite enough.
- They think most things take too much trouble.
- They use poor judgement.
- They fail to practice what the educational papers tell them.
- They rely on the little stock of goods they began business with.
- They do not study the children.
- They forget that the art of teaching is an art that requires study.
- They can see the weak points in their scholars, but not in themselves.
- They are stingy towards themselves.
- They read no educational papers or books.
- They know so much they will learn no more.
- They think they cannot learn anything more about their art.
- They are trying to go into something else.
- They do not determine to be the best teachers in the place.
- They are rusty and without ambition.
- They begin with a small stock of ideas, and have not increased it.
- They follow the same method with each class.
- They keep away from their pupils.
- They never visit the parents.
- They attend no teachers' meetings.
- They do not seek for information by studying the methods of the best teachers.
- They complain too much.
- They do not see that the profession is as high as the teachers themselves raise it.
- They do not study the great masters of the art.
- They drop the school when it is over, and never think of it again until they come up before their pupils next day.
- They under-rate the business.
- They think anyone can teach who knows a little about studies.
- They over-estimate themselves.
- They under-estimate the pupils.
- They think the school was made for them.
- They neglect to think of the pupil's good at every point.
- They do not take common sense as the guide, but hug a formalism handed down from the dark ages.
- They do not study over the lessons.
- They do not travel, etc., and all to use a better teacher.
- They fail to manage with tact.
- They are not in real earnest to teach, so that "to-morrow finds them farther than to day."

Addendum.—They do not take THE CANADA SCHOOL JOURNAL.