

than the constant gratification of a restless craving for novelty and change; and the much pitied, if somewhat imaginary, dulness of a country house in winter has its advantages for the younger man just starting for the race of life, as well as its charms for the older inmates, who are a little tired after years of work, and welcome the rest which it affords.

MR. MUNDELLA ON THE KINDERGARTEN SYSTEM.—A meeting was held on Saturday evening at the Kindergarten College, at 21, Stockwell-road, S. W., under the presidency of Mr. A. J. Mundella, M. P., one of the vice-presidents of the British and Foreign School Society. The institution comprises a college for training teachers on Froebel's principles, a model and practising kindergarten and a transition class, which forms the connecting link between the kindergarten and the school. The movement was commenced in 1875, and the present commodious premises were opened in 1876. After presenting the certificates the chairman proceeded to give a most interesting address. He spoke of Germany, from which Fraulein Herwart and the kindergarten system came, as the country where the science of teaching had been chiefly studied; and also referred to the services which the British and Foreign School Society had rendered to the cause of education in England. He considered the training given in the kindergarten as of great importance, and rejoiced that the society was making efforts to spread the system in England. Some years ago he visited a town in Saxony, where he was shown over a school with 500 pupils—not more than 50 in a room—and the whole 500 provided with desk accommodation, with the light coming in over the left shoulder; such was the care bestowed on the school buildings and appliances. He ascertained that there was not in that town a single child over six years of age who was habitually absent from school. The attainments of the children, and especially in writing, were remarkable, and the explanation given was this, that all of them had received preparatory training in the kindergarten. The Chairman went on to speak of the great importance of their future work—not only the instruction they might convey, but also the education they would give unintentionally to children, who would receive impressions through every sense, would observe and be affected by the teacher's temper, manners, self-control, attitudes, movements, and even by the style of her dress. Every sign of fawdriness, every appearance of flippancy, would have its effect. Doubtless the first lessons of most of their children would be learned at a mother's knee; but the more important lessons would be learned from the teacher, even if actually more time were not spent in the teacher's society than in the mother's. He had not yet, though between fifty and sixty years of age, lost the impression made on himself by his teacher's cruelty, and he knew a lady in the midland counties, now above eighty years of age, whose pupils, scattered over the world, felt it to be one of their first duties and pleasures, on returning to England, to visit one to whom they owed so much. Mr. Mundella expressed much satisfaction with the examination papers to which his attention had been called, and urged the students to use all their powers highly, holily, under the eye and with a view to the approval of the Great Master Himself. He wished for those who were leaving, a career of prosperity and happiness, and above all things desired that they might be able to do the very highest work in the formation of the characters of the rising generation. He would like to say to them, as Charles Kingsley once said to a girl who asked him to sing to her:—

My fairest child, I have no song to give you,
No lark could pipe to skies so cold and grey;
Yet ere we part, one lesson I can leave you,
For every day.

Be good, sweet maid, and let who will be clever;
Do noble deeds, not dream them all day long,
And so make life, death, and that vast for ever,
One grand, sweet song. —*Times*.

THE TEACHER'S PROFESSION.—Dr. Channing said that one of the highest signs of the regeneration of society was the elevation of the art of teaching to the highest rank in the estimation of the community. I fail to see any sign of the elevation at present. The teacher's profession, though admitted to be a most honorable and important one, is, as a rule, much undervalued; and the teacher himself is not only underpaid, but too often treated with scant courtesy, and what should be the highest posts of their profession are placed beyond their reach. It must appear to most persons

self evident that no one knows so much about the work to be done by an inspector as experienced teachers, yet the claim of such to be made inspectors is pool poohed, and even the assistant-inspectors are chosen from the youngest teachers. It is as if the non-commissioned officers were taken from the recruits, and the commissions given to those who were not in the army at all. What would be thought of a currier who appointed a man to superintend his works whose only qualification was that he had a good knowledge of literature? Yet this is what is done by the Government. People are chosen to examine the work of teachers whose claim is not that they know anything about teaching, but that they have taken a high position at the University. One fault of the present system, then, is that the work of inspecting is not done by the men who are fittest for it; but it has another fault,—it cramps the reasonable ambition of the teacher. The consequence is, that those teachers who wish to rise have to leave their profession. —*S. P. Brown, in London Schoolmaster.*

THE INNOCENT SCHOOLMASTER.—He doesn't know very much. He can ask questions laid down in his text-book, and can determine with a good degree of accuracy whether the answers are repeated correctly. He carries a pen over his ear, a stick in his right hand, and a book in his pocket. He considers it of much more importance to secure obedience and submission than intellectual discipline. He frequently says: "Learn your lessons! If you ask any questions you shall be punished! It is not for you to know the reason why! Wiser heads than yours or mine have written these books, and it is your duty to learn what is written, and mine to make you do it! Study!"

He requires absolute, unquestioning submission. He neither thinks for himself, nor permits his pupils to do so. He believes his books and follows his nose. He is the sworn enemy of normal school teachers' institutes, and universal free education. With new text-books he has no patience, and takes no special interest in new inventions; in fact, he rather more than half believes that Edison is a humbug. He daily puts on the skull-cap of his own ignorance, and lives in the foggy atmosphere of his favorite pipe, and one of these days he will wrap the drapery of his snuff-stained garments about him and lie down, unhonored, unwept, and unremembered.

The above is no ideal sketch. We have many such teachers yet lingering in the valleys of our dark corners. It is only by persistent effort that they can be driven from the teachers' ranks into the darkness of obscurity.—*Barnes' Educational Monthly.*

—The *Boston Courier* prints the following "boy's composition": "Hens is curious animals. They don't have no nose, nor no teeth, nor no ears. They swallow their wittles whole and chew it up in their crops inside of 'em. The outside of hens is generally put inter pliers and inter feather dusters. The inside of a hen is sometimes filled with marbles and shirt-buttons and sich. A hen is very much smaller than a good many other animals, but they'll dig up more tomato plants than anything that ain't a hen. Hens is very useful to lay eggs for plumb-puddings. Skinny Bates ate so much plum-pudding once that it sent him into the colliery. Hens has got wings and can fly when they get scart. I cut Uncle William's hen's head off with a hatchet and it scart her to death. Hens sometimes make very fine spring chickens."

REQUISITES FOR A TEACHER.—1. Accurate and abundant knowledge of the subjects he has to teach. 2. Sufficient general culture and knowledge to enable him to see what he teaches in its true relation to other subjects, and as a part of a liberal education. 3. Acquaintance with Mental Philosophy in its special bearing on the manner in which the intellectual faculties are to be cultivated, and knowledge is to be acquired. 4. A knowledge of the best methods of instruction, of economizing time, material, and teaching power in school, and in the art and science of education generally. 5. Some acquaintance with the history and literature of education, and with the works and methods of eminent teachers. 6. Practical and successful experience in the conduct of a school. 7. Natural aptitude and love for teaching.

—There are enough teachers in each State to afford a handsome support to a weekly journal, and it ought to be done. We hope to live long enough to see that day.—*Educational Weekly.*