

In reading and speaking in class, pupils use full natural tones of voice, and are encouraged to the utmost activity and promptness in recitation.

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WHERE DOES THE DAY BEGIN.—The day begins on an irregularly curved line drawn southwardly from Behring's Straits, through the Pacific Ocean. Islands which received their civilization from this continent are on the east of this line; those which received it from Asia are on the west of the line, it starts from Behring's Straits at a point near the 180th meridian, and comes westwardly along the coast of Japan, passing between the Philippine Islands and Borneo, thence eastwardly to a point near the 180th meridian on the Antarctic Circle. Practically the change of date in the log-book is made by navigators on passing the 180th meridian, unless they have touched, or are intending to touch, at the Philippine Islands; in that case the change is made between those islands and Borneo.

Everybody should be taxed to support a public system of education, because everybody is benefited. A knowledge of even the very elements of education, makes men feel better citizens. The first duty of the state is self-preservation, and we support schools for the same reason we fence our farms and protect our houses. If a state has a right to govern, it has also a right to prescribe how it shall govern. If it is required to shut up criminals, it has a right to so manage affairs, that it shall have as few as possible to shut up. It is right to say that public instruction shall be sustained, for it lessens crime, diminishes pauperism, and perpetuates law and order.

STUDYING OUT OF SCHOOL.—It is indeed a depressing sight to see groups of girls released at night from our public schools, struggling homeward, laden with six or eight text-books which they are to pour over with intense anxiety during the long evening hours—hours which should be devoted to healthful recreation. An anxious school girl is a pitiable object, as with that anxiety comes cough, sleeplessness, loss of appetite, and a long train of formidable evils. We are almost willing to say, that girls ought to be prohibited by statute law from studying out of school hours. A law of this nature would seem to be as much needed as that which prohibits manufacturing establishments from employing children under a certain age.—*Journal of Chemistry.*

The King of Sweden who is known to be somewhat of a poet and a scholar, has delivered an address, in his capacity as a diplomaed doctor of philosophy, at the Swedish University of Lund, upon the importance of scientific learning, which the classes constituting the majorities in the legislative assemblies of Sweden, as well as those of Norway and Denmark are disposed to undervalue. He attributed the assaults upon society and the rights of property, which are causing so much disturbance in other European States, mainly to the want of liberal culture.

The executive of the Ontario Teacher's Association held its annual meeting lately, when the following subjects were selected for discussion at the annual Convention, which is to be held in Toronto on the 7th, 8th and 9th of August next:—1. Township School Boards. 2. Uniform promotion examinations in the Public Schools. 3. The relation between the programmes of the Public and High Schools. 4. Training Schools for Teachers. The Secretary was ordered to communicate with several prominent gentlemen with a view to securing their services to deliver addresses during the session of the Convention.

The teacher must prepare his pupils by suitable introductory steps for the lesson they are to learn. This need not be a long exercise, but it should be made a strong connecting link between what they already know and what they are to learn. He will naturally elucidate the principles embodied in the lesson, and show by progressive steps of thought how these are related to each other. He will then proceed to give specially selected examples that will require the application of these principles in their solution until the pupil has obtained a clear understanding of them: *instruction, drill, training.*—*N. Y. School Journal.*

MANNERS OF SCHOOL CHILDREN.—An American educational journal says that "the manners of our school children depend largely on the manners of those who are placed over them as teachers. This is undoubtedly true, and as important as are the qualifica-

tions of geography, history, spelling and writing in the teacher, gentlemanly and lady-like manners and correct deportment are hardly less essential. We have seen teachers so boorish in temper and so *gauche* in behaviour, that those children placed under them for instruction, however much they benefit in the mere acquirement of book knowledge, cannot but suffer, or at least fail to be improved in that general behaviour, that indescribable something that differentiates children, which aristocrats attribute to blood, but which really depends upon association and the placing before them models worthy of imitation. Our teachers, we believe, have no reason to be ashamed of their educational status when brought into comparison with the teachers of any other country; but in deportment, in the *manière d'agir*, it must be confessed there are glaring deficiencies.

Teachers in their style of dress, in their actions, in their phraseology, in their carriage, in walking across the school-room, in the way they take their seat at their desk, in every trifling particular which constitutes what we generically call manners, ought to be worthy models, because it is an undoubted fact that, whether for evil or for good, they are insensibly imitated by their scholars. The politeness of the teacher is reflected in the children under his charge and his *généralité* is intensified in the pupils.

In making this high demand, we may be asking too much, considering the miserable remuneration that is offered to teachers, particularly in out-lying districts, where this deportment on the part of the teacher is most essential. But we believe that many, if they reflected how important it is that their behaviour should be as correct as their grammar, would exhibit less carelessness, and make it a study to improve their own *manière*, in order that their pupils might also be improved with them.

INSPECTORS VISITING SCHOOLS.—The most effective work of a superintendent is in visiting schools. It is a fact well known, that many teachers well qualified for teaching lack method in organization and discipline. Such persons have not had the advantage of normal instruction, and teach as they have been taught. Under such circumstances the school inspector can do more work in the school-room in one hour than by many outside of it. There certainly can be many justifiable excuses rendered by teachers for the loose manner of conducting schools, viz: improper facilities, or none at all; the tardiness of pupils, and irregularity in attendance.

The duty of a superintendent in visiting a school is two-fold; first to examine the plan of the teacher in his school classification, the number of daily recitations, the time devoted to each, the number of classes in each branch, the method of instruction used, and mode of government: and secondly, to encourage the teacher in what is right and proper, to show him how to remedy existing evils, to properly drill by using class exercises, and to enkindle a manly enthusiasm in the pupils themselves. If he does all this, he will have accomplished much good. Such work requires time; half of a day would be little enough time to rightly preform this labour, or two visits of two hours each, or three visits during the year.—*J. H. Groves, State Supt. of Delaware.*

READING FOR TEACHERS.—We have frequently urged upon teachers the duty of constant intellectual self-activity and growth. This is indispensable to their professional success, and equally indispensable to their own intellectual salvation. We believe we said truly last month that, "As soon as one ceases to be a student, a learner, he begins to lose the qualities that make his thoughts fresh, his example contagious, his presence a power." He cannot be a good teacher who does not cultivate and keep himself intellectually vigorous. We now go further and say that the constant contact with the childish minds, which the teacher's work necessarily involves, is intellectual degradation to one who has no antidote in some form of intellectual activity outside of the class room. This is a terrible truth too often overlooked. Can we, then, too frequently or too earnestly commend to teachers the prime duty of self culture?—*Wisconsin Journal of Education.*

OBJECT TEACHING.—While object-teaching is not a substitute, but an indispensable complement to what is already practised among us, its value will depend more upon the teacher than the subject-matter selected. Mere machine-teachers, mere followers of prescribed order, those who cannot distinguish between means and ends, those who can infuse no inspiration, but daily walk under the dark shadow of a doomsday examination, shutting out the light of aught but such technicalities as may enable the teacher to pass with good marks—these will create fearful havoc with object-teaching. As an instrument of good or evil, its capacity is well-nigh measureless. It is worth encouragement; it is worth fair and unprejudiced trial