

And Saynet Jerome in thair yberis
The best was callid of his scoleris."

About two centuries later, 10th January, 1519, we find in the records of the Town Council of Edinburgh, the following:—

"The quhillk day, the provost, baillies, and counsall, statuts and ordains, for reasonable cause moving thaim, that na maner of neighbour nor indweller within this burgh, put their bairnis till ony particulare scule within this toun, but to the principal grammer scule of the samyn, to be teichit in ony science but alanerlie grace buke, prymar, and plane donat, under the pane of x sh : to be tane of ilk ny'bo' thet breke or dois to the contrair hereof."

The book referred to in each of the two preceding extracts was a small grammatical treatise, written by Donatus, the celebrated preceptor of St. Jerome, who lived about A.D. 354. So long had this *donat*, as it was shortly called, been in use for initiating youth into the mysteries of grammar, that the name became synonymous with elementary knowledge of any kind. Thus Chaucer says, "Then drave I me among drapers my donat to learn." It is another proof of its popularity, that it was one of the few *block-books* that made their appearance in the half-century immediately preceding the invention of printing. Several editions are said to have appeared in Holland between 1400-40.

These, *Crist cross me speede, the grace buke, the prymar, and the plane donat*, are the only school books we have got trace of previous to the Reformation. About that time, and shortly after it, the number was considerably increased. To these we cannot refer more specially just now. As the great Reformation sun dawns, history shines with a clearer and steadier glow. In 1496, the national legislature is first found interesting itself in educational affairs, by passing an act ordaining all barons and freeholders of substance to put their eldest sons to school. As leading the van in scholastic legislation, we give the act *in extenso*:—

"Item, It is statute and ordanit throw all the realme, that all Barronis and frehaldaris that ar of substance put their eldest sonnys and airis to the sculis, fra thair be aucht or nyne zeiris of age, and till remane at the grammer sculis quhill thair be competentlie foundit and have perfite Latyne. And thaireftir to remane three zeiris at the sculis of art and jure, sua that thair may have knowledge and understanding of the lawis. Throw the quhillkis justice may reigne universalie throw all the realme, sua that thair that ar sheriffis or jugis ordinaris under the kingis hienes may have knowledge to do justice, that the pure pepill suld have na neid to seik our soverane Lordis principale auditouris for ilk small injure. And quhat baroun or frehalder of substance, that holds nocht his sone at the sculis as said is, haifand na lauchfull essonge, but failies herein, fra knowledge may be gotten thairof, he sall pay to the king the soume of xx li."

Pinkerton, with his usual caustic temper, in his history of Scotland, sneers at the wisdom of the legislature in rendering it penal to neglect sending eldest sons to school, before inquiring if there were schools in existence to which to send them. From what we have already seen, we can have little difficulty in believing that there were schools in reasonable quantity. The fact that we find a considerable number of schools, in different parts of the country, referred to incidentally when they might just as likely have been passed over in silence, coupled with the additional fact of a special act of legislation, evidently taking for granted the existence of these in numbers sufficient to meet the exigencies of the time, amply warrants us in drawing the conclusion, that Scottish popular education did not originate in the Reformation, but only received a new development and fresh vigour, to suit the immensely increased intellectual and spiritual energy of the people.—*English Museum*.

II. Papers on Practical Education.

1. TEACHERS ALWAYS IN TROUBLE.

There is a variety of gifts in teaching; and most good teachers are characterised by some peculiar qualification which is mainly the secret of their success. And not only does this variety hold good in regard to the means by which teachers succeed, but it also pertains to their deficiencies and faults which prevent success. Some are wanting in firmness and decision; others, in kindness and sympathy. Some have neither judgment nor tact; others are cruel or indolent, or wanting in enterprise. And thus it would be very easy to make the list a long one. But of all the faculties which characterise teachers, we know of no one whose legitimate fruit, sooner or later, is so surely failure, as what may appropriately be called the faculty of always being in trouble. We do not mean to say that teachers are the only persons who have this faculty. Far from it. It is found in people of every calling in life; but in occupations where its possessors come less in contact with the public and

their interests, and whose duties are less delicate, it does not always become so manifest nor produce consequences so lasting and injurious, as in the case of the teacher.

This faculty may not, perhaps, be defined with precision in mental philosophy, nor in the Phrenological Guide, but it surely exists. Of this, fellow teacher, you probably have not the slightest doubt. You have known such teachers. If there is any one thing they can do better than another, it is, to use a common, but a very meaning expression, to get into hot water. It is their forte; and they certainly appear to be very ambitious to magnify their calling. Now it is a very unfortunate combination of qualities and habits that constitutes such a character. It is a constant source of unhappiness to the teacher, making his life one continued scene of fretfulness, trouble, and dissatisfaction; and keeping up a state of discontent and turmoil in the school and neighbourhood. And it is the more to be regretted, from the fact that it is all unnecessary and easily avoided by the exercise of a moderate degree of discretion and common sense.

There are teachers who have very exaggerated and very ridiculous ideas of the authority with which they are vested, upon becoming the presiding geniuses of the 'schoolroom.' To make a display of that authority, and to create a sensation, seem to be the leading object of their work. It almost seems as though they supposed schools were established to give them an opportunity to show that they are masters, and that they wield the sceptre in their little kingdoms. Such teachers will fail of doing a good work, and will have trouble, for various reasons. They have no true conception of their duties as teachers, and can not, therefore, discharge them acceptably. In the discipline and management of their schools they will overdo in every sense of the word. That will engender unkind feelings on the part of the pupils, and make antagonists of those who ought to be friends and co-workers. The malicious and the mischievous will feel irritated and provoked, and will accept the teacher's indiscretions and officiousness as a challenge for a trial of skill and mastery. Even the best of pupils will gradually, and sometimes unconsciously, assume an attitude which, if not hostile, is certainly wanting in cordiality. In such circumstances the relation between the teacher and pupil promises little good, but much harm. Not only will that degree of harmony and good feeling requisite for a successful school be wanting, but aversion and hostility will continually exist. This will greatly impair and generally destroy the usefulness of any school. It is very true; we admit, there often will be conflicts in school, and the teacher will be obliged to grapple with opposition and insubordination, and to put them down effectually. But no teacher can afford to be continually at war with the adverse elements of this school. The campaign against them may be vigorous and decisive, but it should not be a protracted one. If a peace can not be conquered speedily, it will be better to change tactics or generals.

This class of teachers are very frequently affected with jealousy of any interference, real or imaginary, with their rights and authority. Of course they are on anything but pleasant terms with school committees, and the parents of their pupils. Not unfrequently there is a state of mutual recrimination and backbiting. Now, in the first place, every person who proposes to enter the school room as a teacher, should previously understand fully the relation, duties, and rights of committees, teachers, and parents, respectively, as defined by the law of the State where employed; and in the next place, such persons should know that it is possible for a teacher to be supreme in the school room, and at the same time to recognize the rights of other parties, so far as they actually exist, and to respect them accordingly. The teacher who is unable to reconcile the existence and compatibility of the rights of others with his own, may, and most likely will, often quarrel with the school committee or superintendent; while the one who fully understands and acquiesces in the relation of all parties will, with proper discretion, seldom find occasion for any considerable trouble in that direction. We know very well that all kinds of people have the charge and oversight of schools; but it can not be denied that they are generally men of intelligence who share to some extent at least, the public confidence; and we strongly incline to the belief that they are, for the most part, as easy to deal with as any class of our fellow men.

We earnestly beg of you, therefore, fellow teacher, if you have any trouble with your committee, not to prosecute a quarrel until you have seriously enquired who is the aggressor; and also whether you are entirely free from a foolish and perhaps groundless suspicion of interference, when no interference is attempted or meditated. Remember that many people suffer more from the anticipation and dread of troubles that never come, than from all the troubles that actually take place.

A similar spirit of jealousy is often exhibited in reference to the interference of parents. We are free to acknowledge that many parents are meddling in school matters, assuming not only to