

hold the teacher wholly responsible for the want of order. Bad discipline almost invariably characterizes schools held in wretched rooms. True, good teachers are not partial to such places, but he who has failed to maintain respectable discipline in a miserable hovel, not unfrequently succeeds in establishing perfect order under more favourable auspices. It is undoubted that the amenities and appliances of a well appointed school-room, aid mightily in preserving order and discipline. The perfection of the appointments, inspire them with a feeling that improper behaviour would be altogether inconsistent with the character of such a place. Perhaps the schools referred to by Messrs. Sellar and Maxwell, laboured under some of the infirmities ascribed to a parliamentary school mentioned in the Statistical Report of the Commissioners, as being "almost *seatless, deskless, paneless, and floorless.*" Perhaps, indeed, this school formed one of the group. Habits of order and propriety could hardly be inculcated with success in such a place, where everything was so suggestive of the opposite qualities.

The prevailing characteristic of universal nature is beauty, and the prevailing characteristic of humanity is a love of the beautiful. Beauty is therefore the first and ought to be the most influential agency exerted on the mind. The power of perceiving the beauty of morality, is a higher gift, but one that inevitably springs from the constant contemplations of physical beauty, while the perception of the beauty of manners as inevitably springs from the antecedent culture in the aesthetics of matter and morals.

Here, then, we have the real circumstances that result in that perfection of character which every teacher of youth should assiduously aim at. True, he has little power to provide many of the influences essential to this result, while counteracting influences are ever exerting their baneful influence to neutralize his efforts. Nevertheless, perseverance, under the most unfavorable circumstances, will in the long run be able to note a decided improvement, and to reap the reward of an unmistakable measure of success.—*Museum.*

## II. Papers on Practical Education.

### 1. EVILS OF ROUTINE IN SCHOOLS.

Routine is one of the greatest evils in school management. Children especially love variety, and without it they cannot make a healthful progress. The surest way, too, of banishing the spirit of mischief which will sometimes possess a school, is to make an unexpected and pleasant change in the programme. There are many ways of doing this, as by reading or telling a pleasant story, singing a cheerful song, or by introducing some little experiment in chemistry or philosophy. We now have in mind diversions of the latter sort. Let simple experiments be selected, such as can be easily performed. For example, throw a bit of burning paper into a tumbler and invert it over a saucer full of water. The water will instantly rise in the tumbler.

Let a small cork float in a saucer of water. Upon this place a bit of phosphorus, and as soon as lighted place a tumbler over it. The space in the tumbler unoccupied by water shows the proportion of nitrogen in the air.

### 2. PUPILS' CONFESSIONS.

One of the most fruitful sources of trouble in school is the attempt made by teachers to extort "confessions" from their pupils. In many cases the teacher dictates what must be "confessed," and the consequence is that, very often, the pupil is reduced to the necessity of lying, or of being punished. It may sometimes answer a good purpose to require a pupil to acknowledge the commission of a fault and promise amendment, but only in cases where the proof is positive, and even then as a substitute for other punishment. It is usually better to punish the pupil, and let the matter rest.

### 3. SCHOOL VISITATION BY PARENTS.

Parents ought often to visit the schools which their children attend. Children are imitators, and they are likely to be interested in whatever their parents are interested in; and could their parents not only shew an interest in their advancement at home, but also go to the school-room to encourage both child and teacher, the children would imbibe a like earnest spirit and seek to become good scholars. And is it not right that they should do so? What though they entrust their children to competent teachers, ought they not also to look after them? Were a father to build a house would he be satisfied to hire a master-mason and carpenter to do the work, and then let them do it without the least inspection? No: he would visit his house often to see that it was well built, from foundation-stone to ridge-pole. His confidence in the builders would not satisfy him. He must insure good material and good

work by constant inspection. And were it not so, his interest in his new house would lead his steps often to it to see it.

It is a duty also of the officers of the schools to visit them frequently. They cannot well manage the schools under their charge without seeing for themselves what their teachers are doing, whether they are competent and faithful or not. Their influence, too, in the school, by way of suggestions, is potent with teachers and scholars alike. It would seem to be a part of their official duty to become acquainted with every department and grade, that they may see the working of each part and of the whole, and thus wisely alter and amend till the whole machinery is complete and works harmoniously from beginning to end. By frequent visitation, also, they become acquainted with the real condition of the schools, their relative forwardness or backwardness, and cannot devise methods for improvement. Indeed, it is difficult to understand how officers can discharge their duties efficiently, when they do not know from personal examination the real condition of what they manage.—*From Rev. A. H. Ross's Address.*

### 4. A PLAN FOR SPELLING.

Let each pupil be provided with paper and pencil. Pronounce distinctly the words to be spelled, the pupils writing them down.

Let these words be examined and corrected during the day, and copied into a small blank-book provided for that purpose.

Appoint two pupils each week to examine each list of words, and to report at each lesson the words missed by each pupil; these two persons should present their lists to the teacher before inspecting the others.

**ADVANTAGES.**—1st. It encourages the habit of going to the Dictionary.

2nd. The examination of each word fixes the spelling.

3rd. It is a saving of time.

**SUGGESTIONS.**—It is a good plan to select words by topic; for example, select the names of objects in the room, allowing the pupils to name them. This may occupy several days. Kinds of fruit, of trees, flowers, vegetables, etc.; names of metals, articles of furniture, names of persons, of cities, islands, rivers, etc., *ad in.* You may also select the names of qualities, or such words as describe certain nouns. Then the names of acts, or verbs. In this way you may teach the elements of Grammar.

Have an occasional oral review—lesson composed of words missed during the week or month.

### 5. A METHOD OF TEACHING SPELLING.

The teacher should supply himself with a spelling-book that he may feel free to make in it any dots, symbols, or remarks that he may choose to make and retain it for reference at all times. At the hour for spelling, the class is called upon the floor and arranged in position convenient for "going up," as in other cases. The teacher takes his position in front, book and pencil in hand. He brings the word pronounced and the pencil in such a relative position that a dot, mark or symbol can be made without being noticed by the closest observer in the class.

The spelling begins at the head of the class, and passes down. When a word is "missed," the teacher pronounces the next as though no mistake had been made, simply "dotting" the word misspelled. If the next speller notices the mistake, he takes up the word, and if he spells it correctly, is entitled to the "misser's" place, and his word is repronounced to the next speller. If number two does not notice the mistake, and spells the word pronounced to him, the misspelled word is passed until it is taken up by some pupil below who, if he spells it correctly, is entitled to the place of the one who missed it. Should the word be missed at or near the foot of the class and pass by the head, and thence down, the person taking it up is entitled to the place at the head of the class as in other cases. Should any words remain at the close of the lesson, not having been taken up, they can be pronounced to the class as missed words and attention called particularly to them, or a word having passed round the class can be repronounced to the one who missed it, or to any other.—*JAMES P. MILLS, in Ohio Educational Monthly.*

## III. Education in Various Countries.

### 1. EDUCATIONAL CONFERENCE IN RUSSIA.

One of the pleasant signs of progress in Russia is the attention now generally given to educational subjects. A conference of delegates from all the Universities of the empire was held at St. Petersburg in January, at which there were in attendance representatives from Moscow, Warsaw, Kazan, Dorpat, and other places; the cost of travel and lodging being defrayed by the government. Speeches