

feeling with regard to the letter. It has certainly not overstrained the mental powers of the writer with any unnecessary exertion, and this consideration is sufficient to assure us that a very slight acknowledgment should amply recompense him for his pains.

If the production had issued from the pen of some unpretending person, the grammatical errors might be overlooked, but for a teacher to be so assuming in counselling others and yet so defective in his mode of expressing it, savors too much of gross ignorance to be passed over in silence.

S. J.

Borelia, Nov. 11, 1870.

4. THE DIFFERENCE BETWEEN MECHANICAL AND INTELLECTUAL TEACHING.

To the Editor of the Journal of Education.

Teaching, in many respects, is an art. True, there are some naturally gifted for teaching and will teach with comparative ease, while there are others again who become successful teachers only after long experience and careful study.

There is too much mechanical teaching in many schools, and too little of the intellectual. The teacher opens the school at the usual hour in the morning, *hears* his classes repeat their lessons, but forgets or neglects to instruct them in the particular subject. He cares only to put in the time, and no sooner does 4 o'clock arrive than he dismisses the school, and perhaps he is the first out of the school-room; all he cares about is to put in the time and no more! In other words, he is a mere *machine*, a mere school-keeper, instead of school teacher.

Now, a good, and judicious teacher will not only *hear* his pupils recite their lessons, but will also instruct and forcibly imprint upon their minds additional useful information on the subject; he will also encourage his scholars to be inquisitive, to ask any question in the lesson, they may not thoroughly understand. This is intellectual teaching.

The tendency among many teachers is to rely too much upon mere book-teaching; although we always advocate for the best text-books on the various subjects taught in our common schools, and for their modification when necessary; still if the teacher puts too much reliance upon book-teaching, it will avail very little. He may appear to be doing his work well, and accomplishing a good deal, but such teaching having no good foundation will ere long crumble away, and the pupil will know as little about the subject a short time after he leaves school, as he did when he began.

There is also, in many instances too little of the æsthetic culture inside and around the school-house. It is a true saying, that "as is the teacher so are his scholars." If the teacher attends to the school-room by keeping it tidy, and having attractive mottoes hung upon the wall, these will have a judicious effect upon the morale of his pupils.

A. MURRAY,

Willowdale, November 16th, 1870.

5. THE PRINCIPLES AND PRACTICE OF EDUCATION; OR, THE SCIENCE AND ART OF TEACHING.

BY GEORGE VICTOR LE VAUX, F.C.T.

(Continued from last No.)

PUPILS TO BE LED TO DO EVERYTHING FOR THEMSELVES.

A good teacher will never decline to lend a helping hand to his pupils when such assistance is necessary; but on the other hand he should carefully avoid doing *too much* for them. Many young and inexperienced teachers are induced to do this from feelings of mistaken kindness, or from ignorance of the pupil's capacity. The teacher, in communicating information, should be careful not to say more than is necessary on any subject—for an unnecessary word is a word too much. Milk is fit food for babes, and beef for older people. The former are fed with the spoon, but who would attempt to help the latter in the same way? What man enjoying the use of his hands would thankfully accept such infantile civilities? None. So is it with the teacher and the taught. There should be no unnecessary nursing, no "literary dangling" in the public school or private study. Pupils should always be taught to exercise their own faculties—to depend on their own resources; and as a rule the teacher should never do anything for them that they themselves *could do without* his assistance. His great object should be to *lead* them to do everything for themselves. By undergoing such training, their intellect will be expanded, their various faculties strengthened and their self-reliance increased; they will be truly educated, and shall grow up to be men and women in the true sense of the terms—sturdy trees defying "the battle and the breeze" of life. The teacher to be successful must aim high and have a perfect

beau idéal of his work and a right conception of the best means of performing it; he must likewise convince his pupils that a good sound education is the reward of labor, of continuous toil, of unremitting application, of persevering reflection; for, as the proverb affirms—"what is worth having can only be had by climbing."

TO BE A JUDGE OF HUMAN NATURE.

The teacher, so far as human imperfections will permit, should be able to build "a royal road" to the temple of learning. He should be able, at least, to strew the way with flowers, and, like an intelligent guide, be competent to relate the history of every scene along the route. His mind should abound with apt illustrations. He should be able to awaken the young idea to a full consciousness of its wants, capabilities, responsibilities and duties, so that he may stir up and incite to activity every worthy feeling of the human heart. To do so effectually he must be an excellent judge of human nature—have a thorough knowledge of the workings of the human heart—and be fully acquainted with the writings of the ancient and modern philosophers. A good knowledge of biography, useful to every citizen, is absolutely necessary in the educator of youth.

TO BE JUST AND HONEST.

If we remember aright there is but one man mentioned in history who, by common consent, received the sur-name of "The Just"; and in modern times only one has been favored by the *soubriquet* "honest." "Aristides the Just," and "Honest Old Abe of the West," are household words. The former title speaks to us of Grecian worth and gratitude; the latter quaint cognomen expresses the affectionate regard of a great nation for one of her noblest sons. We have had many worthies distinguished by the proud titles of "the great," "the wise," "the patient," "the meek," "the good," &c., and some (such as "Africanus," "Asiaticus," "Germanicus," &c.) by the countries they conquered; but we have had only *one* Aristides, *one* Lincoln, "The Just" and the "Honest." In our opinion "Just" and "Honest" are the most noble titles that ever designated a human being, and they are titles of which every teacher should endeavor to be worthy. No one can possibly be a good teacher unless he be strictly just and honest. Indeed every man and woman should endeavour to unite in their own persons these two qualities; but in no person is the combination so necessary as in the educator of youth. Being honest, true and just in all his dealings, he should always use the words of truth and soberness; for if honesty, truth and justice were banished from all the earth besides, they should be found in the heart of the teacher.

AMIAILITY OF DISPOSITION.

The teacher's face, like the full moon of heaven in an azure sky, should always be bright and pleasant looking. Instead of frowns, smiles like sunbeams should light up his countenance. By not permitting the trials incident to life and to his profession to ruffle his face or influence his actions, he will be teaching self control by example; and moreover, will make all those with whom he comes in contact, comfortable and happy. An amiable disposition, a smiling countenance, and an engaging manner never fail to warm into life the generous affections of the heart and soul, whilst they dispel "the moonless gloom" which so frequently besets the paths of both young and old.

(To be continued.)

III. Papers on Practical Education.

1. FIRESIDE TEACHING IN WINTER.

If mothers would only recognize it as a necessary part of their maternal duty to impart to their children all the knowledge necessary for them, before the age of eight years—we mean, of course, such mothers as are intellectually competent to the task—the problem of school training would be vastly simplified.

In the first place, who so well as the mother can understand the disposition and temperament of her child? Who can know so well the strength or weakness of its physical constitution, the acuteness or dullness of its senses, the rapidity or slowness of its mental action, its confidence or diffidence?

All mothers should *ex-officio* be first-class primary-school instructors of their own children.

The amount of instruction received by small scholars in most of our schools is, and of necessity must be, very trifling. Is it probable that in a daily session of six hours in our primary schools a child under eight or nine receives as much as thirty minutes of profitable instruction? We think not.

The real advantage to small children of studying by themselves is generally next to nothing. It is simply a piece of unprofitable cruelty to put text-books into the hands of little children, and