

Teaching not only claims to the rank of a profession, but if the signs of the times are not deceptive, they indicate that, ere long, if teachers are only true to themselves and to it, these claims will be generally recognized. I do not believe that there is any general public disposition to degrade the teacher. He has only to free his profession from the horde of intruders that have but disgraced it, and prove himself

faithful and efficient, and he will be properly rewarded and properly respected.

Let us, to-day, as Ontario teachers, adopt the motto: Be true to your calling, and resolve to live according to its spirit; and we will have the proud satisfaction of seeing it grow up into a profession, noble in its aims, great in its proportions, and honorable in the estimation of the public. So be it.

CLASS RECORDS.

BY ALEX. MCQUEEN, TEACHER, DELAWARE.

Every Teacher I dare say, is fully aware of the great importance of some kind of record of class work in our schools. It is highly necessary to the Teacher as a guide, in promoting from one class to another, and affords an unimpeachable basis for the distribution of prizes, as the success of the pupil is thus made to depend, not on his cleverness at a final examination, but on his diligence and regular attendance during the whole term. Or if prizes are not given, by announcing at the quarterly examination the number of marks obtained by each pupil, the parents will be interested and the pupils excited to greater efforts.

Seeing then that it is of such great importance, how is it that so many of our schools are without this, the greatest aid to successful teaching? The answer, I think is to be found in the great amount of time and trouble required to keep a class book, according to the forms given in educational works. I therefore, venture to submit a simple form which I have used for some years, for the consideration of my brethren in the profession.

In the first place, I record the recitations but once a week. If we record them every day besides the greater amount of time required, we are apt to assign lessons with a

view to facility of questioning, and thus become mere class hearers instead of Teachers. Again, to be a successful Teacher one must not confine one's self to the subject matter of the text-book; but must explain and illustrate it by facts drawn from other sources. Such explanations and illustrations take up considerable time and often there will not be enough left to allow of questioning the class with a view to recording their proficiency. For these reasons I take one day in the week (Monday,) wholly for reviewing. On the other days I assign lessons to the classes to be prepared, giving them at the same time a few hints to assist them in maturing them, and during recitation explaining and illustrating to the best of my ability, questioning the members of the class separately if I have time, but on review day I test their knowledge of what we have been over during the previous week, questioning and cross-questioning, not only on the matter of the text-book; but also on the oral instruction they have received, and record the proficiency of each in my class book.

Monday is better than any other day of the week, as a review day in several ways. As we all know, schools are not generally in as good condition on Friday as on almost any other day. The pupils are tired by the