

succeeded the latter. What famous General lived in the reign of Queen Anne and in what battles did he defeat the French?

7. Tell me what you know of the South Sea Company, of the battles of Culloden, Plassy, and of the Plains of Abraham, William Pitt, George Washington, Napoleon, The Duke of Wellington, and Prince Albert.

Practical Department.

TWO TEACHERS.

ESSENTIAL DIFFERENCE IN THEIR QUALITY.

A few days ago we visited a school taught by a young lady who openly acknowledged that she hated teaching and taught simply for the almighty dollar. And yet she boasted that she could teach as good a district school as any Normal graduate; and that her pupils progressed as rapidly in their studies as the pupils of professional teachers. We entered the school-room just as the pupils were coming in from recess; and were kindly received by the young lady in charge. Ten minutes were consumed in quieting the pupils, and during that time we took a general inventory of the room and its occupants. It was naturally a pleasant room, well lighted, neatly plastered, good furniture; and, had the walls been hung with a few pictures to break the monotony of the scene, it would have been as pretty a country school-house as is often seen. But the only attempt at decoration was one solitary, ragged multiplication chart, which had evidently been handed down as an heirloom from preceding generations. In one corner a long bench was piled with a promiscuous mass of hats, caps, overcoats, mittens, and dinner pails; and sticks of wood, pieces of bark, and a few crusts of bread, were scattered around the stove. We were curious to see what intellectual development could take place under such circumstances; so we took out our note-book and noted, or rather took a synopsis of, the proceedings.

The first class called was "A class in geography," consisting of two boys and three girls. A few questions were asked and answered in the usual way, and, though our hearing is generally considered to be acute, we failed to comprehend the answers given. The teacher was evidently troubled in the same way, for she suddenly jumped to her feet and exclaimed: "We want this noise stopped instant! I'll not hear another lesson till this room is quiet." Comparative quiet reigned; and we were enabled to grasp a few ideas. "James, what is the rain fall of a country?" "Rain that falls." "Johnny, if you don't get your book and make less noise, I'll—Johnny, do you hear what I am saying?" "No, mom." "Get your book." During this colloquy the geography class were variously occupied: one of the girls was studying her spelling lesson, and the two boys were seeing how many times they could sit down on the floor without being detected, and the other two were quietly enjoying the fun. "Eddie, describe the effect of high mountains on ocean winds." "Cools 'em off." (No comment by teacher.) "James, what two principal causes modify the climate of western Europe?" "Scholars, there is too much noise in the room; don't let me see another whisper to-night." Eddie had not yet disposed of the climate of western Europe, but had been engaged in something of vastly more importance to him; and by the skilful manipulation of "Pick or Po" had added several pins to his stock-in-trade. The teacher took it for granted that the question had been answered, and continued the lesson. But, if we should continue the contents of our note-book, it might be recognized, so we'll let this suffice.

But the same farce continued through every recitation. No stated time was given to any class; not a word of explanation was

offered; not a kind word spoken during that afternoon. The teacher hated teaching; the pupils hated to go to school; and when there, teacher and pupils worked against each other. One little fellow who was trying hard to study amid the hubbub came to a hard word, and the little hand went up for help; but "no questions now" dampened his ardor, and the hand reluctantly came down. The little fellow twisted uneasily in his seat, and with a disappointed look closed the book and commenced marking on his slate. Inside of three minutes he was ordered to "put up that pencil and study his lesson."

"Intellectual child murder," as *The Moderator* said a few weeks ago, was being committed daily, and those bright young intellects were being dwarfed and stultified and all their finer sensibilities being deadened by a conceited teacher who was no more fit to instruct the dawning intelligence of a child than you or I to build a suspension bridge. And yet I imagine this is not a solitary case. God grant the day may not be distant when teachers cannot enter the school-room without special training for their work.

In contrast to the above is a little experience in southern Wisconsin a few years ago. We were riding along the road about ten o'clock, and came suddenly on a little frame school-house nestled in a small grove. It was not very prepossessing in appearance, and we concluded to see how it looked on the inside. A rap at the door called the ruler of the little place into view. We apologized for the intrusion; explained that we once belonged to the pedagogic ranks, and asked permission to enter. We were cordially welcomed and made to feel at home at once. We heard only two recitations; but they did not interest us as much as numerous other things. On the desk we noticed "Swett's Methods of Teaching" and a copy of the "New England Journal of Education." The walls, though dingy, were decorated with advertising cards tastefully arranged, and a couple of lithographs of the Buckeye mowers and reapers. Over the teacher's desk hung "Wide Awake" and "Fast Asleep," two handsome chromos given, I believe, to subscribers to the *Christian at Work*. On a stand in the corner was a copy of "Zigzag Journeys in Foreign Lands" and two copies of *The Youth's Companion*. Before we left we were asked to read a chapter of "Trapping for Barnum" from its pages. We gladly complied, and it was a pleasure to read to those bright, attentive listeners. The teacher told us she was in the habit of reading to them every day, and often used *The Companion* as a text-book for her advanced class in reading.

The picture of that school-room, and that gentle girl leading those young minds in wisdom's ways, will ever linger a pleasant memory in our mind. We love to think of it, and a prayer goes up from our hearts for God to bless that teacher and those pupils, wherever their lot on earth may be cast. She loved her pupils and her work. Her pupils loved her and their work. They were a happy, loving family. On her register we found only three cases of tardiness, and not a pupil had been absent, unless detained by sickness, during a three months' term.—*Michigan Moderator*.

✓ SCHOOL HYGIENE.

School Hygiene is attracting a good deal of attention in both Europe and America. The Provincial Board of Health of Ontario are not behind in taking it up, and we hope soon to see practical results. It may be regarded as consisting of two parts: one relating to the structure and condition of the school-rooms, the other to the teaching of the subject of hygiene to the pupils. In either there is a broad field, requiring consideration and practical undelayed work. Years ago the late Minister of Education, Mr.