

specially suited to primary pupils; (2) the reading of stories inculcating some lesson, and the talking of them over with the class so as to develop moral judgment in applying principles few and easy, with numerous and complex applications; (3) the reading of biographies and anecdotes which have power to inspire high enthusiasm and create noble ideals in the youthful mind; (4) the discussion of occurrences in the school and of items of current news which furnish material for interesting application of great principles, and give them added weight by the sense of their practical utility. (5) Three special topics demand notice, viz., the use of intoxicating liquors, the use of tobacco, and the reading of coarse and debasing publications. The teaching on these subjects should be strictly temperate and non-partisan. The pupil must understand clearly the evil results of these practices, and their moral sense must be roused against them.

Such is the gist of the Report of which we have given the briefest possible outline as an effective counterpoise to the well-meant but mistaken efforts that have lately been made in this province to make Scripture lessons compulsory in the schools. The importance of the subject cannot be over-rated, and the *resume* given indicates with considerable grasp and lucidity the public school teacher's mission in the great moral vineyard. Blessed is he who labors diligently, sweetly, hopefully; he shall not lose his reward.

A considerable portion of the press has taken more or less notice of the question of school grants. It is remarked that the smaller and poorer a section is the less aid it receives from the government. It is practically impossible to distribute the grant on general principles so as to avoid some hardship in individual cases. The problem is complicated but we feel sure of these points—(1) the amount of the Legislative grant to both public and high schools ought to be largely increased; (2) in distributing the grant, efficiency as well as average attendance ought to be taken into account, and (3) the best general test of the efficiency of the average public school will be found in the qualification of the teacher, for the teacher is the school. (4) If a special grant of, say, \$10 for a third-class certificate, \$20 for a second, and \$50 for first were made it would tend to relieve those small sections which maintain good schools. A general examination of the schools would scarcely be practicable, and the best general tests remaining are (a) amount to be paid for salaries, and (b) the qualification of the teachers. We believe the latter the most reliable.

We greatly regret to hear of the illness of Mr. W. Ferguson, Inspector of Public Schools, South Grey. We hope to hear, very soon, of his complete recovery, and his return to those duties which he has hitherto performed with noted zeal and efficiency.

**SCHOOL MACHINE WORK.**—Some very reputable teachers can teach a subject without knowing it. They mistake facility in the handling of classes, in asking questions, and conducting recitations, for successful teaching. Such work is machine-work, and can give only machine results. The first condition of all successful teaching is knowledge of what is to be taught.—*Minnesota Journal of Education.*

## REPORTS OF CASES.

We present this month the following, in continuation of the subject commenced some time ago:—

Arago tells of his boyhood at the Polytechnic School at Paris, perhaps the greatest science school of the world, about the beginning of the present century, when it numbered among the instructors such names as La Place and Legendre. The examinations were not on books but on subjects, and the choice of any method in solving a problem involved the necessity of giving some reason for making the choice, and why the student preferred it. In Legendre's room, at the entrance to which he met his predecessor carried out by two servants, having fainted from the severity of the ordeal, he was also marked for bad character because he gave one of Legendre's own methods, that official thinking it a case of bribing his good opinion, and only got off by a learned discourse on the reasons of his preference.

Even here the two science methods came into conflict, for they had not alone the Legendres, but a certain number of the text-book teachers. One of them would only look at the answers of problems, and his students would go through on the blackboard with a nonsensical mass of figures and formulæ, but ending with a correct result, when he would dismiss them with: "Good! good! perfectly good!" amid the jeers of the class. On one occasion, when he had a grudge against some student, he cooked up a perfectly crushing question, which he was to throw upon him when the class assembled. But the student, having a suspicion of something, was on his guard. The professor opened the question by the apparently innocent remark—I now copy the account—

"Leboullanger, you have seen the moon?" "No, sir." "How, sir; you say that you have never seen the moon?" "I can only repeat my answer, No, sir." Beside himself, and seeing his prey escape him by this unexpected answer, the professor addressed himself to the inspector charged with the observance of order that day, and said to him, "Sir, there is Leboullanger, who pretends never to have seen the moon." But that officer could not think of any law that had been violated. "What would you wish me to do?" stoically replied the inspector. Repulsed on this side, the professor turned once more to Leboullanger, who remained calm and earnest in the midst of the unspeakable amusement of the whole amphitheatre, and cried out with undisguised anger, "You persist in maintaining you have never seen the moon?" "Sir, I should deceive you if I told you I had never heard it spoken of, but I have never seen it." "Sir, return to your place."

The following incident shows what can be accomplished by one who has faith in himself:

A young teacher found the school-house surrounded by a fence made of boards set up on end—twelve feet in height. "It is to save the windows," said the trustee. "It looks like a prison," said the teacher. A heavy padlock was on the door. "The boys break it in unless it is strongly fastened," said the trustee.

The next spring if you had passed you would have seen that the fence had been removed, a pretty lawn had been made, trees set out, flower seeds had been sown, a plank walk laid down, and an air of neatness and joy prevailed. How was all this done? The teacher said, "The boys simply saw I was in earnest; I meant what I said." He either could not or would not give any other reply. And what more is needed?