

is a boon for us all; an honor to the country, which in its whole length and breadth will soon be proud to claim his fame; an honor to human nature itself, that this great character, so often and so severely tried, has thus approved itself consistent, serene and grand, alike in peace and in war, in the humblest as well as in the highest offices. Among the monuments which shall perpetuate his fame, not the least honorable will be that which shall commemorate his life at Washington College; and among the materials out of which the historian shall construct his future biography, not the least interesting, we are sure, will be the simple record of these last years of silent but sublime labor—of peaceful yet noble and far-reaching aspiration—in behalf of his beloved and suffering people of the South.

EDWARD S. JOYNES.

Washington College, December, 1870.

EDUCATION IN NEW BRUNSWICK.

WE are happy to be able to congratulate the friends of Education in New Brunswick upon the recent passing of a School Act wherein our sister Province follows pretty closely in the track of Nova Scotia. It has often been a matter of astonishment to us that the New Brunswickers, so enterprising in most things, should, in this matter of Common School Education, remain years behind Ontario, Quebec, and Nova Scotia. Now that New Brunswick has taken a resolve to do her duty in this matter, we feel assured that she will do it well. Energy and activity in carrying out what they have once determined upon, is rather a characteristic of our neighbors of the adjoining Province; and we confidently anticipate that they will endeavor to make up for lost time in effectually carrying out the provisions of the new School Law. They have made a noble, patriotic, and philanthropic resolve; and many future generations will bless the men who now leave as a lasting heritage to their native Province a system of Common School Education calculated to reach and gladden every home. One advantage accrues to New Brunswick by coming thus late into the field. She may profit by the experiments and experiences of the neighboring Provinces; and there is no reason why she should not very soon take front in a line with them. We heartily wish New Brunswick every success in the good cause.

TEACHERS WHO ERR.

He who clings obstinately to the past, with its traditions, who will not hearken to the teachings of the present, and who sees nothing useful in the promises of the future—the *ultra conservative*.

He who is an iconoclast of old methods, and who believes in nothing that is not an innovation—the *ultra reformer*.

He who is too lenient, and who would substitute "moral suasion" for the rod in all cases.

He who is too rigid, and who would use the rod unsparingly for every, and for the slightest delinquency.

He who is too watchful, and plays the part of a police detective.

He who never watches, and sees not the most flagrant misdemeanor.

He who professes—in order to avoid the charge of partiality—to love an idle and disobedient pupil as much as one who is studious and obedient.

He who would punish an idle and disobedient pupil, when it does wrong, more quickly than a studious and obedient pupil, when it does wrong.

He who is so impolitically politic that he would treat a rich man's son differently from a poor man's son.

He who would pander to the ignorance and pride of the . . .

He who would pander to the ignorance and envy of the poor.

He who is a moral coward, and is afraid to correct a child when it does wrong, through fear that he may lose a pupil and a few dollars.

He who, for the same reason, is afraid to tell the parent when a child does wrong.

He who listens to, and tries to follow the advice of every one.

He who listens to the advice of no one.

He who is not as hard a student as any of his pupils.

He who is too lazy to educate (*Educo*—to lead out), and is content to be a mere lesson-hearer.

He who has no higher aim than to make money by his profession.

He who develops the intellect only, and neglects the moral nature.

He who fails to exalt his profession, and to place it next in nobleness and utility to that of the ministry of the Gospel.—*Journal of Education, Missouri.*

THE MISTAKE WHICH SOME "TEACHERS" MAKE.

It is generally assumed that anybody can teach school. The work is light, and if the teacher possess a little more knowledge than his pupils, it is sufficient. Hence, we see throughout the country hundreds of teachers who have not the remotest idea of the true methods of instructing. People think sensibly about every other occupation. The shoemaker, the carpenter, the blacksmith, the farmer, the merchant, the machinist, the engineer, the lawyer, the physician, the minister, all must have preliminary training, but the teacher can be picked up at any time and place, without preparation, and the people are satisfied, nay, they actually seek for such because they are cheap. No pecuniary interests would be permitted in the hands of inexperienced bunglers, for ruin would be certain. What merchant would trust his establishment to one who knows nothing of trade? What farmer would place his farm in the hands of one who knows nothing of soils, grains, machines and stock? But districts trust a more precious interest than any of these to hands totally unskilled and incapable. Because the effect is not immediate, because they are not always able to discern the amount of damage, they do not see but one teacher does as well as another, and hence the cheapest answers them best. It becomes those who teach, therefore, to prepare themselves for their work, to raise the standard of education, and to oblige the people to have good teachers, whether they want them or not. Surely the teacher needs special instruction for his work, if any one does. Who would think of employing a physician that had never made the science of medicine a study, or a lawyer that had never studied law? No more should a teacher be employed unless he practically, at least, has some knowledge of pedagogy. Every one called to teach should see to it that he prepares himself to teach philosophically, that his pupils may not, in after years, rise up and condemn him. It is no light thing to shape the mind, and hence the character, of a number of children. They have a right to the best instruction, and we shall be blamed by them if we do not give it. Every one of us can look back and see wherein our teachers failed, and we often feel that we are now suffering in our mental habits thereby. On the other hand, we can recall some teachers, and see wherein they directed and moulded our minds, and prepared them for thorough and extensive work. Our labor is doing for our pupils what was done for us by our teachers. Do we, can we, feel that it is a light thing? Are we willing to do work so fraught with the gravest responsibility for the sake of a livelihood, or because it is easier to us than some other occupation? Every teacher should feel that he has a special calling for the work, and then prepare himself fully for it.—*N. O. Journal of Education.*

WE have received the Report of the Chief Superintendent of Education for New Brunswick, and are interested to know that, with all the disadvantages of the old School system, our sister Province has been making progress in Educational matters. Our want of space prevents extended extracts; we, however, make room for the following, as presenting a view of Education at a time when a new system is about to be inaugurated:—

SCHOOLS.

"In the winter term ending 31st March, there were 825 schools in operation, or three less than in the corresponding period of the year before. In 8 Counties there was an aggregate decrease of 43 schools, and in the other 6 Counties an aggregate increase of 40 schools. There is nothing remarkable in these figures, except with respect to the falling off in King's and Queens, where it was 18 and 10 respectively, and to the increase in Northumberland, where it was 17. May not the gain on the one hand and the loss on the other be in some way connected with the custom known as "boarding round"? In Northumberland, out of 75 Teachers, only 13 were found boarding from house to house, and there we see an increase of 17 Schools; whereas in Queens, in