

WE are glad to see that some liberal contributions are being made in aid of the Industrial School at Mimico. This school is doing a grand and much-needed work, and recent gifts and legacies give reason to hope that as its character and needs become better known ample funds will be supplied for enlarging the work of this and similar schools to an indefinite extent. We doubt if there is any better investment of funds set apart for charitable and philanthropic purposes.

WE direct the attention of our readers to the "Stories of New France," by Miss Agnes Maule Machar, ("Fidelis"), of which a notice kindly sent us by "E.M.," will be found in another column. We have not yet seen the book, but the title is attractive and the well-known ability of the author is ample guarantee that the work will be of good literary quality. The general subject of Canadian History, with a special phase of which it deals, is one which Canadian teachers would do well to make a special study.

A LADY teacher of Toronto sends the *Empire* an indignant protest against a recent resolution of the City Board requiring teachers, under prescribed penalties, to attend a monthly Saturday morning meeting. This spirited letter-writer denies that the Board have power to enforce such a regulation, and calls upon her fellow-teachers of both sexes to assert their independence and courage by refusing to attend. We fear that the power of the purse which the Board possesses is too strong to be resisted by any means less potent than a general strike, but, certainly, nothing but necessity, or some very important end, not otherwise attainable, could justify trustees in trenching upon the day of rest and recreation so essential to the teacher's health of body and mind.

THE *N. Y. Independent* says that upon the most favorable interpretation of the school statistics of thirteen Southern States it appears that 424,000 colored children within their borders, between the ages of six and fourteen years, were not at school at all last year and have not the slightest prospect of doing better this year, and that to this number should be added about half-a-million more children of the same race and ages whose attendance at school was so brief and irregular and useless that in any other country than the United States and Russia it would have caused them to be counted out, or brought under the grasp of the compulsory service. These statements may help to give us a conception of the tremendous magnitude of the question of the education of the colored people of the South.

How many of the pupils on leaving the Public schools know how to indite, fold and address a letter? It is, we fear, too often the case that the crowded programme leaves no time for instruction in such useful matters. An hour or two of every week could not be more profitably spent than in instructing and exercis-

ing the pupils in this very necessary art. Each pupil should be supplied with good letter or note paper, envelopes, etc. The teacher should indicate the nature of the letter he requires to be written, stating in general terms the contents. Letters to friends and relatives, at home and abroad, letters of travel, description, business, may be required. The variety is inexhaustible. Models might occasionally be given. By way of aid and encouragement the teacher might select a few of those best expressed and read them before the class. He should also approve and exhibit those most neatly written, folded and addressed. The accomplishment thus gained would be of very great value to every pupil in after life.

"To teach the young personally has always seemed to me the most satisfactory supplement to teaching the world through books; and I have often wished that I had such a means of having fresh, living, spiritual children within sight."

So once wrote George Eliot in a letter to a friend. The methods of the teacher and that of the writer are mutually supplementary. Each has its peculiar advantages. The popular author has a larger auditory; the earnest teacher a closer contact. The one speaks mainly to those whose opinions and characters are in a large degree fixed; the other deals with mind and heart in their tender, plastic stages. The one has access to the sources of thought and feeling through a single sense channel; the other can put the hand almost at will upon every delicate spring of child-nature. The one must hew every message into literary form, and transmit it to the many by mechanical agency; the other can speak to the few through kindling eyes and persuasive inflection and loving tone and the still more potent but subtle influence of an exemplary and noble life.

"THE teacher should use natural punishments. On a visit to a school a boy was seen seated on the floor under the teacher's table; he had been lying. Why put him there for that? Another pupil, a boy, was seen sitting between two girls; he had been detected eating an apple. Another pupil was sitting on the teacher's chair, he had been whispering. Will sitting under a table cure lying? Will sitting between two girls cure a bashful boy of apple munching? Will sitting in the teacher's place cure whispering?"

The above from the *N. Y. School Journal* contains a principle which teachers would do well to observe carefully. In school or State, one of the great ends, probably the chief and highest end of all punishment should be the reformation of the offender. To this end there should be some clear and logical connection between the punishment and the offence. The penalty should never be capricious. It should always be suggested by and have relation to the fault. Withdrawal of confidence for a time from the untruthful, isolation for the whisperer, etc., may lead these offenders to feel that trust or confidence is the reward of truthfulness, companionship of self-restraint, and so on.

## Educational Thought.

"ONCE to every man and nation comes the moment to decide;  
In the strife of Truth with Falsehood, for the good or evil side;  
Some great cause, God's new Messiah, offering each the bloom or blight,  
Parts the goats upon the left hand, and the sheep upon the right,  
And the choice goes by forever 'twixt the darkness and the light."  
—Lowell.

WHEN an acorn falls upon an unfavorable spot and decays there, we know the extent of the loss; but when the intellect of a rational being, for want of culture, is lost to the great ends for which it was created, it is a loss which no man can measure.—*Edward Everett.*

"THE studies and lessons and connings and puzzling sand experimentings and even guessings, that all go through to get the proper training, are the means of attaining and not the object to be attained. One boy practices better with his Latin book; another better with his Algebra; another better with his Rhetoric and another better with his pencil. Proper drill in each and all makes the mental and moral athlete, whose fibres are cultivated by the drill, and if the instruments used in the development of a boy's faculties are never seen or heard of any more by him in after life, it will matter little, because after proper drill he assimilates what is necessary for him to have; the rest is but dross on the tinsel of knowledge."—*Prof. S. L. Robertson.*

IT will not hurt you, boys and girls, to learn a little accurate geography, by looking up these places before going on with the story; and if I were your schoolmaster instead of a story-teller, I should stop here to advise you always to look on the map for every town, river, lake, mountain or geographical thing mentioned in any book or paper you read. I would advise you, too, if I were your schoolmaster, to add up all the figures given in books and newspapers, to see if the writers have made any mistakes; and it is a good plan, too, to go to the dictionary when you meet a word you do not quite comprehend, or the encyclopædia or history, or whatever else is handy, whenever you read about anything you would like to know more about.—*Edward Eggleston.*

WHEN you come to a good book you must ask yourself, "Am I inclined to work as an Australian miner would? Are my pick-axes and shovels in good order, and am I in good trim myself, my sleeves well up to the elbow, and my breath good and my temper?" And, keeping the figure a little longer even at the cost of tiresomeness, for it is a thoroughly useful one, the metal you are in search of being the author's mind or meaning, his words are as the rock which you have to crush and smelt in order to get at it. And your pick-axes are your own care, wit and learning; your smelting furnace is your own thoughtful soul. Do not hope to get at any good author's meaning without those tools and that fire; often you will need sharpest, finest chiselling and patientest fusing before you can gather one grain of the metal.—*Ruskin's Sesame and Lilies.*

ONE of the most reliable tests of the success of an institution of learning is the spirit of inquiry and enthusiasm for good things in the body of its students. There are colleges where the coming of any eminent man is the signal for a mental holiday. And no audience is so inspiring as a room full of students, eager for information, ready to be moved and hospitable to anybody who has a valuable word to impart. There are others where the most distinguished visitor stands before empty benches and is chilled by the half-hearted reception of his best idea. The explanation is often to be found in the method of instruction. There are famous schools whose method is a yearly round of lesson-grinding, which crushes the life and blights the enthusiasm of the most earnest student, and nurses in the average scholar that indifference to culture, and incapacity for enthusiasm which is the most melancholy result of false teaching. The best thing about the best University is the "noble" rage for high things, the alertness for truth, the eagerness to see and hear famous people, which will not let the student sleep till he, too, is in sight of his promised land.