

if not all three, he had himself recommended—peerages whose glory consists in the public services they commemorate.

These remarks are suggested by the recent able lecture of Principal Dawson. While he named the enormous sums that are yearly given as prizes in the Universities of England and Ireland, it was impossible to avoid reflecting that we, in this Colony, have much greater need of talent for the public service and the professions, and infinitely less means of eliciting and cultivating it. More especially is this true of the British population of Lower Canada. Under any circumstances we here shall have, in the future, need of all the intellectual power we can command. Yet there are no such endowed schools to foster it, as in England, or even in Upper Canada. These we ought to have. But some time may first elapse. Meanwhile much can be done in this city to promote the system. In our University we have ample educating power, but no endowments to aid the poorer students and stimulate the energies of all. A comparatively small sum would place us on an equality with Upper Canada on this subject. Dr. Dawson mentioned that each of three Queen's Colleges in Ireland (opened only in 1849) gave more than £1500 sterling yearly in Scholarships, Exhibitions, and Prizes, although none of them has as many students as McGill College. The sum is small compared with what the older Universities bestow, yet one-third of it, say £500 yearly, would, we believe, be of the utmost value for similar objects in McGill College. The capital for this purpose should be readily raised among our wealthy citizens. If not raised at once, as we think it ought to be, yet twenty-five persons each guaranteeing one hundred dollars yearly for a few years would effect all that is necessary, until a permanent endowment can be obtained. It is now ten years since a small band of about fifty citizens, whose names do honour to Montreal, combined in an effort to make the University efficient. The experiment has been successful beyond expectation. That very success involves the necessity for further efforts, the time for which has now come. Let us then follow the example of the mother country, whose Universities owe their rich endowments not to a single effort, nor to a few men, but to a series of efforts and to the liberality of many whose names will live as long as the Universities. Each University, it is true, has had its few great benefactors, pre-eminent above others, but they were only leaders in a host. Oxford had its Bodleian and Radcliffe, Cambridge its Downing, Dublin its Erasmus Smith and Baldwin; So Montreal has its McGill and Molson, but more are yet wanted here. Let us then hope that the roll of benefactors in our University Calendar may soon be largely increased.—*Montreal Gazette*.

Suggestions to Young Teachers.

BY JAMES MONTEITH. ¹

1. To become a successful disciplinarian, vigilance, energy, discretion, firmness and mildness are the essential requirements.
2. To a pupil, the Teacher is the example—the pattern he imitates; hence the necessity for continued watchfulness on the part of the teacher. "As is the Teacher, so is the School"—so is the class; therefore, he should, in the presence of his pupil, do nothing that he would not have him imitate. The pupil should not be censured for an offence similar, in whole or in part, to that which he sees committed by the Teacher.
3. The Teacher should first discipline himself; afterwards his pupils.
4. Commence with setting an example of punctuality, neatness and good taste in habits and dress—then self control.
5. Let everything, on the part of both Teacher and pupil, be done quietly and in order.
6. It is generally admitted, that in whatever spirit a Teacher commences his duties of the day, in the same spirit he will perform and end them; therefore, begin the day in a cheerful

and pleasant mood. The exercises of the day will thus be rendered beneficial to the pupil and more agreeable to the Teacher.

7. Order can be better obtained and secured by quiet and coolness on the part of the Teacher, than by impatience or excitement. True order is that which is maintained with the least apparent effort of the Teacher.

8. In discipline, be uniform and consistent; teach by example more than by words.

9. "A silent Teacher makes a silent School"—a silent class.

10. Begin and change exercises in silence and order. It is always better to sacrifice a few moments than good order.

11. Teachers in the same School or Department should evince a feeling of good-will and confidence toward each other; but they never should, within hearing of a scholar, engage in any discussion or argument; for the pupil is sure to view one as successful, and the other as defeated; hence, his confidence in the ability of the latter is diminished. Neither should light, frivolous conversation of any nature be indulged in by the Teachers in the presence of the pupil.

12. Study the character, disposition and peculiarities of your pupils; and, to a certain extent, adapt your course of discipline to them. The same result cannot be accomplished from materials of different qualities, and in the same time, and by precisely the same process.

13. In giving orders, signs are generally preferable to words.

14. Speak sufficiently loud for all to hear—no louder. Let the expression be as concise as possible.

15. A low, decided tone of voice accomplishes much more than a loud, blustering one; the former attracts and fixes attention; the latter divides and confuses it.

16. Let every motion of the Teacher, as well as his language and tone of voice, be easy and graceful, free from any rudeness or awkward inelegance. Of course, in the grammatical construction of the expression on the part of the Teacher, correctness is of vital importance; otherwise his practice contradicts his theory, and renders his teaching of that branch a burlesque.

17. Respect the feelings of a pupil and he will respect yours.

Evils of Change of School Teachers.

Perhaps one of the greatest evils under which the Common School System of Upper Canada needlessly labours is that in frequently changing teachers. This must naturally work a double evil to the teacher himself and to the school. The worthy profession of school teaching is rendered precarious and uncertain, and on that account does not prove so attractive to young men of talent as it would be were something like stability given to the situation held by a teacher. The eagerness of many teachers to get into other branches of occupation need not be wondered at when the profession gives them no permanency of location or income. An injury is undoubtedly done to schools by the frequent change of teachers. The nature of the injury may be gathered from the remarks of a school superintendent in Massachusetts, who urges the retention of the same teacher for a number of terms, and claims that the plan is obviously beneficial, "for each teacher has a way of his own, and must spend about half a term in tearing away the superstructure of his predecessor and rearing another, which is perhaps not superior to the one superseded, and a great loss of time to the school is the result." The Chief Superintendent of Education for Upper Canada deprecates most earnestly the changing of teachers without due cause. He advises that a bad teacher should be removed from the ranks as soon as possible, but a faithful and efficient teacher should be retained as a rare and valuable treasure. "No college or private school (says the Report) would be considered worthy of confidence that changed its instructors once or twice a year. Nor can any Common School prosper or be efficient under such a system." The system indeed may be held accountable for providing the number of bad and incompetent teachers whom country school trustees consider it their duty to dismiss. Only let it come to be

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