

### HOW TO TEACH EFFICIENTLY AND WITH EASE.

The great way to teach efficiently is to be thorough. Choose for a motto "Teach little, and teach it well." Give the scholars short lessons and see that they are learnt perfectly. Make them give the substance of each lesson in their own words after finishing it, and see that there is not a single word in the lesson that they do not thoroughly understand. In geography and history go over each lesson, rapidly, when it is set, explaining any very great difficulty, marking any sentence worth learning by heart in it, and giving them the right pronunciation of the proper names, so that they will have nothing to unlearn.

Point out the proper names, dates, &c., which they need not learn, if any. This need not take more than three minutes, to be thus spent at the end of each lesson in preparation for the next, and it will save at least ten minutes' labour at the aforesaid next lesson. To impress any particular proper name on a class—e. g. *Vasco di Gama*—make the class spell it simultaneously. And it is well sometimes to make a class write leading names on their slates.

Another great means of efficiency is to be constantly reviewing back work. Review much of the week's work briefly, at the end of the week. Review again at the end of the month, the term, and the half year. Have a grand review and examination at the end of the year. Written examinations are very potent to stereotype on the mind all knowledge acquired by it. They also expose ignorance, and show a boy how much less he knows than he fancies he does. Hence they stimulate him to go over the main points which he wishes to learn, over and over again and with extra exactness. Give good marks for every lesson, and give your scholars the marks of the school, or part of them, to add up on their slates at the end of each week, so as to interest them in the number of good marks they get.

"Slow and sure," should be the great motto of a teacher. Force the scholars back rather than onwards, in the matter of text books, (Readers especially) and give them lessons well within their capacity.

Thoroughness is the great secret of efficient teaching. Now thoroughness implies the keeping at one item—e. g. the practice of addition—a long time. To prevent the class from getting wearied with this, endless variety in the way of handling the subject must be ensured. For instance, in teaching addition, make the class get "the addition table" orally by heart. Make them bring the same sums at the same time, to see who is most correct. Race them against time. Make them work in ink and see who is the neatest. Make up ingenious questions; add the ages of the class and the years each member was born in. Suppose a scene as that they were going out shopping and add their expenses, &c., &c.

The great secret of ease in teaching is infinite untroubled patience. Never be in a hurry. More haste less speed. Never be discouraged. Do your best and leave the rest. Amid the distractions of a school-room try and keep your mind calm and collected. Remember that, if you choose, there will always be a quiet little Goshen of light in the recesses of your own heart to which you can retire, however much confusion and darkness prevail around you.

Remember that you too were a child and try and enter into sympathy with the minds of your children. Punish severely if need be, but always calmly, and never in anger. Remember that you did not make your scholars, and are not responsible for any of their stupidity.

Prepare your lessons and the questions you mean to ask thoroughly. But do not pretend to knowledge you do not possess. This is as unwise as it is dishonest. You often gain the respect of a class by confessing that you do not know everything.

You are a gardener and your scholars are your flowers. Do not for ever keep grubbing with your eyes fixed on the ground pulling up weeds, but occasionally rest yourself to take an enjoyable look at some brighter flower or more pleasing parterre. Picture the little bright faces before you as men and women grown, living happier and more useful lives as citizens and mothers, owing to your exertions.

Learn the art of discipline. If you fail once, try and try again. Study the character of each scholar. Look upon his heart as a fortress to be stormed in some special and peculiar way, so that you may command his affection and obedience.

The reward of teaching is to find one unaccustomed to sympathy and kindness, and to have the pleasure of surprising the timid sufferer by kind words and cheering looks, and of seeing in his very face the signs of a new happiness that owes its birth to you. An ounce of praise goes as far as a pound of blame, and gives the greatest encouragement to them who are least gifted by nature and therefore need it most.

Always try to be cheerful; never be morose, and above all never be sarcastic. Find some practical rules for maintaining cheerfulness.

Punctuality in the teacher is a great means of ease in teaching. Its importance can hardly be overrated.

Perfect quiet in a school-room is a great help to teach with comfort and a tranquil mind. To secure perfect silence while you are teaching, it may be found useful to allow the scholars a minute or two at the end of each lesson, each

hour, or each half hour, to speak quietly to each other and ask each other necessary questions.

After all, we poor mortals depend most humbly upon externals. Perhaps the greatest means to ease in teaching is a well-appointed school-room. To secure this you may often have to coax the school authorities. These are also bound to give the teacher rules for his guidance. It is well to have some such rules posted in the school-room and signed by the Chairman of the Commissioners. By this means the teacher can have undeniable authority to have a written excuse under the parent's signature brought by every absentee. This will be a great check on that irregularity of attendance which is so discouraging and disturbing. It is well to have the sanction of the trustees for requiring the elder scholars to teach the younger ones at regular intervals. If it be objected that scholars go to school to learn and not to teach, explain that they often learn more when teaching than at any other time. The principal of a large institution should also have authority to keep a stock of books and stationery on hand so that he can supply the scholars (for cash down) when required. And every teacher should be instructed not to teach any child who is without the prescribed text book and not to permit two brothers to look over the same book.

A teacher should always have some little scheme of self improvement going on, so as not to allow his mind to be injuriously engrossed by school-work. The mind must never be allowed to harp on one string or confined to one horizon. Hence the teacher should be as chary as possible about taking school work home with him.

Let us summarise. To teach efficiently be thorough. To teach with ease, be calm, self-possessed, never in a hurry, never over-anxious, but earnest, punctual and well prepared with your day's work.

Brockville.

E.

### A SPARROW-HAWK PUT TO FLIGHT BY SWALLOWS.

AN ARRAN SKETCH.

Have you ever sat for hours watching the birds and their ways with the aid of a powerful opera-glass? If not take the first opportunity which offers of doing so, and you will find a new source of interest and delight.

The island of Arran, in the Firth of Clyde, the most romantic island in the Queen's dominions, being closely preserved by its proprietor, the Duke of Hamilton, affords one of the finest fields for such observation. The opera-glass brings one, as it were, quite near to the birds, whether perched, or followed on the wing, and thus many things are distinctly seen which otherwise would not be noted. To leave the birds for a moment, in order to realise what a good opera-glass can do, let any one who wishes a new sensation look into the heart of an apple-tree in full blossom, and he will behold a vision of beauty fairer than all the rose-gardens of Persia.

In Arran there are many kittiwakes, terns, oyster-catchers, cormorants, gulls, and puffins; lap-wings, wood-pigeons, golden-plovers, partridge, grouse, partridges, snipe, and wild ducks; falcons, merlins, kestrels, sparrow-hawks, rooks, and owls; missed thrushes, black-birds, starlings, greenfinches, linnets, golden-crested wrens, ring-ouls, red-breasts, sky-larks, and many other birds. There used also to be the golden eagle, and the osprey. These, however, have been scared away by having their nests systematically robbed, and by being shot at. Orders are now given to the keepers on no account to disturb them, should they return to their old eyries on the crags above the wild, lonely, red-deer-haunted glens of Catacol, Iorsa, Sannox, and Rosa, whence they may soar, as of old, high above the bare, splintered peaks of Goatfell and Beinn Nuis.

In Glen Cloy I have often watched a bird of prey wavering backwards and forwards, ever rising, and persistently attempting to get above the bird it was pursuing, so as to be able to swoop down and pounce upon it with its talons; a movement, however, which is deftly and successfully evaded by the intended quarry, when its power of flight is greater than that of its relentless but foiled aggressor. In this way pigeons, when chased, very seldom get struck; and I once saw a sparrow-hawk ignominiously put to flight and chased far away by a few swallows. I shall here only narrate this one incident.

Several years ago, in the month of August, I used to go out in the early sunny mornings, on purpose to watch two broods of plump little swallows sitting all in a row on the roof-ridge of the farm cottage at High Glen Cloy, which was our home for the time being. The young swallows were as yet unable to fly, and, with white breasts, looked pretty much like so many miniature puffins, as I have seen these birds, when sitting, ranged on ledges of rocks in the Faroe Islands.

Then the old swallows, ever on the wing, kept skimming and darting about with graceful rapid flight, assiduously feeding the young birds, and always in rotation. The whole brood kept up a constant twittering chatter, either of expectation or of satisfaction. Through my opera-glass I followed the flights of the parent birds, noting motion and plumage—the forked tail, the chestnut silken glossy throat and forehead, the back and upper part of the breast velvety black, with reflections of steel blue and purple, and the under surface white, with a slight wash of reddish brown.

Sometimes the loud twittering and shrill chirpings would awaken my little ones, who slept just under the roof, and forthwith they, knowing that it was the swallows, would appear at the skylight windows—four little boys at the one, and two little girls, "with rosy cheeks and flaxen curls," at the other; both groups looking intently up at the row of swallows sitting on the ridge, with beaks towards them, and being fed by the parent birds only a few feet above them. They were delighted that the birds did not fly away; and sisters and brothers, enjoying the additional novelty of thus seeing each other from the roof across the intervening slates, would laugh, express their surprise, and continue to gaze in joyous wonderment till called in to dress. The birds did not seem at all to regard this apparition of little heads as an intrusion upon their domain; and to me, gazing through the branches of a mountain ash laden with bright scarlet berries, it was a pretty sight to see not only the swallows, but the dear little happy "unfeathered bipeds," "with night-gear white as snow," gleaming in the warm sunshine.

The roof of the cottages has lately been raised, and instead of skylights there are now two attic storm windows at High Glen Cloy. Although these are a manifest improvement, there is a conservative principle within us which resents change; I miss the skylights.

One forenoon, when sitting on the hill-side behind the house, by the torrent, near the pine wood, deep among the purple heather and fragrant bog-myrtle, and with the children all around me, my attention was attracted by a sparrow-hawk hovering right over the cottage. On the roof-ridge sat the row of young helpless swallows, and they seemed instinctively to apprehend the danger to which they were exposed. To my great amazement, a single swallow suddenly darted out to the rescue, and boldly attacked the larger bird. It skimmed, rising above the sparrow-hawk, weaving the air backwards and forwards in its flight, kept ever dipping down and striking the enemy as it passed, manifestly and effectually discomfiting it. Soon another swallow came to the aid of the first, and the hawk was compelled to take itself off. By this time several other swallows had joined in the pursuit, which was successfully continued till the hawk was chased far away, quite the other side of the glen where the swallows had joined in the pursuit, where the swallows left it to its meditations, and returned, twittering joyously, to their young broods sitting on the roof of the dear little cottage in High Glen Cloy.

### FOOT NOTES.

It is proposed to introduce round playing cards as being more easy to manipulate than the time-honoured square shaped, originally invented for the amusement of a sick French king. Instead of having the suit merely colored black and red, they are to be red hearts, green diamonds, black spades, and yellow clubs.

A general congress of German women met at Frankfurt during the first week of October. Eight reports were presented for discussion, including such subjects as prejudices, reform in women's education, the literature of youth, woman in the family, obstacles to the extension of woman's sphere, woman's social influence, &c.

EVERY young man in the Sioux nation carries a pocket mirror, either of glass backed with quicksilver or of some shining metal; but an Indian maid is not permitted to look at a reflection of her face, even in the brook, for this is the masculine privilege. Almost everything the Sioux brave owns is "wakan," or sacred; but nothing that the squaw possesses is so esteemed.

THE valley of the Po, embracing Piedmont and Lombardy, is a marvel of successful irrigation. An agricultural authority estimates the irrigated surface at 1,600,000 acres. The increase on the rental produced by irrigation is, at a very moderate estimate, \$4,150,000 a year. The length of canals of irrigation in Lombardy, including the great lines and their first-class branches, exceeds 4,500 miles.

It is calculated that five hundred and seventy-six million francs passed through the hands of Louis Napoleon during the eighteen years of his reign. Of this there remains a fortune of 11,844,809 in France, and about 29,000,000 in England, the United States, Spain, Switzerland, Italy, Algiers, and Corsica. The ex-Empress and her son have therefore still nearly eight million dollars with which to console themselves.

THE ingenious French have contrived a novel way to impress a barbaric mind. M. de Braxza, who has charge of the expedition to Senegal, carries an electric battery in his pocket, communicating with two rings on his hand, and with other apparatus scattered round his person. When he shakes hands with a savage chief, that chief will be very much astonished, for the electric shock will run up his arm, and he will see lightning playing about the head of his visitor.

HORSES can be educated to the extent of their understanding as well as children. The great difference in them comes from different management. We once saw an aged lady drive a high-spirited horse, attached to a carriage, down a steep hill with no hold-back straps upon the harness, and she assured us that there was no danger, for her son accustomed his horses to all kinds of usage and sights that commonly drive the animal into a frenzy of fear and excitement. Anything can be done with a horse if he only be taught by careful management that he will not be injured thereby.

### OUR CHESS COLUMN.

Solutions to Problems sent in by Correspondents will be duly acknowledged.

All communications intended for this department to be addressed Chess Editor, Office of CANADIAN ILLUSTRATED NEWS, Montreal.

#### TO CORRESPONDENTS

Student, Montreal.—Correct solutions of Problems No. 91, 92, 93 and 95 received.

J. W. S., Windsor street, Montreal.—Correct solution of Problem No. 93 received.

M. J. M., Quebec.—Correct solution of Problem No. 93 received. We have been expecting the problem in four moves which you kindly promised.

The new work "English Chess Problems" is attracting the notice of players generally, and it should be in the hands of every lover of the game.

It is reviewed by the "Westminster Papers," and a just meed of praise is bestowed on the brothers, J. Pierce and Wm. Pierce, both of whom, by their beautiful compositions have contributed so much to the gratification of those who delight in intricate positions in Chess. We shall be glad to see the work, and by careful attention to the remarks of the editors endeavour, if possible, to ascertain, from the views of acknowledged masters of problem composition what are the principles which should govern all who attempt to put their ideas into form in the shape of puzzling enigmas.

It is generally admitted that the subject is a difficult one, but inasmuch as a good deal of valuable time is devoted by composers to furnish materials for amusement and instruction, and, also that every day we see decisions in Tournaments determining the success or failure of many who have devoted their leisure and much labour to their productions, we should like to know what rules are to be followed in forming an opinion of a thoroughly good problem. We have some excellent problem composers in Canada, and should be glad to have their views on the subject.

The New York Centennial Chess Tournament is attracting much attention just now. Mr. Frank Queen, of the New York *Clipper*, has given the three prizes, the first of one hundred dollars, the second of fifty dollars, and the third of twenty-five dollars, and a fourth prize to be awarded to the winner of the most brilliant game in the Tourney. Each competitor is to play one game with every other, and the time limit is 20 moves an hour for each side.

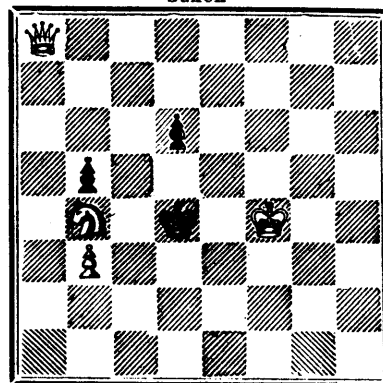
Mr. Bird, up to the present time has won the largest number of games. We hope to be able to give the final result in our next Column.

A Chess match of twelve games between Messrs. Henderson and Shaw has been played lately at the Montreal Chess Club, the latter player receiving the following odds:—Four of the games, Pawn and two moves; four games, exchange of Rook for Bishop or Knight, and four games at the odds of the Knight. The final score gave Mr. Shaw six and a half games, and Mr. Henderson five and a half games. Draws counted half games each.

We subjoin two of the games of this match.

#### PROBLEM No. 96.

(From *Land and Water*.)  
By SILAS ANGAS.  
BLACK



White to play and mate in three moves.

#### GAME 137TH.

Played in match between Messrs. Henderson and Shaw, at the Montreal Chess Club.

(The Cunningham Gambit.)

Remove White's Q Kt.

- |                         |                    |
|-------------------------|--------------------|
| WHITE.—(Mr. Henderson.) | BLACK.—(Mr. Shaw.) |
| 1. P to K 4             | P to K 4           |
| 2. P to KB 4            | P takes P          |
| 3. Kt to KB 3           | B to K 2           |
| 4. B to QB 4            | B to K R 5 (ch)    |
| 5. P to K Kt 3          | P takes P          |
| 6. Castles              | P takes P (ch)     |
| 7. K to R sq            | Kt to K R 3        |
| 8. P to Q 4             | Castles            |
| 9. B takes Kt           | P takes B          |
| 10. Kt takes B          | Q takes Kt         |
| 11. Q to B 3            | Q to K 2           |
| 12. R to B 2            | Kt to B 3          |
| 13. QR to KB sq         | Kt to Q sq         |
| 14. KR to K Kt 2 (ch)   | K to R sq          |
| 15. Q to Kt 3 (a)       | Q to K Kt 4        |
| 16. Q to K R 3          | P to Q 3 (b)       |
| 17. Q takes P at K R 7  | Q to K 2           |
| 18. Q takes R P         | P to K B 4         |
| 19. QR to K Kt sq       | Kt to K 3          |
| 20. B takes Kt          | P takes B          |
| 21. R to Kt 7 (c)       | R to B 2 (d)       |
| 22. Q mates             |                    |

#### NOTES.

- (a) White's attack is now very strong.  
(b) Why not P to Q 4?  
(c) Decisive.  
(d) A mistake, but Black's game is irretrievably lost.

#### GAME 138TH.

Played in match between Messrs. Henderson and Shaw, at the Montreal Chess Club.

Remove Black's KB P.

- |                    |                         |
|--------------------|-------------------------|
| WHITE.—(Mr. Shaw.) | BLACK.—(Mr. Henderson.) |
| 1. P to K 4        | Kt to QB 3 (a)          |
| 2. P to Q 4        | Kt to K 4               |
| 3. P to Q 5        | Kt to B 2               |
| 4. P to KB 4       | P to K 3                |
| 5. Kt to KB 3      | B to QB 4               |
| 6. B to QB 4       | Kt to KB 3              |
| 7. Q to K 2        | Castles                 |
| 8. Kt to QB 3      | B to Kt 3               |
| 9. B to K 3        | R P takes B             |
| 10. B takes B      | P takes P               |
| 11. QR to Q sq (b) | Kt takes P              |
| 12. Kt takes P     | Kt to Q 3               |
| 13. Castles        | K to R sq               |
| 14. B to Kt 3      | P to QB 3 (c)           |
| 15. Q to Q 3       | Kt to B 3 (c)           |
| 16. Kt to K 3      | P to Q 4                |
| 17. B takes Kt (d) | Kt to K 5               |
| 18. B to K Kt 3    | Kt takes Kt             |
| 19. P to QB 4      | R to K sq               |
| 20. Kt to K 5      | R to K 5                |
| 21. P takes Kt     |                         |
| 22. B to B 2       |                         |
| 23. Q takes R      |                         |

And Black resigns.