

TALKS WITH TEACHERS.

The minister of Education for Ontario has warned the teachers of that province against the use in the school-rooms of so-called "school helps," as being against the regulations and not in accord with the course of instruction. He also takes occasion to notify those who continue to use them that they will forfeit the allowance paid by the province.

Warning may be necessary in other places besides Ontario, as these little school skeletons are creeping in nearly everywhere, and are being hailed as bonanzas by those teachers who are too indolent to prepare their own work. They embody the shadow without the substance in every case. What can be more superficial or machine-like than some of the stuff that is being offered teachers on all sides to-day—outlines of history, consisting of dates and disconnected facts without ideas or inspiration of any kind? In the olden times, and less frequently in our own, teachers objected to the answers to arithmetical questions being given. Now, not only the answers but the solutions are thrust in our faces, which in nearly all cases is the reverse of complimentary to the intelligence of the teachers, at least, and must be destructive of all research and self-reliance on the part of the pupils.

Can anything be more namby-pamby than the efforts of some of these school helpers to bring to the notice of the teachers the solutions of the simplest problems in geometry, or the analysis and parsing of the easiest sentences? And the worst feature of it all is that many teachers approve of this, though, it may be added, that the majority of these are not given to preparation of school work.

What are we coming to, and what is to become of those principles of self-reliance that we are so prone to quote? Beware of all scrappy skeletons called "school helps," and "drink deep" at some richer well of knowledge!

A school principal, a few days ago, overheard two boys using improper language on the school grounds. He soundly punished both, as they deserved. The next day the father of one of the boys called upon the teacher to thank him for the admonition he had given, and requested him to repeat it should the same occasion arise. The parents of the other boy kept him from the school. Comment upon the action of the two families is scarcely necessary. Commendation is out of place in the first case, because the father could take no other course if he valued his boy's future and desired him to become a good citizen. What shall we say of the other father? If his boy grows up to defy him and become

an undesirable member of society, the fault will not lie with the teacher or school, though some of it may be imputed to them. Where does the responsibility of parents come in? It may be feared that indulgence and mistaken kindness on their part will result in many future heart-burnings for them, and though they may not be conscious of it, they are responsible in that they are countenancing not only a breach of morality, but a disregard for authority, which, if carried a little further, the result in either case can readily be forecast.

For the REVIEW.] NATURE LESSONS.

Pop-Gun Airs. II.

TEACHER. We had some experiments showing how currents can be set up in air, you remember?

SCHOLAR. Yes. When the air is warmed it expands and therefore becomes lighter, and the cooler air rushes in to take its place.

T. Mention some of the more common experiments which we can observe nearly any time without going to the trouble of making any apparatus to show it ourselves.

S. The draught in chimneys and stoves.

ANOTHER S. The draught in lamp chimneys and the ascent of candle flames.

A. S. The ascent of all flames and of the hot air in the school room.

T. That will do. And what does the heating which causes the currents in the air which we call winds?

S. The sun is the first cause, then the different kinds of surface of the parts of the world which is warmed by the sun.

T. That will do. You have been satisfied that if the sun heats some portions of the world's surface more than others, and thus warms some portions of air more than others, that there will be an uprising of the warm air and an inrush of colder air from some of the sides. But our point in this lesson is to discover something else which may have something to do with the rush of a current of air. If one of the boys should run across the playground, and without noticing anyone in his way come against some persons standing, what would be the result?

S. Why, he might knock them down.

T. Have you ever seen one knocked down in that manner?

S. Yes. I have both seen it and felt it.

T. Which would be the more upsetting, a big boy or a small boy supposing each to be running with the same velocity?

S. The big boy, of course.