

contain, and a genuine longing to promote their highest welfare.

He who wishes to have children come to him must first go to them. Unkind words, severe looks, harsh treatment, never won a child's heart. A teacher must not expect to receive better than he gives. Frowns do not beget smiles. Clouds are a poor promise of sunshine. Every look, every tone, every action of the teacher has some influence upon the child's feelings. Observe those boys filing into the great school-room. How carefully the teachers watch them, to keep them in perfect order! One little fellow gets out of his proper place; a smiling teacher lays her hand gently upon him, and says, "Carefully, Charley!" Another walks somewhat astray; whereupon another teacher violently jerks him into place, and crossly says, "Mind what you are about!" The incident may seem a trifling one, but it shows a vast difference in the spirit of the two teachers,—a difference quite broad enough to account for the fact that one teacher is loved while the other is not.

We have seen a school pass successively under the control of two teachers. There were the same children, having at all times the same natural capacities and susceptibilities. Under one, they were orderly, obedient, affectionate; under the other, they seemed to be everything that was annoying and hateful. Who caused the change? Pupils or teacher? One teacher felt and manifested by kindly looks and acts a real regard for her pupils; she always greeted them cheerfully; showed an interest in their sports; sympathized with them in their little trials; provided pleasant and useful employment for them when they were not occupied with recitation; devised numerous ways of making her instructions attractive as well as practical; labored for them with that enthusiasm which springs spontaneously from an earnest and loving heart; in fine, she seemed to live in her pupils, she made their joys and sorrows her own; taught them patiently and thoroughly; governed them kindly yet firmly; and rejoiced in their success as in her own.

The successor of this teacher was cheerless in her manners; not that she intended to be unkind to her pupils, but she seemed to them unsympathizing, unamiable. She struggled hard to maintain order in the school-room, but she depended chiefly on force and fear. She failed to cultivate the better feelings of her pupils. Force and fear are good things under some circumstances, yet, of themselves, they never incite to high motives or kindly emotions.

It is not strange that this teacher found her pupils disagreeable and that they regarded her in a similar way. Pursuing a course so different from her predecessor's, she obtained a widely different result. The difference between the two states of the school was just as great as the difference between the two teachers, and the latter was the cause of the former.

Granting all we have said to be true, some one may ask, "How can a teacher who sees that her pupils do not love her obtain their love?" To such a teacher we would say, strive to feel a tender regard for your pupils; seek out and patiently cultivate their good qualities; dwell not too much on their bad ones; show them by your constant bearing that you are indeed their friend; preserve with a resolute determination a cheerful equanimity of temper; rule firmly, but pleasantly; as far as possible, dispel all clouds from the school-room by the sunshine of your kindness. *Resolve*, day by day, that you will establish and maintain happy relations between you and your pupils, and in spite of many discouragements you will doubtless achieve success.—*Mass. Teacher*.

## 2. WHAT CAN BE DONE TO IMPROVE OUR PRIMARY SCHOOLS?

No possible question could be raised of more importance to the educational interests of any community. The strength of most communities, the wealth of benevolence, the prayers of the churches, have heretofore been chiefly for the blessing of a few hundreds in seminaries and colleges, for instruction of a few score in academies and high schools, while the foundation of the education of these same scores and hundreds is irregular and uncertain, and that of the masses in elementary schools has been almost wholly overlooked.

It has been well said that the educated man differs from the uneducated, not so much in what he actually knows, as in his power to appropriate to himself the facts continually presented. All life is but a school, and the part we spend in a so-called school-house is valuable not merely for what is there learned, but more especially for the formation of habits and the cultivation of methods by which we may grasp the knowledge every where put within our reach. The Old Red Sandstone lay before thousands who only saw varying building-material where Hugh Miller learned to read a story of creation.

Habits of accuracy in observation, in statement, and in movement, are to be formed, with respect for rightful authority to make dutiful children, upright citizens, and a God-fearing community. To secure this, the great work of the schools must be done in the

elementary departments. More than two-thirds of the children in this and similar communities go forth to work and for various purposes before they are ready for the grammar schools. It is of vital importance to individual, to social and to national life, that in the brief period in which the school-influence is upon them it shall be the best possible influence.

Reading and spelling are the great keys to unlock to us the treasures of thought, of investigation, and of experience of others. A good speller and reader is in the way to any education which his circumstances admit. If we can send forth an army of good readers from our lower schools, we need not fear any decrease in knowledge in the community, how few soever pass through the higher courses of study. To make such readers requires not only careful drill in pronunciation and articulation—the mere mechanical part of reading,—but such understanding of the subject matter as shall inspire a delivery that will convey to others a like understanding of the author. This can only be reached by the widest investigation to answer the questions that will arise in the daily reading-lessons.

We now embrace Reading and Spelling, with some Arithmetic and Geography, in our primary courses. We shall improve not so much by radical changes here as by giving better opportunity to work.

The primary teachers have frequently too many pupils for each. The teachers themselves are trained to make that a stepping-stone to other positions, in stead of being encouraged to develop their own power in a department that ought to rank as equal with others. In large buildings the lower primaries are often put in the basement, and teachers and pupils alike are confused and bewildered by the noises around and above them. The teachers should have such wages as will retain there such as develop those qualities specially demanded in a primary school. They need charts in variety for Drawing, for Reading, for Natural History, for helps in guiding and answering the thousands of questions every mother has heard from the little ever-active students at her feet. A well-equipped primary school should be a great well-ordered family, with its facilities for illustration, its pictures and its cabinet multiplied as many times as it exceeds the private family; its teacher in sympathy with childish needs, yet with womanly dignity to command respect, love, and obedience. Such teachers have gone from the primary schools of our country; such teachers are now in the schools, and others will follow in a brief apprenticeship, passing up and through and away without showing their full power as primary trainers, for want of proper support and opportunity, unless the process of putting up a loosely-fastened, unevenly-jointed educational structure, with uncertain foundation but gilded spire, shall be set aside, and broad foundations, firmly settled and compactly joined together, shall be placed first, making a basis upon which the work of a lifetime may be securely put, and then only have a beginning made in the work our Creator intended these minds to do.—*Jas. H. Blodgett, in Illinois Teacher*.

## 3. KNOWLEDGE OF GEOGRAPHY A POLITICAL NECESSITY.

The brilliant success that has attended the Abyssinian Expedition, and the foresight with which the difficulties resulting from climate and other natural obstacles have on this occasion been overcome, remind us that a change has come over the requirements of high office since the time when, through Lord Castlereagh's sheer ignorance, an important fortress lapsed into the wrong hands at the Treaty of Vienna; or when a former Duke of Newcastle, also a Prime Minister, audibly expressed his astonishment at the discovery that Cape Breton was an island. Perhaps, however, there is no subject concerning which more loose and vague conceptions prevail, among even fairly educated Englishmen and Englishwomen, than with respect to the distinctive physical characteristics of distant countries. Occasionally, indeed, when some member of a family is resident in another clime, the interest attaching to the individual awakens a kindred interest in the home circle, in the often strangely dissimilar conditions of his lot. Such intelligence, however, is rather the exception than the rule; and when we consider how many of our youth are annually leaving our shores to pursue their fortunes in distant dependencies and colonies, unprepared, save by the most superficial information, to encounter the dominant natural influences which will surround them in their new life,—often, indeed, destitute of information on which their own health and success must largely depend,—we can scarcely refuse to admit that few studies have a better claim to increased recognition in our schools than that branch of science which more especially brings before us the main conditions which regulate all animal existence throughout the globe. Without in any way pledging ourselves to an estimate like that of Mr. Buckle, of the paramount influences of food and climate on the fortunes of the human race, we may yet allow that