

work and take to higher flights. Neither would it appear to be advisable to extend the period of training beyond the present limit of two years. A third year's course, such as was allowed in the earlier days of training schoolmasters, only benefited a very few. It is only a few who could afford it, and they are not always the most fitted to receive it.

The proposal, indeed, suggests so many difficulties, that one is tempted to ask whether we ought not to be contented with the present *regime*; insisting as much as possible on demonstration by experiment on the part of the college instructor, but not attempting to make any further demand on the time of the already overburdened student in training. Men with any native ingenuity, and a sufficient knowledge of the laws underlying physical phenomena, will readily devise means of illustrating their lessons. What they have to teach is simple enough, and the necessary experiments are simple enough. Sufficient dexterity in manipulating can easily be acquired by any teacher who is worth his salt, at much less cost than loss of time in his two short years of training.—*The Schoolmaster (Eng.)*

TEACHERS; THEIR QUALIFICATIONS AND DUTIES.

Next in importance to self control, I would class the ability to maintain order in the school-room. Somebody has said, "There may be order without instruction, but there can be no instruction without order," and I know of no better way of expressing my own opinion on that subject. Besides, I consider it as much a part of the teacher's duty, to teach the children to *obey* as to teach them to read. Many children have no other restraint than that of the school-room, parents or guardians being either unable or unwilling to restrain them, and they grow to manhood and womanhood in constant antagonism with and rebellion against rightful authority. Consequently they, unprepared to yield a ready obedience to the laws of the land, grow from bad to worse, and sooner or later furnish a large share of the criminal and lawless classes of every community, simply for want of a little wholesome and necessary discipline and restraint in childhood and youth. Certainly, they who will not obey parent, guardian, or teacher, cannot be expected to readily obey the laws of the land.

Following ability to control, I would place ability to interest. To do this successfully will require a variety of attainments, many of them not mentioned in the statutes made and provided. In addition to a knowledge of those studies mentioned for certificates, I would say a general knowledge of history, ancient and modern, natural history, geology, and in fact, the greater variety of information, the greater the possibilities for instruction. Now I am aware that some people may well question, as to what direct benefit a knowledge of geology, natural history, etc., etc., might be to a teacher in one of our primary schools. Yet, if they will but stop and consider for a moment, they will readily see there is scarcely a day in the school year, but some lesson treats of beast, bird, fish, fowl, earth or water, and if the teacher knows no more of the subject than may be found in the lesson provided for the children, the chances are that the children will know even less, and that lesson will be a failure.

Perhaps I should not say failure, but it will partake very much of the nature of bread, alone, for dinner. The bread may be of the best, but taken alone will seem dry and unpalatable. How nicely a little good butter, judiciously applied, lubricates its passage into the stomach, and then kindles the fires to warm it up, and also heats the grand machine, which is, indeed, so "wonderfully made."

But, I can, perhaps, better illustrate in this way. I open a First Reader, and the first line I see reads "A fat hen. A big rat."

Now you say that is a very plain case and needs no comment. Possibly! The teacher can doubtless, after a time, succeed in teaching the little ones to speak the words in exact imitation of the teacher's voice, accent and all. If I should say, they have been taught to *mimic* the teacher, how far wrong would I be? Suppose, however, instead of trying to teach the memory to retain the sounds and accents as used by the teacher, a little time be devoted to telling something about the habits, or particular descriptions of "a hen," and "a rat," drawing as much from the children as possible, the teacher supplying what they lack. How long will it be before the little eyes will begin to kindle with enthusiasm, and the little piping voices, each in its own individuality send out the words in all their completeness, with accents hardly to be improved? Does it never occur, that children talking, as a rule, give proper emphasis to the words they use? They may not use proper words, but there can be no mistaking their meaning by the emphasis placed upon their words.

And here I may say that the teacher's success will be proportioned to the ability to interest, and the ability to interest will be proportioned to the knowledge of the various subjects as they are presented for consideration. Of course, anybody can take a *great* occasion, or a *great* subject, and make a sensation. But unfortunately for the mass of the human family, great occasions are like angels' visits, "few and far between," and those who wait for them usually find not only the *sear* and *yellow leaf* of life, but even its withered branches, and still the coveted hour not come. So the teacher must learn to be great in the small things of everyday life.—*Supt. J. Hinson, Wis.*

PROGRAMME FOR TOWNSHIP INSTITUTES.

L. P. HARLAN, SUPT. MARION COUNTY, INDIANA.

1. *Methods of Instruction.* (1) *a* What determines method? *b* What are the sources of all primary ideas? *c* What faculties in the child are first developed? (2) Classification of methods, as—*a* The object-lesson method. *b* The illustrative method. *c* The Socratic method. *d* The authoritative method. (3) *a* At what stage in the child's advancement is each method applicable? *b* To what different subjects are different methods adapted? *c* The combination of methods in one recitation, etc. Discussion by Institute.

2. *Reading—Continued.* (1) Reading as related to the intellect. *a* The meaning of words. *b* The form and construction of sentences. *c* The marks of punctuation. *d* The figures of composition. In this connection prepare an outline of topics, the answers to which will indicate a preparation of the lesson. (2) What means can the teacher adopt to excite the emotions of the pupil so that he may experience the feeling of the writer? (3) Methods in teaching delivery. *a* Expression—Imitation; rules to be followed; laws of taste. *b* Posture—Easy to himself; graceful. *c* Gesture—Those which assist in expression. Discussion.

3. *Arithmetic—Continued.* *a* How impart the idea of a fraction? Exercises in fractional expressions. Kinds of fractions by induction. Show from board, method of conducting operations in addition, subtraction, multiplication, and division of fractions. Illustrate form of board-work required of pupil, and write out the model of the explanation required, etc. Discussion.

4. *Pennmanship.*—*a* Organization of school into classes; necessary materials; instruction in position and manner of holding pen; grouping small letters; analysis of letters by groups; criticism of copy-books. Show Institute your method of teaching the subject, using the blackboard in your analysis. Discussion.