

ever may be his standing and character ; and the want of residences connected with the different school sections make school teaching too often a mere temporary employment for lads preparing for other professions. But this will continue to be so till the people are wise enough to see that they must hold out sufficient inducements to competent men to undertake the education of the youth of the country, if they would be free from the present unsatisfactory state of things. There are, no doubt, a great number of most deserving and competent gentlemen among the teachers of Canada ; but things will never be in a satisfactory state, educationally, till a higher rate of remuneration is afforded, and, as a consequence, a universally higher degree of acquirement and teaching powers required and exacted.

Teachers and ministers occupy some of the most important and influential positions in a country ; and, while in order to have them occupy those positions creditably to themselves and profitably to the community, something more is needed than merely an adequate remuneration—yet such a fair and right recognition of their services is necessary ; a recognition which, neither in this nor in any other country, has been rendered to the extent we are persuaded it ought to be, and to which in our own growing and prosperous land we hope at no distant day it will.—*Globe*.

THE PRINCIPLES AND PRACTICE OF EDUCATION ;

OR, THE SCIENCE AND ART OF TEACHING.

BY GEORGE VICTOR LE VAUX, F.C.T.

Author of "*The Twin Records of Creation*;" "*A Hand-Book of Geology*," &c., &c.

[A series of articles on Education—the first of which appears in this number of the *Journal*—have been forwarded to us for insertion in the *Journal*, by G. V. Le Vaux, Esq., of Niagara Falls (formerly of the Upper Canada College). They have been compiled from lectures delivered by him to students under training for the office of teacher, and from those delivered before the members of Teachers' Institutes in Canada and the old country ; and also from his contributions, from time to time to the press, on educational subjects. Some of the lectures alluded to, reported in the press, were very well received on the other side of the Atlantic, and afterwards re-published in the Australian journals of education. We are therefore inclined to believe that Mr. Le Vaux's contributions to this journal will be appreciated by the friends of education in the New Dominion. If so, they will, we believe, in due time, be presented to the public in book form.—EDITOR.]

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NAPOLEON AND LINCOLN.

Introductory.—Napoleon the First being asked on one occasion, "What France needed most?" reflected for a moment, and then replied in his usual emphatic style, "Mothers." A similar question was propounded to Abraham Lincoln, and his reply was equally laconic. The day prior to his assassination, one of his numerous friends requested him to state "What he conceived to be the best prescription for the prostrate South?" No threatening words, no angry reproaches escaped the lips of the venerable President. Like Aaron of old, ever ready to make atonement for his people, he "stood between the living and the dead"—between the conquerors and the conquered. A rock of peace in a sea of war, a loving father of a disobedient family, he was ever ready to "kill the fatted calf," and to receive the penitent prodigal to his bosom.—In a moment he replied, "Good schools and efficient teachers." Both these great men were right ; they thoroughly understood the wants of their respective countries. But the whole world, as well as France, requires good mothers. The whole race of man requires good schools and efficient teachers. Upon these benefactors—mothers, schools and teachers—depend the glory of the present—the temporal and spiritual welfare of all the countless millions who shall inhabit our earth in years to come.

MOTHERS THE FIRST AND BEST TEACHERS.

During the days of infancy, the mother, by her "teachings and influence," instils into the heart of the child the germs of those characteristics which, in time to come, shall distinguish him (or her) from all the world besides. In after years it is the teacher's peculiar province to invigorate those characteristics, and so develop the mental, moral and physical powers as to fix indelibly the noble im-

pressions first made by the dearest and kindest of earthly friends. It is from mothers alone that children will learn as if by instinct. In early childhood they are therefore the best of all teachers ; but as time rolls on, and the child merges into the boy, the nature of our institutions, in conjunction with domestic or public duties, compel the parent to delegate his (or her) powers, duties and privileges to another. That other is the teacher, tutor or preceptor—the representative of the parents in all scholastic matters. Thus, instead of every parent in a town or district being compelled of necessity to assume the office of private teacher to his (or her) own family, thereby neglecting other duties, a common tutor or teacher is appointed to represent them all, who is, by reason of his training and experience, far more skilful as an educator than each individual parent could possibly be. He is, for the time being, the common parent of all the children under his charge, and should therefore treat them in every respect as if they were really his own.

THE PARENT'S REPRESENTATIVE.

Now, as the teacher is the natural and legal representative of the parent, it is evident, in the nature of things, that those who disrespect the authority or person of the one, will also disrespect the authority and person of the other. Consequently, if parents desire the respect and love of their children, and are anxious they should grow up to be good and worthy citizens, they should teach them, by precept and example, to love and respect their teachers,—otherwise they will nullify the labours of the teacher, and injure their own offspring for time and eternity. Amongst the Greeks and Romans, no profession or calling was so highly honoured as that of the educator of youth. The authority of the teacher and parent are patriarchal and inseparable. If by word or deed parents despise education or disrespect educators, how can they possibly expect their children to love the one or revere the other. Indeed, it would be a miracle if the child of such a parent ever became a scholar, a Christian, or a man, in the true sense of the word.

CAUTION NECESSARY IN PARENTS.

How extremely cautious, therefore, should parents be in this respect ! As regards the teacher personally, the time has come when he will be honoured by all whose esteem is worth having—by all who value education and are educated themselves. Mark well the man who speaks lightly of education or of educators—who exclaims (with the fox), "the grapes are sour." He is sure to be a creature never troubled with much intellect—neither a scholar nor a gentleman—a babbler, but no thinker. The applause of such folks, though not to be despised, is not to be coveted. Having chosen his sphere, let the teacher—the mind builder—pursue a straightforward course, and not deviate therefrom to the right hand or the left. Though the road may be dark and cheerless at first, it will gradually brighten, and at the further end he shall be met by One who shall welcome him, and say—"Well done, thou good and faithful servant. Enter thou into the joy of thy Lord."

TEACHERS FOLLOWERS OF THE GREAT TEACHER.

The teacher's work is a noble work, worthy of the holiest character, of the highest intellect and of the greatest skill. The teacher, if he be what he should be, can lift up his head and say, "I follow in the footsteps of the Great Teacher. I also am a disciple, an apostle, and even a fellow-labourer of Him who said, 'Suffer little children to come unto me and forbid them not, for of such is the kingdom of God !'"

TEACHING THE NOBLES WORK, &C.

The banker, the merchant, the farmer, and the mechanic, all work on dead matter. The banker and merchant, by fair means or foul, endeavour to accumulate wealth. How different is the work of the teacher, who works upon the living principle—the immortal mind ? His wealth is seldom of this world. In like manner the sculptor, the painter and the artist, high though their calling be, are far beneath him as regards the public utility of their work and dignity of their vocation. Their highest object is to model the human form, or faithfully represent the same on canvas ; but it is the duty and privilege of the teacher to cultivate the finer feelings of the heart, to develop the powers of the mind, to influence the morals of his age—to promote the happiness and welfare of mankind generally. His profession is connected with time and eternity, with the present, past and future ; its results are everlasting, its effects indelible. He who spake as man never spake, even the Prince of Life, lived and died as a teacher, and his last words, "Go and teach all nations," are still ringing in our ears. How grand, how high and glorious a work, therefore, is teaching—a work on which the well doing, well being and future happiness of man chiefly depend !

TEACHERS FORM THE CHARACTER OF THEIR AGE.

Teachers form the character of their age. They cannot fail to