

Court for having punished a boy much given to talking, by fastening a strap round his tongue and tying it by a string to a chair. The magistrate decided that no defence was necessary. The master had merely wished to degrade his pupil—the same as by putting a fool's cap on a boy's head, or tying the arms of a boy given to fighting. The case was dismissed, but the teacher was not allowed costs, whereupon a leading educational paper takes the magistrate severely to task, and seems to think the teacher received scant justice. The incident affords a curious little glimpse at the low state of English opinion and practice in the matter of discipline. If an Ontario teacher were to follow this precedent he would find himself more famous than he desired, and would probably be heavily fined and perhaps dismissed from the profession.

The following story from the *Illinois School Journal* shows how a little good humoured tact enables a teacher not only to overcome difficulties but to make people laugh with him and enter into sympathy with his work. We have room for about 7,000 such teachers in Ontario, and as many more in the other provinces:—

"A certain teacher, who is well known in at least one county in the State, was troubled by the over-crowded condition of his school-room. Appeals for additional seats were disregarded by his directors. He at last determined to accomplish by indirect what he had been unable to effect by ordinary means, so one day, when all the available seating facilities were in use, and a boy was ensconced in the teacher's chair and a few more on the floor, he sent for his Board. Mr. A. came in and was warmly received by the teacher. He looked about somewhat hesitatingly and said, 'Well, Mr. A., I should be glad to give you a chair, if I had one, but I am just out. Make yourself at home; sit down on the stove.' Mr. A. to the amusement of the pupils, awkwardly bestrode the "warmer," which the favorable weather had not yet brought into active operations. Shortly after, director number two appeared. He was received with equal cordiality by the teacher, and, from necessity, took his position with number one. Number three put in an appearance a little later, and was offered a place by the side of his official colleagues. But about that time it began to dawn upon the minds of the triumvirate that the teacher was less innocent than his "childlike and blank" countenance indicated. The president called him one side with, "Mr. R., I am a little busy, and will call again. How many do you need?" It is needless to say that an adequate supply of desks, with all the modern improvements, were on hand in the shortest possible time."

The Southern Illinois State Normal University was destroyed by fire in December last. While the flames were yet roaring and surging, a call was issued for a mass meeting of the people of Carbondale. Steps were taken the same evening to repair the damage, and \$3,000 subscribed on the spot to erect a temporary building until the former beautiful edifice can be restored. Dr. Allyn, President, announced:—"School will be called at the usual hour to-morrow morning at the M. E. Church. The University will not lose a single day!" That is characteristic western pluck and energy. The library of 8,000 volumes was saved by the coolness and determination of one of the professors.

At the Annual Convention of Protestant Teachers in Quebec held at Lachute, Oct. 25th, Principal McCabe of the Ottawa Normal school, delivered a lecture on *English Grammar Teaching*. In the course of an address to the Convention, he considered the question that faced every teacher when he took a new pupil, namely, "What shall I do for him?"—

"First then, the teacher has to give him his outfit for the work of life. Secondly, he must teach what he has to teach so as to train the pupil's mind. There is no finality in education, and the true test of an education is the development of the pupil after he leaves school. All a teacher has to do is to impart to his pupils a desire for knowledge. The teacher has minds to deal with, and he must understand fully what the mind is. The mind develops slowly, and a teacher makes a mistake if he appeals to mental powers not yet fully awakened. No opportunity should be omitted of awakening in young pupils the observing powers, by means of drawing, object lessons, and music. If this part is well done, the hardest part of the work is accomplished. It is from this point of view that it is necessary to be careful about the use of text-books which cramp the powers of observation while appealing to the memory.

In an article in the *Educational Record* Mr. Rexford recommends the following books for teachers which may serve to supplement the list we recently gave in these columns:—

"Skeat's *Etymological Dictionary*, Morrison's *School Management*, Emberson's *Art of Teaching*, Hughes *Mistakes in Teaching*, Parker's *Talks on Teaching*, *Methods of Teaching Geography*, by Lucretia Crocker (30 cts.), *Graded Instruction in English for the use of Teachers*, by Mr. O. T. Bright, Chicago, *Elementary Lessons in English*, Gage & Co., edited by Principal McCabe, *Primer of Politeness*, by Alex. M. Gow, Drysdale & Co., Montreal."

The young teacher who means to master his profession, must have such books even if minor luxuries have to be dispensed with.

It seems probable that the Nova Scotia Legislature at its approaching session will take steps, in accordance with the urgent representations of the Superintendent of Education, Dr. Allison, to put the matter of intermediate education on a better footing. Nova Scotia has good elementary schools, and a very superior Normal School; but she needs for the symmetrical completeness of her educational system a series of well equipped and efficiently sustained High Schools. Of such at present she has but a limited number.

The wave of agitation respecting classical studies started by Mr. Charles Francis Adams's noted address has not yet entirely subsided in the United States. To say nothing of Lord Coleridge's emphatic utterances at Yale, the soundness of Mr. Adams's destructive criticism has been called in question by Dr. Porter, President of Yale College, Dr. Peabody, of Harvard, and Dr. Seelye, of Amherst. Mr. Adams, however, can console himself with the fact that a large part of the daily press has expressed substantial concurrence with his views. The discussion is pretty sure to lead to advantageous modifications of prevalent methods of teaching classics.

Mr. Mundella, the English Minister of Education, distributed the prizes at St. Katherine's College, Tottenham, Dec. 7th.