

awaken strong sympathies and rarely fail to secure for the children the privileges of the school.

There is one more thought on this subject we wish to present, and that relates to the time children should attend school. It may be that there is not much danger of attending too young; but there is danger of discontinuing too soon. The latter years at school are the most valuable to the pupil. It is then he is gathering up and understandingly using the material which has been collecting in his intellectual being during his previous course. He is then beginning to know what education is, and to feel and appreciate its power. "One year more, a little longer, the teacher often pleads, that little additional time will be so valuable." Too often for a trifling service, or a little advantage on the farm, the clever boy is taken from privileges under which his mind was maturing, and which was to spread an influence over his whole life. Keep the pupil at school if possible. His future good is wrapped up with this as well as the future influence of his family.

And thus we would urge upon the friends of education to perfect the work begun, extend the blessing until it comes to every home and encircles every youth. Encourage good teachers, for in an important sense, the teacher is the school—and the best teacher is always the cheapest.

By the energies and vigor of christian sympathy, seek out the poor and indifferent and make them feel how much of hope, full of brightness and beauty, there is in the school, that it has a mighty leverage to lift to social influence, and political power.

The school system of our country thus worked out will produce the best and most valuable results, for it assuredly will elevate all, and degrade none. Contemplating such results, we think the poet of the next generation will not sing as did the poet of the last—

"That many a flower is born to blush unseen,  
And waste its sweetness on the desert air."

The fragrance of the flower will be gathered and embalmed, and its sweetness, distilled as celestial dew, will descend only to enrich, beautify, and ennoble the world.

## COUNCIL OF PUBLIC INSTRUCTION.

### MINUTE OF COUNCIL.

THE Council of Public Instruction having considered the petitions of a large number of Teachers and others interested in Public Schools, and having heard the report of the Superintendent of Education on the subject of these petitions, decide, that the re-examination of Teachers holding District, and Normal School Provincial License, notified to take place in September next, be for the present dispensed with, and that the holders of these License retain their position among the Teachers of Public Schools as heretofore.

The Council further ordered "That Teachers holding District and Normal School Provincial License, and also those holding License from other British Institutions for the training and instruction of Teachers in their profession, may, on petitioning,—the petitions being accompanied with certificates from Inspectors of Counties in which the applicants have taught, and also from others interested in education, assuring this Council of the good moral character of the petitioner, and also of success in teaching,—have the License above named annulled, and in stead thereof, upon the advice and with the concurrence of the Superintendent of Education, this Council will grant such a License as the Law now requires, and thus place the holders of such new License upon an equality with all other Teachers holding License from the Council of Public Instruction."

The Council also further ordered, "That the above regulation shall not extend to Teachers below the First and Second classes: and that those holding District, and Normal School Provincial License, of such classes, must apply for the above named change within one year from date."

A. S. HUNT,  
Sec. Coun. Pub. Inst.

August 27, 1870.

## READING.

VOCAL reading is the art by which one utters words which exist upon the written or printed page before him. This is all that a beginner does, all which many who commenced long ago yet do. But good reading means much more than this.

To be a good reader, one's voice must be clear and flexible, his articulation distinct, his understanding quick, his imagination vivid.

To say that a person can read, may mean much or little. In all our schools we have reading: but how much more meaning is in the word when applied to the act as performed by some one who excels in it, than when applied to such exercises as we daily hear to our sorrow.

When we consider what a source of improvement, happiness and entertainment it is, we wonder that there are so few proficient in the art. Young ladies are willing to spend years learning music as an accomplishment, whether they have a natural taste for it or not,—that matters little. They must have some means of making themselves agreeable when they have exhausted conversation upon their narrow range of subjects. But not one in a score can read a page so that a listener can appreciate it, if she herself does.

While we would not depreciate the value of music, we would elevate that of reading. This may be made a means of much good in a family. By the effort of one member of it, all can gain information of the current news, can be instructed in science, literature, and art; can soar on the wings of poesy, or revel in fun.

Certainly reading is a fine art, though it be not reckoned among the fine arts.

If, then, its importance is so great, much attention should be given it in our schools.

But to attain the desired end is no easy matter. There are disagreeable voices to contend with, there are numberless ones so low as to convey no syllable a reasonable distance, there are firmly closed teeth to open, there is rapidity to check, and slowness to hasten.

"In vain for them the pleasing measure flows  
Whose recitation runs it all to prose;  
Repeating what the poet sets not down,  
The verb disjoining from its friendly noun,  
While pause and break and repetition join  
To make a discord in each tuneful line."

The list of faults need not be prolonged; each can lengthen it at pleasure. These may by perseverance be in a measure overcome, and usually may in time be wholly cured. Much more depends upon the will of the pupil than the power of the teacher.

Scholars frequently seem to have the idea that anybody can read. They think that lessons need no preparation. When such is their opinion, it is of no use to compel them to read over the lesson a designated number of times. We have many times seen pupils obeying such commands by rushing through a piece just as fast as one word could follow another. When those were requested to raise their hands who had fulfilled the order, theirs were most prominent.

Some things pupils may be forced to learn, but they cannot be compelled to become good readers. Here the heart must be. They must see with their mind's eye what they are describing, they must feel the sentiments they are expressing, they must enjoy the humor of a comic piece.

Hence the necessity of a thorough understanding of what is read. We are often surprised to find what curious ideas of the meaning of words pupils have. We cannot too carefully correct errors and impart truth. Scholars should be encouraged in the frequent use of the dictionary, and such books of reference as they have access to.

In connection with a reading lesson, a vast amount of information upon all subjects can be gained by scholars. As our books are now arranged, some account is given of nearly every author. If a pupil is required to learn the main facts of the life of each one as he proceeds, he will gain a knowledge of the principal writers of our own and foreign lands, which he might never else have. And after hearing authors and their works talked about, he will perhaps feel a desire to know more, and so be led to pursue a course of reading which may influence his whole after life.

Perhaps not more than one in fifty may be materially influenced; but that one is worth working for, and we cannot be sure which of those before us is he.

Michael Angelo could see the finished statue in the shapeless block; but those who dug it had not the power.

We are workers in the quarry, and cannot tell what is in the mind of the Great Master. It is our duty to do well the part assigned us, and hereafter some form of beauty may arise where now we least expect it.

Besides acquainting themselves with authors, scholars may learn much from the allusions found in the lessons. These are of all varieties, scriptural, classical and miscellaneous, and as far as possible should be explained. It does not do to take much for granted, and though it may seem certain that there is no need of explaining some common allusion, very likely some scholar is entertaining most ridiculous ideas concerning it. There is no limit to the range of subjects which can be investigated in connection