

The scientific course in Faraday Hall will embrace instruction in Chemistry, Mineralogy, Geology and Astronomy, with provision for telescopic observation.

It only remains to be added that Dr. Nelles has always been an intelligent and active promoter of the work of education outside of his own special sphere. His influence in this respect has done much to aid the work of public instruction in and around Cobourg, and not a little also in the Province at large. Amongst his students he has always been popular and respected, and though he seldom enters the pulpit, the few sermons he preaches are listened to by large and intelligent audiences. Should he be spared to the institution over which he has so long presided, it is safe to predict for it a career of greater prosperity and usefulness than it has yet experienced, the more so as it is now the most important educational institution of so large and influential a denomination as the Methodist Church of Canada.

Gleanings.

DO NOT FACE THE LIGHT WHEN AT WORK.—Statistics kept by oculists employed in infirmaries for eye diseases have shown that the habits of some persons in facing a window from which the light falls directly in the eye as well as on the work, injure their eyes in the end. The best way to work is with a side light, or, if the work needs a strong illumination, so that it is necessary to have the working table before the window, the lower portion of the latter should be covered with a screen, so as to have the top light alone, which does not shine in the eyes while the head is slightly bent over and downward toward the work. In the schools in Germany this matter has already been attended to, and the rule adopted is to have all the seats and tables so arranged that the pupil never faces the windows, but only has the side lights from the left; and as a light thrown simultaneously from two sides gives interference of shadows, it has been strictly forbidden to build school rooms with windows on both sides, such illumination having also proved injurious to the eyes of the pupils. We may add to this advice not to place a lamp in front of you when at work in the evening, but a little on one side, and never to neglect the use of a shade so as to prevent the strong light shining in the eyes. This is especially to be considered at the present time when kerosene lamps, with intensely luminous flames, are becoming more and more common.—*Medical Journal.*

—Professor Barbour, of Yale, told the Connecticut Teachers' Association, the other day, that not every dull recitation is to be laid to the charge of the scholar. The teacher, the school committee, the town, or some one else away out in the domain of secondary causes, may be chargeable for the failure. The teacher should be the head of the school in good spirits as well as good conduct. Let every teacher try it. Begin the school as if you had just heard good news and took pleasure in imparting it, and keep this up all day. Those whom we teach have a right to an intelligent handling of the mind in inviting it to study. The powers of the mind in learning are, first, detecting differences; second, observing samenesses; and third, retaining what is seen. These, however, cannot be exercised all at once, and yet how often are the retentive powers put to work, while the observative and discriminating powers are kept standing by idle. The heedless handling of the mind is not yet all over with. I maintain the right of the taught to such a quality in the teacher's character as will command their respect. The one who is in charge of mind to lead it into knowledge will only fail if, at every turn of the way, he cannot show himself the master. If a teacher fails in trying to explain a study to his pupil, he instructs that pupil no longer. If the narrow and selfish mind is discernible, the taught see it as soon, yes, sooner than others. "Let no man despise thee" was Paul's advice to Timothy. The taught have a right to the absence of a suspicion of questionable proclivities in their teachers. How are the taught to be led into the doing, if the teacher himself balks at the alphabet of the lesson? There is a hidden truth which makes the taught perceive the worth of his teacher. Knowledge itself is an instrument merely, and as ready to serve wrong as right. What is wanted is a training that will operate upon habit. The school is emphatically a great training school of manner, in perseverance, in punctuality, in veracity. There is an ethical training in the very discipline of the school. Moral harangues need not be frequent. Not the seeming, but the being, is the hid-

den force that compels the taught to own the genuine worth of the master.

—At a recent meeting in Boston of the School Committees and Superintendents of Norfolk County, one speaker said one result of the teaching in our common schools was the inability to think. Our schools are all wrong. Ask a question of a young lady in the high school, and if she has no quotation from a book on the end of her tongue, she replies that she does not know. Another member said that it is *how* to teach that our primary teachers want to understand, rather than *what* to teach. That is the main idea. He would have pupils taught by topics rather than from page to page. The quality of a teacher is regulated by the freedom which is allowed to him or her. Colonel Parker, of Quincy, attacked the A B C method, which is opposed to the science of education. Our method of teaching by text-books, also, from page to page, is false. A science is taught by steps. The first two years of primary education are the most important, and if that is wrong, there is no teacher in the universe who can eradicate the vitiation the child has received. The schools with teachers of ignorance are common. "How many stupid, ignorant teachers there are in this Commo. wealth! Don't rear your costly and magnificent reform schools, but let the children be sent into the wide, wide woods and by the airy shore. Do not force them to sit in the presence of so much petticoated and pantalooned ignorance."

—In the work of proper formation of childhood and youth, nothing is more important than clearness, accuracy, and precision, in the use of terms. A few distinctions will be drawn here for the purpose of illustration. *Education*, in its most practical and comprehensive sense, is growth; and in the same sense, *teaching* is cultivation. It promotes the growth. The children are the plants,—the teacher, the gardener. *Instruction* is feeding or furnishing forth food, and other conditions of growth. *Learning* is a process of growth, arising in the subject of education. It is acquiring knowledge as the plant acquires or absorbs elements of nutrition, changing them into fibre, flower, and fruit. *Training* is giving special direction to acquired force, fibre, growth, or power. It begets toughness and practical endurance. It also gives skill, readiness, art, wisdom. *Teaching* gives direction to the whole process.—*John Ogden, Ohio Central Normal School.*

—The following words are attributed to Edward Everett, one of America's most gifted orators. "To read the English language well, to write with dispatch a neat, legible hand, and be master of the first four rules of arithmetic, so as to dispose of at once, with accuracy, every question of figures which comes up in practice—I call this a good education. And if you add the ability to write pure grammatical English, I regard it as an excellent education. These are the tools. You can do much with them, but you are helpless without them. They are the foundation; and unless you begin with these all your flashy attainments, a little geology, and all other ologies and ophies are ostentatious rubbish." We are too apt to forget that these common things, as they are called, sometimes are the beginnings of education. In matters of education as in everything else the kind of foundation on which we build has much to do in determining the value of the structure.

—You visit a schoolroom filled with quiet industry. In a distant corner arises a slight disorder, so slight you hardly notice it, and the teacher, absorbed in the arithmetic recitation, seems not to observe it. A few minutes later, when the class are busy at the board, a signal no one else perceives summons the disorderly boy to the teacher's side. A talk follows, so low-toned that you do not hear a word, though you sit within a yard of teacher and pupil; you only know that the boy returns to his seat subdued, and is a model boy during the remainder of your visit. No other pupil is disturbed, not one second is taken from the working time of any but the offender. That teacher has tact.—*MARY ALLAN WEST.*

—Notice is given in our news items, of a call, signed by the school committee of a dozen or more towns, for the members of the same in three large counties of Massachusetts, to meet for the general discussion of the best means for increasing the efficiency of the schools under their charge. All hail the day when the much-abused school committee shall seek for more light for the better discharge of their duties. We hope that the good work thus begun will not be limited to our own State, but may extend to every town in the land where a public school exists.—*New England Journal of Education.*