

parents, especially to mothers as the first educators, to all who are interested in human progress, to all who view education as the discharge of an affectionate duty or a grave responsibility, to all indeed who are animated with a love of God or man.

II. Various Papers on Education.

1. TEACHER'S PROFESSIONAL BOOKS.

The older we grow in educational business, and the more we see of teachers and try to realize their needs, the more thoroughly convinced do we become of the high value of good professional books. Each may be an effective, portable normal school to the earnest teacher, better than any number of institutes or association meetings.

The Educational Department has a large supply of these books, and suggests the establishment of Teachers' Professional Libraries, for which the 100 per cent. is allowed to municipal and school corporations.

2. THE DOOR OF ADMISSION TO THE TEACHER'S PROFESSION.

There is no feature of our school system so vital to its success as that which places at the door of every school-room a board of examiners to determine who is qualified to enter there as a teacher and guide of youth. They are the sentries of the school system, and upon their fidelity and efficiency depend, to a great extent, its character and usefulness. No other school officers need a truer conception of their duties, or a more ardent devotion to the cause of education.—*White*.

3. WHAT A TEACHER SHOULD BE.

A good legislator, a righteous judge, a prompt executive, an efficient workman, a competent leader, a liberal partizan, a pleasant master, a warm friend, a good man: apt to teach, acquainted with human nature, earnest, prompt, clear, accurate, enthusiastic; diligent, emphatic, dignified, firm, courteous, forbearing, gentle, cheerful, patient, persevering.

4. HINTS ON THE USE OF CORPORAL PUNISHMENT.

Prof. W. H. Payne closes No. V. of his articles on "School Management," in the *Kansas Educational Journal* with the following:

"Corporal punishment is universally regarded as a disgrace; and in cases where the propriety of its infliction is questionable, troubles near or remote are almost sure to arise. As a means of inducing caution, where it is so much needed, the following rules are suggested:

- "1. Use corporal punishment only as a last resort, in case of grave offences.
- "2. The pupil's guilt should be established beyond a doubt.
- "3. As far as possible both teacher and pupil should be free from passion.
- "4. The rod should never be applied to the body above the hips."

5. PERSONAL PRESENCE AS AN AID IN SCHOOL DISCIPLINE.

The power to control and develop character in children is greatly the power of personal presence. Mr. Emerson says the aristocracy of Great Britain have ruled the British Empire for centuries by the magic of lofty manners. John Adams once said Washington succeeded because he knew enough to keep his mouth shut. To talk well and wisely is a great power, and many people greatly influence society by their power of expression. But the teacher who can preserve a manner at once affectionate, powerful, and dignified, and is economical of speech, enters the school-room with a prodigious advantage. Nothing amuses a mischievous crowd of children like a teacher who flies about like a restless hen protecting her brood, with ruffled feathers, clucking her displeasure, and filling the hours with a never ceasing cackle of useless talk. They enjoy the spectacle hugely, knowing she will in due time "run out" and they be left to their own pleasant devices. Our oral system of teaching, with all its advantages, has this great temptation; that it offers the opportunity for one of these loquacious teachers to flood her audience with a thin decoction of learning, seasoned with the pepper and

salt of reproof and moral precept. Avoid too much speech and a restless manner as the worst foes of true success. Cultivate a pleasant dignity and grace, a method of speaking plain, direct, but decisive, and as brief as you can handle. This matter of presence is an outgrowth of character, and you must observe all I have said previously if you desire to succeed in acquiring it. It will surely come with ripening culture and experience, and it is one of the most decided tokens of power in the teacher. There are some people so electric with life that they sway all souls by their presence; wherever they go a virtue seems to pass out of them; their face is a benediction and an inspiration, and dependent souls turn to them as the sun-flower turns to the sun. Aim perpetually to be to your children, not a stern governor or a marplot to all their happiness, but a gracious incarnation of wisdom, justice, and love. The ancients rightly symbolized wisdom in the form of the Goddess Minerva; for only where science is embosomed in a lofty and loving presence, are children won and moulded to a higher life.—*Ohio Ed. M.*

6. EDUCATING YOUNG WOMEN WITH YOUNG MEN.

President White, of Cornell University, has recently visited all the Colleges of the country in which young women are educated with young men, and has given his views on the subject at a meeting in Boston. We infer that, on the whole, he is favourable to the plan, and it is probable that it will be introduced in his University. He says that at Oberlin the best reading of Tacitus was by a young lady; at the Michigan University, a lady carried off the mathematical honours, and the girls stood the highest in the Botany classes; and at Antioch College they ranked very high in the German classes. So far as he could learn, the young ladies held their own remarkably well.

The training of women in the duties of domestic economy is now attracting great attention in England, and an institution is soon to be established under the patronage of the Earl of Shaftesbury, and other distinguished philanthropists, for the purpose of teaching the art of housekeeping. Lessons in cookery and baking bread are to be given, and lectures are to be delivered on food, cooking, house-keeping, the laws of health, and other subjects of importance.

7. EDUCATIONAL LESSONS OF STATISTICS.

At the late National Convention at Boston, a paper, on the "Educational Lessons of Statistics," was read by the Hon. John Eaton, Jr., National Commissioner of Education. Many amusing anecdotes were related of the style of education in the olden time, taken from the ancient records. In Boston, in 1825, public schools were opened for girls for the first time, but two years afterward the applications for admission became so numerous, that Major Josiah Quincy had them closed as a failure. Among the lessons taught by the census of 1870 were the facts that there were 6,550,808 youths under instruction in our public schools, at a cost of \$94,190,166, or \$14 per capita; that the cost per capita in private institutions was over \$8 more than in public ones; that there were 5,553,470 persons in the country who could not write; that while 300,000 voters in America, turning from the one side to the other, would control a Presidential election, this was 1-6 less than the number of illiterate males entitled to vote; that it was proved that educated labour was worth one-fourth more than uneducated labour, and in most of the States this increase would amount to many times the cost of the support of public schools. These facts had a meaning which would be apparent to every one.

8. THE BURNING OF SCHOOL-HOUSES.

As the season of the year draws near when fires are needed to make our school-rooms comfortable, it will be well for teachers and school-officers to take the trouble to examine with care the flues and heating arrangements in their school-buildings, in order to make sure that all is safe. A little care in this matter now may be the means of saving much money and, perhaps, the lives of some of the children. Every year, as the cool weather of the fall comes upon us, we read of the destruction of school-houses by fire, and of the narrow escape of those within. Some of these casualties, doubtless, are due to causes which could not have been discovered; but many of them might have been discovered and prevented by the exercise of a proper care at the right time. We do not think that there is of necessity more danger of fire with the modern furnaces than with the old fashioned stoves, but the furnace is further removed from the eye of the teacher, and hence is more likely to be left to take care of itself. *Illinois Teacher*.