

over at the time, and a private interview afterwards sought, in which the impropriety may be plainly and yet kindly pointed out. Correction must be administered with a very gentle and loving hand. But it will be found, generally, when the teacher possesses the respect and confidence of such a class as I am describing, that the maintenance of discipline will not occasion him much anxiety. Perhaps the advanced teacher's greatest difficulty consists in sustaining the interest in a continuous course of sound instruction. This is a considerable demand upon his diligence, his faith, and his skill. It is necessary to remember that real *teaching* is something different from mere exhortation or advice. A teacher may be very fluent in addressing his class, and yet he may to a large extent fail as a teacher. His duty is not only to impart knowledge, but to satisfy himself that it has found a secure resting-place in the minds of his pupils. Here is the difficulty, and here also the glory of the teacher's work.—*J. S. Fry, in English S. S. Teacher's Magazine.*

6. THE SCHOOL ROOM OPENING INTO HEAVEN.

In the teacher's profession, as in every other, we are not to judge of the possibilities or the limitations of the calling by its common aspects or its every-day repetition of task-work. I protest against the superficial and insulting opinion, that, in the education of children, there is no room for the loftiest intellectual enterprise, and no contact with divine and inexpressible wonders. Any teacher that so judges his vocation by its details belittles it. The school room, no less than the philosopher's laboratory, the studio, or the church itself, opens upwards into God's boundless heaven. Each of these very sciences I have named has moral relations, and terminates in spiritual mystery. And when you awaken a feeling of that great truth in your pupil by the veneration, the earnestness, and the magnetic devotion of your own mind, you have done him a service no less essential to the completeness of his education, than when you have informed his understanding of certain scientific facts. Arithmetic, for instance, ascends into astronomy, and there you are introduced to laws of quantity, which make the universe their diagram—to the intellectual magnitudes of La Place and Newton—to the unsearchable empire of that religion which feels after the God of Arcturus and Pleiades. The rules of grammar are only intelligible formularies that lie in the utmost boundary of an inexhaustible study. And the government of your pupils—what is it but the faint and erring endeavour to transfer, into the little kingdom you administer, the justice and the love which are the everlasting attributes of the Almighty himself, applying them even there to immortal souls? Let us not wrong the dignity of such an employment by denying its connection with things unspeakable.—*Prof. F. D. Huntington.*

7. TOPICS FOR TEACHERS' MEETINGS.

We gave a list of Topics for Teachers' Meetings some time since, and promised more. The compilation of our correspondent enables us to fulfil the promise, and will be suggestive to those who have occasion to write. We would be glad if it incited a few teachers to write for the *Journal*.—*EDR.*

SUBJECTS FOR ESSAYS AND LECTURES.

1. Teaching as a Profession.
2. Learning and Teaching.
3. Professional Courtesy.
4. Christianity in Teachers.
5. Utility of Classical Studies.
6. The true aim of Education.
7. Influence of Teaching on Teachers.
8. Teaching, a Science; the Teacher an Artist.
9. School-boy Life and Character.
10. School Amusements.
11. Moral Qualifications of Teachers.
12. Education a Progressive Work.
13. The Teacher's Daily Preparation.
14. Unconscious Teaching.
15. What School Discipline is, and what it is not.
16. The Teacher's Position.
17. Advantages of Reading, and how to Read with Profit.
18. Physical and Mental Development.
19. Moral Instruction in Schools.
20. Success and Failure in modern Educational Enterprises.
21. Habits of Teachers.
22. Responsibility of Teachers.
23. Education of Farmers.
24. Parental Responsibility.
25. Duties of Educated Men.
26. Home Training.
27. Education of Mechanics and Laborers.

28. Right Motives in Teaching.
29. How Teachers may Help each other.
30. Examinations and Exhibitions.
31. How to Teach Spelling, Reading, Grammar, Geography.
32. Importance of correct Orthography, and good Reading, knowledge of Mathematics, Physiology, History, &c.
33. School Supervision.
34. Compulsory and Voluntary Study.
35. Popular Errors in Education.
36. Development of Intellect by Labor.
37. The Newspaper as an Educator.
38. Demand of Educated Talent.
39. Genuine Scholarship.
40. Utility of Lyceums.
41. Demands of the Age upon Teachers.
42. The proper training of Youth.
43. School Management.
44. Importance of Parental Co-operation in Schools.
45. Incitement of Curiosity as a Means of Education.
46. Teacher and Methods of Teaching.
47. Literary Attractions of the Bible.
48. Office of the Teacher.
49. Study of Nature.
50. Learning, its own Reward.
51. Regular and Punctual Attendance at School.
52. The Will as an Educational Power.
53. Sincerity and Earnestness in Teachers.
54. The relation between Parents and Teachers.
55. The Teachers and Men for the Times.
56. The Bible in Schools.
57. Errors of Learned Men.
58. The true position of Women.

—*Dillwyn, in Wisconsin Journal of Education.*

8. SUGGESTIONS ON THE DISTRIBUTION OF PRIZES IN SCHOOLS.

To the Editor of the *Journal of Education.*

DEAR SIR,—In looking over the reports of the Local Superintendents regarding the state of education in their respective localities, contained in the Annual Report of the Chief Superintendent for 1862, I have been struck by the great diversity of opinion among them in relation to the distribution of prizes in schools. Believing as I do, that the judicious awarding of prizes is a most valuable means of promoting the interests of education, I cannot avoid concluding that in most instances where injury to those interests is reported, that injury has been due not to the fact that prizes have been distributed but to the manner in which their distribution has been effected.

The object to be aimed at in giving prizes in schools, is to foster a healthy spirit of emulation among the scholars both in their studies and general department, the latter should not by any means, as is too often the case, be neglected. The errors to be avoided are, the granting of prizes by mistake either to the idle or the vicious, rather than the orderly and industrious, the entire and hopeless discouragement of the unsuccessful (too often a large majority), and the undue elation of the sometimes really *unfortunate* winners of the prizes.

The following is an outline of my plan for the accomplishment of these ends; and as I have had practical proof of its efficacy I can without hesitation, recommend it to my fellow-teachers throughout the province. It is chiefly an adaptation of the system used in the Model Schools, Toronto, to the wants of an ordinary country school.

In the common daily registers, at roll-call, I enter in the little square of print each pupil's name, instead of the ordinary mark indicating "present," the following: 1st. On the right hand side a small figure showing the number of perfect recitations by the pupil that day, 2nd. On the left the number of marks for misconduct, including whispering, disobedience, &c., obtained during the day. A small L denotes lateness. A mark for good conduct is allowed each pupil who receives no discredit mark during the day, but this is not marked in the register. Monthly reports similar to those of the Model School are sent to the parents. The pupils answer their marks readily and correctly at roll-call; indeed, if necessary, they keep a very effectual check on each other lest cheating might be attempted.

Our prizes are always ordered from the Department, and an outlay of \$10 or \$12 is sufficient to obtain a very serviceable set of prizes, including about 60 books, and a number of picture cards, &c.

On the arrival of the prizes, they are divided into lots corresponding with the number of classes, that for the highest class being a little better than the lot for the next lower, and so on. The prizes are then given to the separate individuals of the class, as follows:—