

selves to those pursuits; because they have always felt that whatever nature told to us was but a light which glanced upon other regions as yet unexplored, and which testifies to the existence of an infinity of knowledge not as yet communicated, entirely transcending that limited province within which it has as yet been given to man to walk. (Hear, hear.) In that humility, in that modesty, in that thankfulness, in that sense of wisdom and goodness of the Almighty, which all His works, with one voice and from every quarter, proclaim—surely we ought to find lessons, aye sermons I may call them, as effective perhaps even as those which may be delivered from the pulpit of religion, teaching us the lowliness of our condition, but teaching us also there is One who cares for us, and who, while we trust in Him, and strive to follow Him, will never abandon us in our low estate. (Applause.) So, I cannot but feel that while we do not presume to say that the truths of science lie in that highest region of our nature which is reserved for the Gospel of Revelation, yet that they are auxiliary and subsidiary in truth and effect to the purposes of that revelation; and my hon. friend who has exerted his munificence in founding this institution is entitled to cheer himself with the belief that he has not only been contributing to intellectual advancement and material progress, not only to cheerful and innocent recreation—an object of no small value—but likewise that he has been subserving a high moral purpose, and aiding the work of the teacher of religion. (Applause.)

II. Papers on Practical Education.

1. ESSENTIAL QUALIFICATIONS OF A GOOD TEACHER.

(From a recent Address at Hamilton, by the Rev. Dr. Ormiston.)

I am of opinion that after all that had been said and written, and well said and well written, the only essential element of a first-rate school is a first-rate teacher—a model teacher—one whose daily business with the pupils, was to say “follow,” instead of the harsh, “go.” Such teachers should be thoroughly versed in all those branches of education they had to impart. Again, they must be enthusiastically attached to their work; not for itself, but for the influences it had upon the lives, the loves, the labours, the homes, of others. Fully was he convinced that if there was one work above all others that was elevating and attractive in its nature, and calculated to stir up and foster the kindest feelings of humanity—that work was the arduous, responsible, yet pleasing one of teaching; and numerous proofs could be given of the truth of this observation. He would compare it to a sculptor taking a block of marble from the quarry; it was rough and ungainly; but the expert sculptor, by his lines and his rules, had made the cold, inanimate, ungainly mass an all but breathing model of perfection. It was so with the painter and his pencil, brush and canvass—silent and inanimate materials to which he applied the imagining of mind until the canvass, as it were, almost breathed and spoke; and the man must be a poor heartless and soulless thing that could not pay the homage that was due to genius on such occasions. But there was a far higher reverence, a warmer love and affection, due to the man or to the woman that devoted their whole energies to make something out of the—in some cases—almost shapeless bundles of humanity, giving life and vigour and usefulness to the senses, the nerves and the brain, and directing all their energies to Him who is life eternal. A man who does this—and in using the term man he meant woman, also, for there could not be a perfect man without a woman—who thus takes the untaught child, tests its capabilities, and then exclaims, how best can I develop those capabilities; how direct them to make a shining character, truly useful to themselves, their companions, the world, and their God?—however lowly that man or that woman may be, they stand amongst the first and most distinguished in the sight of Heaven. High is that man's aim and high would be his final reward. A devoted, faithful teacher's reward could not be computed by dollars or dimes. He (Dr. O.) had met with hundreds of such cases, where men had come and taken him by the hand with expressions of the deepest affection for the pains he had bestowed upon them as pupils. If a teacher did not experience somewhat of such endearment from his pupils in the course of six months, it was better they should cease to waste their own time and that of others. It was useless for dullness to contend with its fellow, for no progress could ensue. He wished, above all things, to have a thorough teacher—one who feels a deep interest in his work; such being the case, progress would be made and our highest aspirations would be accomplished. It was true alike of the faithful labourer of the pulpit and the school-room, and well each merited the thanks of the community. Such were our own feelings, in remembering, peradventure, the early teaching of a pious mother, and such the teachers of these girls should, in a measure, aspire to become, and then, such being our pupils, such our teachers, we should stand a fair chance of having a noble race of men and women, the sons and daughters

of our land. And he would say to such teachers, that amidst all their cares and anxieties they should ever remember that they are sowing good seeds that will produce a rich harvest for time and for eternity. And to such he would say, the best gift they could give to the world—to their God, is themselves and all their energies for the improvement and progress of man, and the glory of God; and to be such is a noble privilege for man or woman, and to be what God designed we should be, virtuous, pure, and all that is of lovely and of good report. This is indeed what will shed a radiance around us and will sweeten life's rough voyage, and at its close give us the happy reflection that we have left the world the better for our having had a dwelling place there; and with these remarks he would conclude, wishing most sincerely that every success may attend the Institution and all in connection therewith, both governors, teachers and pupils, and praying that the blessing of God may ever attend them all.

2. VALUE OF THE HABIT OF CORRECT SPEAKING.

We advise all young people to acquire in early life the habit of using good language, both in speaking and writing, and to abandon, as early as possible, any use of slang words and phrases. The longer they live the more difficult the acquisition of such language will be; and if the golden age of youth, the proper season for the acquisition of language, be passed in its abuse, the unfortunate victim of neglected education is very probably doomed to talk slang for life. Money is not necessary to procure this education. Every man has it in his power. He has merely to use the language which he reads, instead of the slang which he hears—to form his taste from the best speakers and poets of the country—to treasure up choice phrases in his memory, and to habituate himself to their use—avoiding at the same time, that pedantic precision and bombast which show rather the weakness of a vain ambition than the polish of an educated mind.

3. PHYSICAL EXERCISES FOR CHANGES IN SCHOOLS.

The teachers of the lower grades of our schools need frequently to introduce exercises which will afford physical relief to their pupils, promote their health and make discipline more easy. We copy two sets of such exercises from the Connecticut Common School Journal. In all such drills, precision, promptness and life are indispensable.

SET No. 1.

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| 1. Sit erect. | 10. Clap twice. |
| 2. Fold arms. | 11. All rise—without noise. |
| 3. Extend right hand. | 12. All face the north. |
| 4. Extend left hand. | 13. All face the east. |
| 5. Extend both hands, in front. | 14. All face the south. |
| 6. Clap three times. | 15. All face the west. |
| 7. Place right hand on head. | 16. All sit, quietly. |
| 8. Place left hand on head. | 17. All take slates (or books), without noise. |
| 9. Raise both hands perpendicularly. | |

SET No. 2.

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| 1. Hands clasped and resting on edge of the desk. | 12. From the 11th position, hands brought up perpendicularly, fingers shaking. |
| 2. Sitting erect, arms folded. | 13. Soft part of the ends of the fingers tapping on the desk, imitating the sound of rain. |
| 3. Arms folded behind. | 14. Hands twirling one over the other, then brought suddenly to the desk with a noise. |
| 4. Ends of fingers resting on shoulders. | 15. Right hand extended, left hand on breast. |
| 5. Fingers meet on top of the head. | 16. Reverse the preceding. |
| 6. Palms of the hands meet above the head, with one clap. | 17. Both hands crossed on breast. |
| 7. Arms folded on the desk, head resting on them. | 18. Arms extended forcibly and carried back. |
| 8. Arms akimbo, hands on the hips, fingers towards each other. | 19. All rise. |
| 9. Right hand extending, left hand on the hip. | 20. All sit. |
| 10. Reverse the preceding. | 21. Assume a devotional posture—hands on the face, and head bending upon the desk. |
| 11. Both hands extended horizontally. | 22. Study lessons. |

—Ohio Educational Monthly.

4. EXPERIENCES IN MY SCOTCH SCHOOL.

Such is the title of an interesting article in the last month's number of the *Cornhill Magazine*. The description of Scottish Parish schools which is given by the author would hardly be regarded as authentic at the present day. As a picture, however, of a con-