

## Practical.

## TWENTY PIECES.

BY ANNA C. BRACKETT.

I send you this month twenty pieces of advice, which I made out for two girls just beginning their teaching in a country town. They may be of value to others in the same place. They are made by a practical teacher for young teachers, and, if followed, will save many troublesome days and much weariness.

1. Let nothing prevent you from thoroughly preparing every lesson—no matter how simple—that you are to give next day. Never go into the school-room without knowing exactly, even to details, what you are to do.

2. No matter what happens be sure you keep your temper.

3. Don't omit to visit all the families who send children to your school. Make a friendly call. Don't wait for them—and show yourself really interested in them and their children.

4. If any trouble occurs with any child, or there is danger of any—go and see the parents and get their co-operation.

5. Don't be in a hurry about punishing, if necessary. *Waiting* to think it over never does any harm.

6. Be sure everything about your dress, desk and school-room is always in perfect order.

7. Try and make the room attractive, so that the children will find it pleasant.

8. Remember always that it is the best interest of the *children and school*—not your own—that you are to work for.

9. Be sure that you carry out exactly all the directions you give. *Think well before you give them*; but then carry them out.

10. You must be entirely, wholly, and always *just*. If not you will not command respect—and not to have that, means failure.

11. Be very careful in your dealings with other teachers in the town. Never give them occasion to think that you set yourselves above them. If you are working for the schools, there can be no jealousy—make them welcome in your rooms. *Seek to know them*. You can both give and get help, if you work in the right spirit.

12. Dress perfectly—*simply*. Celluloid collars and cuffs will save washing, and can always be neat and clean. Dress should be plain, without much trimming. If it were not for the washing, I would say, wear white aprons in school.

13. For arithmetic classes. Do all the examples yourselves at home before the time; then you will know what you are about, and can tell where the error is. Keep ahead of your class.

14. Talk over all your difficulties together.

15. Don't take any part in any village *gossip*. Don't allow yourself to talk about *any one* in the village, unless you have something good to say.

16. Try and make the children *polite* to each other in school.

17. Try the plan of having a school house-keeper for each day. Try and get the children to feel interested themselves in keeping everything neat and in order.

18. Don't be afraid to say *I don't know*, if you don't.

19. If you have made a false statement about anything in a lesson, don't be afraid to acknowledge it.

20. Correct all errors in English speaking that you notice. —*American Journal of Education*.

TEACHER, don't be a clam!

Of the various types of invertebrata, the clam is the most ultra conservative. It lives precisely as its prehistoric ancestor.

When the bivalve shell is open if anything save the regular and customary form of food approaches, it is quickly closed. There is no desire to investigate—no desire for anything new. The clam is content to exist. So unless we would deserve the appellation of a school-room clam, let us be progressive.

Give new methods a study and a trial. Find out if they are good for anything; if not, discard them. Be alert to catch new ideas about the work.

Look about you! Visit other schools! Compare your work with that of others. Read some good book on pedagogy every year. It is the live man and woman whose work counts—whose influence tells. Egypt is a better place for mummies than the school-room. So again: Whatever other faults you may have, don't be an educational clam. —*Central School Journal*.

## Question Drawer.

## QUESTIONS.

(a). Would you recommend the practice of those teachers of mixed schools who, using corporal punishment, make it a rule to inflict such punishment on boys only?

(b). Would it be proper for a male teacher to inflict corporal punishment, for grave offences, on pupils under a certain age, and, at the same time, to resort to suspension as a punishment for similar offences in the case of grown pupils, of either sex? R. S.

(a). Is a holder of a Certificate of Qualification from Training Institute considered, by law, qualified to teach in public schools, and what grade First Class is he entitled to?

(b). Is there any authorized text-book on Writing, and if so, what is it? W. A. McP.

(a). Can a B.A. of McGill University teach in the High Schools and Collegiate Institutes of Ontario, or must he be the holder of a Provincial Certificate?

(b). Answer same with regard to Lower Provinces and United States.

(c). Is there such a word as *vice-patron*, and, if so, when is it used? TEACHER.

(a). What subjects are teachers in Manitoba examined in?

(b). When are the examinations held?

(c). Who is the Inspector in Winnipeg?

(d). Were all the papers of those who failed at the Midsummer Examination for teachers in Ontario examined?

(e). Is Gage's Map Geography authorized? A. H.

(a). I obtained a Non-Professional Third Class Certificate in July, 1883. I attended the County Model School and received a Professional Third Class the same year. In July, 1885, I was successful in getting a Non-Professional Second. Does this last give me a renewal of my Third Class; if so, for how long, and from what date?

(b). If a pupil commit an offence during recess or noon, may a teacher lawfully inflict corporal punishment during such intermission, or is it necessary to call in school? A. B.

(a) Will pupils be required to show their Drawing books at the Entrance Examination in December?

(b) What Drawing is required for Second Class Examinations in July, 1887? J. Mc.

## ANSWERS.

R. S.—For our opinions, see articles in editorial columns.

W. A. McP.—(a). The holder of such certificate is qualified to teach in a public school, but there are now no grades recognized.

(b). There is no authorized book.

TEACHER.—(a). The degree of B.A. from any British or Canadian University qualifies its holder for the head-mastership of an Ontario High School or Collegiate Institute.

(b). The above applies to Lower Provinces. U. S. degrees are not included.

(c). The dictionaries do not recognize such a word as *vice-patron*. There seems to be no reason, however, why the prefix *vice*, meaning in place of, should not be used, if necessary, in a compound *vice-patron* just as well as in *vice-president*, etc., in any case where *patron* denoted a position having official duties connected with it.

The answer to the questions of another correspondent, whose note we have unfortunately mislaid, will be found in Section 177 of the published "Regulations," which is as follows:

"Any teacher who holds a First Class Non-Professional Certificate and a Second Class Professional Certificate, and who has taught successfully for at least two years in a Public School, High School, or Collegiate Institute, shall be entitled to rank as a First Class Teacher or Assistant-Master of a High School, on passing the final examination prescribed for a Training Institute, without attendance thereat."

A. H.—(a). To answer this in full would occupy too much space. Write to the Superintendent of Education at Winnipeg, J. B. Somerset, Esq.