

the teacher should maintain his politeness towards them, for politeness is essential to authority. If you are polite to them, you make them respect themselves as well as respect you, and self-respect is a great security against all the faults and errors to which children are subject in the school-room. One of the greatest lessons which you can teach children is that they should respect themselves—they should have a sense of personal dignity and responsibility. If they respect themselves, they will study patiently; they will obey their teacher; they will be orderly, and feel a pride in observing the laws and regulations of the school. The moment you can induce a child to respect himself, that moment you have secured the great agency of success. We cannot dwell upon this, and need not, for you all understand it. Now a polite and gentlemanly demeanor to your pupils shows them that you respect them, that you do not look upon them simply as babes—as creatures of no consequence in themselves, to be governed as unreasoning animals—but that you look upon them as important, as capable of intelligence and of feeling, that you respect them, and therefore treat them deferentially and considerately. And when once your pupils realize this from your manners towards them, they will immediately realize that they are *somebodies*, that they are of some importance, that they have a character to uphold; they will, in short respect themselves, and then your success with them is certain. I know a teacher, one of the most successful in my acquaintance, and his power lies in this one thing. He treats every boy or girl as if he were a man or woman, and the children feel the influence mightily. He is not distinguished for his learning, nor for any particular gracefulness of manner. He is of fair and medium ability, and his manners, from his early associations, are rather awkward. But he is truly polite, kind, respectful to his pupils, treating each one with marked consideration, listening attentively to their questions, quiet and collected, and making each child feel that he considers each of them a gentleman or a lady, and expects each one to act accordingly. And they do act so. From a noisy, unruly school, under another system, that school is orderly, still, and marked by its spirit of politeness, and the progress of the pupils is surprising. Respecting his pupils, the teacher induced his pupils to respect themselves; and then their success and his were secured.

I believe, if you will examine the course of the most successful teachers—those who in our public and in our select schools, have attained the highest reputation—you will find that one of the most successful elements of their success is in this, that they have uniformly maintained towards their pupils the manners of Christian gentlemen and ladies. But we pass to another head.

2. In regard to the teacher's intercourse with the parents or guardians of the children under his charge, there is much that might be said. We can only suggest one or two thoughts. Suppose a case of discipline, which the parent misunderstands, and for which he comes and asks an explanation, as he has a right to do. Now there are two ways in which a teacher may meet the parent. He may throw himself upon his false dignity, and refuse an explanation, or else answer with severity and ill temper, which is always ill manners. Or he may receive the parent kindly, and explain respectfully but firmly, and with gentleness. In the former case he will make an enemy; in the latter he will gain a friend. In the former case, he will create an opposition, and mar his success. In the latter, he will accomplish co-operation and extend his usefulness. In his visits from house to house, as is the contract with many of our teachers, or, as in other cases, in his social and voluntary visitings, he may effect much by his courtesy, the readiness to oblige the genial spirit, the instructive and cheerful conversation—he may thus win over a whole district to be his helpers, and strengthen the bonds of healthy discipline in his school. Every family may be interested in him, and the children learn from their friends at home to love and respect their schoolmaster, or schoolmistress, and to profit by the instructions of the school. This is a wide topic but we must leave it.

3. In regard, now, to the teachers intercourse with society generally, let me tell you that the willing smile, the open hand, the bow, the touch of the hat, the friendly word, the attentive act, are powerful aid in your calling. "Manners make the man," said the old Bishop of Wykeham, and there is vast truth in the saying. At least, people will judge of the man by his manners. And the manners which the man cultivates will react upon his character and feelings, until his manners will be the index of his heart. Cultivate the right heart—the benevolent, kindly heart—and express this heart, act it out in all your manners. God will help you. So will you be truly Christian gentlemen and ladies, and be successful in your most noble, and most useful profession.

MENTAL EXERCISE AND OLD AGE.

Jeremiah Mason said, "Unless a man occasionally tax his faculties to the utmost, they will soon begin to fail." President John Adams said to Mr. Quincy, who found him reading Cicero, "It is with an old man as with an old horse; if you wish to get any work out of him, you must work him all the time."

JOURNAL OF EDUCATION,

Upper Canada.

TORONTO: AUGUST, 1856.

*. Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 600 per month) on various subjects.

POWERS OF TRUSTEES IN REGARD TO THE ERECTION OF SCHOOL HOUSES, PURCHASE OF SITE, SCHOOL APPARATUS, &c.

The question, as to the extent of the powers of Common School Trustees in regard to the erection of school houses, and purchase of school sites, and of maps and apparatus, having been frequently submitted to the Educational Department, we deem it proper to give the following extracts from the Law on the subject:

From these extracts it will be seen that the Trustees have been invested with ample and independent power, to collect the necessary funds for all these purposes.

In cases where it is simply proposed to erect a new school house on the present site, or to repair the old school house, the twelfth section of the Common School Act of 1850, enacts, "that it shall be the duty of the Trustees of each school section:

"*Fourthly.* To do whatever they may judge expedient with regard to the building, repairing, renting, warming, furnishing and keeping in order the section school house, and its appendages, wood-house, privies, and enclosures, lands and moveable property, which shall be held by them, and for procuring apparatus and text books for their school; also, to rent, repair, furnish, warm, and keep in order a school-house, and its appendages, if there be no suitable school-house belonging to such section, or if a second school-house be required."* i. e. for a female school see fifth clause.

Should there, however, be any dispute in regard to the selection of a new school site, previous to the erection of the school-house, the eleventh section of the School Act of 1850 enacts, "That in any case of difference as to the site of a school-house between the majority of the Trustees of a school section and a majority of the freeholders or householders, at a special meeting called for that purpose, each party shall choose one person as arbitrator, and the two arbitrators thus chosen, and the local Superintendent, or any person appointed by him to act on his behalf, in case of his inability to attend, or a majority of them shall finally decide on the matter."

The sixth section of the Supplementary School Act of 1853 also refers to this selection of school sites, &c., as follows:

"Provided always, that the Trustees shall take no steps for procuring a school site on which to erect a new school house, or changing the site of a school-house established, or that may be hereafter established, without calling a special meeting of

* On appeal of the Chief Superintendent from the judgment of a County Judge, the Court of Queen's Bench decided that Trustees have equal authority to levy a rate for the erection of a school house, as for the support of a school, 12 U. C. Q. B. R. See the sixth section of the Supplementary School Act of 1853. In changing the site of a school-house, Trustees must first obtain the sanction of a public meeting.