

education equal to that afforded in the best of your colleges throughout the State. And this, sir, without money or price. All this does New York city provide for the instruction of those into whose hands her destinies are to be committed. And all the property within her borders is taxed to pay the expense thereof. The man with his hundreds of thousands, and without a single child to reap the advantages of the schools, pays his tax for their support, and feels that he is only doing the duty which he owes to the community in which he lives and with which his interests are identified. The tax-payers there, onerous as is the tax imposed on them, make no complaints that their property is taken for the use of others without their consent, or that they are compelled to educate children not their own. They feel that they are parts of the society in which they live—that they hold their possessions in subordination to the necessities of that society—and that their interest, as well as their duty, compels them to aid in the education of all its children.”—[Mr. Raymond in house of Representatives.]

**MASSACHUSETTS NORMAL SCHOOLS AND ASSESSMENT.**—“Before the establishment of Normal Schools, we had two classes of teachers for our common schools: one class came from the colleges, and these, as a class, were incompetent, and failed, because teaching was not their business; they were devoted to other pursuits. Others grew up among the schools, and although these infused much energy into the schools, yet, as a whole, they acted with no success, for the want of mental training. We have now established Normal schools for the purpose of raising up a profession of teachers, and when the profession is formed we must support it with money. Good abilities cannot be commanded without good salaries. It is said that we now pay liberally; that from one million to one million five hundred thousand dollars are annually expended for schools and school houses in the state. But let us consider what would be the state of any property, if the masses of the people were not educated. It would evidently be insecure, entirely at the mercy of an illiterate, unprincipled mob. Now, the property of the state amounts to six hundred millions of dollars, and the holders of it are interested in its security. Although the poor man derives incalculable advantage from education, and from living in an educated community, yet, comparatively he is little benefited. The education of the whole people is peculiarly advantageous to the wealthy. Property holders then should be the warmest friends of popular education, and should be willing to pay a fair per centage for the security which is so valuable to them.”—[Gov. Boutwell, Mass.]

THE STATE SHOULD PROVIDE FOR THE EDUCATION OF TEACHERS.—If we ex-

pect improvements in agriculture, we must look to agriculturists for them; in mechanism, mechanics; in medicine, physicians; and we must look to teachers for improvements in our schools. A teacher can make a district whatever he chooses, if he be well qualified and has the right spirit. The state has done much for colleges, and it is well she has, for every well educated man is a blessing to the community. But professional men act principally on mature mind; the teacher operates upon the mind of children and youth, in its most plastic state, and when easily moulded. Teachers, therefore, do much for the state as professional men. Teachers should have the means of obtaining a necessary education at a moderate expense; the State should provide a seminary for the accommodation of one hundred and fifty or two hundred teachers, furnished with the best illustrations, and instructors qualified to deliver lectures, on the subject of teaching and the laws of mind, and that the system of instruction be so arranged that in one term the course would be completed. Teachers' wages are so low that they cannot afford to educate themselves. The State cannot do an act better calculated to do good, than to provide for their thorough education. Teaching is not the effect of inspiration only, and teachers do not drop down from the skies, nor are they made by nature more than any other men. We will not employ a physician without an education; but a committee will employ a teacher who knocks at his door, without inquiring into his education, moral character, and habits, and the parent will commit their children to his care, to have their minds and characters formed. It needs the most skilful person to take the young mind and develop its faculties, and to fit it for the high and noble employment for which God has designed it.—[Rev. M. Richardson, of Durham, Conn.]

**HINTS ON THE DAILY EXERCISES OF THE SCHOOL.**—We would recommend to Teachers to commence their exercises with the small pupils, before they become wearied with sitting—that they exercise them as frequently as possible, and that their exercises be brief.

That each pupil be exercised at least once each day in *Mental Arithmetic*; that each pupil be supplied with a slate and pencil; that the blackboard be used daily in each recitation; that each pupil be exercised daily in map-drawing, both on the black board and on paper; that every pupil who can form letters with a pen be required to write short sentences each day and present them to the teacher for correction, thus educating all in the important art of composition; that the importance of physical education should be more regarded, and the laws of health be familiarly explained to the members of the school; and that they insist on fre-

quent visitations from their patrons, and hold a public examination at the close of the term. A TEACHER.

**BEST METHOD YET DISCOVERED OF SECURING ATTENTION.**—It is to ask the question generally, without giving the slightest indication, either by look, gesture, or position, who will be called to answer; or on what portion of the class the duty of answering will fall. This idea is very important. If the teacher, by position, gives any clue either as to the person or the neighborhood where his question will ultimately be fastened; or if, from day to day, or from lesson to lesson, he has an order of proceeding which may be discovered, he fails to comply with one of the essential conditions of this method, and defeats the plan he should practice. What we insist upon is, that after a question is put, and until the individual is named whose duty it is to announce the answer, it should be as uncertain who that individual will be, as it is during a thunder shower where the lightning will strike the next time.

**YOUNG SCHOLARS.**—Young children are generally confined too long at a time in the school room. One third of the usual number of school hours should be spent by them in the open air. They should be allowed two recesses each half day of not less than fifteen minutes each. In addition to this, it is frequently desirable to dismiss them half an hour earlier than those pupils who are old enough to learn lessons. Even were health not taken into account, such a course would be the better policy, for the pupil would not become so tired of confinement as to hate the schoolroom and all its associations. By this plan, they will not only love the school better, but learn faster than when confined six long hours each day. Then, when the health of the child is considered, a still stronger argument presents itself for less confinement. Small children should be provided with slates and pencils, and taught to make letters, and to draw the forms of simple objects. Thus, they may be furnished with a means of entertainment which will not only prevent them from engaging in play, but which may soon become a medium of teaching them to read and spell.

**JOURNAL OF EDUCATION FOR NOVA SCOTIA.**—This is the title of a new periodical, which promises to be a most valuable auxiliary to the cause of education in the province of Nova Scotia. The Superintendent possesses clear and enlarged views of the great interests committed to his management; he is evidently commencing in the right way; he proposes the establishment of a Normal school, and he has already held public school meetings in various parts of the province. Several Teachers' Associations have also been held. Mr Dawson's