

A ST. JOHN correspondent sends the following report of a meteor which was seen in broad daylight :

About four o'clock in the afternoon of January 23rd, as I was entering a sleigh on Mount Pleasant, I noticed a brilliant meteor in the direction of Lily Lake (about north-east) which blazed with a whitish light in the bright sunshine, and with a distinct report exploded, leaving a trail of smoke which remained some seconds in the clear sky.

THE *Canadian Magazine* for February completes the first year of its publication. It is to be hoped that this bright magazine will live to enjoy many years of prosperity, and increase in excellence every month. Its first year's numbers are rich in promise of what it may accomplish if it receives that support to which it is justly entitled on account of its enterprise.

ANSWERS to a number of questions for our Question Department are unavoidably held over until next number. We are glad that this department of the REVIEW is appreciated by teachers, and hope that it may become still more valuable. We would make two suggestions to inquirers for information,—first, that they bring all the skill and knowledge they possess to bear upon the questions before asking aid in solving them; secondly, that they send their names (not necessarily for publication), otherwise no notice can be taken of their requests.

"I VALUE the REVIEW too highly to lose even one number."  
A. B.

DO NOT worry when the working spirit appears to have left the school-room and the demon of unrest and mischief has taken possession. Stop. Inquire the cause. See if the physical conditions of the school-room are all right. Remember that physical comfort has more to do with a child's ability to give attention than we generally acknowledge. When "memory gems," songs and good advice, do not make angels of the children, try what fresh air and school-room exercise will do. A good, sensible, sympathetic, human teacher will do wonders towards restoring the working spirit to a school-room.

IN a graded school the principal requested the teachers to endeavor to correct a prevailing evil, with the following result: Teacher No. 1 tried to ridicule her pupils out of the evil habit, but failed, and not only so, but lost the respect of her pupils. Teacher No. 2 scolded and lectured, but the practice was not discontinued, and she acknowledged that she could not do anything further. Teacher No. 3 requested

her pupils in the morning to discontinue the practice; during the day she noticed the names of those who had failed to do as requested, detained them for a quiet talk, spoke to them kindly on the matter, and asked for a voluntary promise not to offend again, got the promise which was faithfully kept.

WHICH is more important, the information a teacher has, or the ability to influence for good those whom he instructs? Without doubt the latter. Given on the part of the teacher, a sense of responsibility, a determination to do good to and benefit human beings, a comprehension of how they may be benefited, a power to work on a number of persons and to use his pupils in influencing for good each other, then the success of a teacher thus qualified may safely be predicted, even supposing in scholarly attainments he may not rank among the highest.

"THIS one thing I do," said one of fame long ago. How many teachers are there that make their teaching the one thing? Go into their class rooms and you are soon painfully aware that their minds are not on their work—that they are merely teaching for the money that is in it. The teacher who takes her embroidery to school, or his special studies that they may snatch a few moments at recess, or other times, will not make the successful teacher that the one who makes teaching that *one thing* of their life.

#### THE EXTENT OF THE TEACHER'S AUTHORITY.

IN the June number of the EDUCATIONAL REVIEW for 1893 we published an article on Corporal Punishment. The views propounded are those of a man who has been eminently successful as a disciplinarian in all the varying circumstances in which he has been placed as a teacher, and whose views on this subject are not distorted by that sentimentalism which often characterizes the young teacher of strong magnetic influence and sympathies, but only of narrow experience in some favored locality where moral influence seemed to render harsh measures needless. We have known those having the strongest faith in the power of moral suasion develop in a few weeks by change of environment into the strongest advocates of the rod.

The teaching of the article in question is briefly this: It is shown that corporal punishment has had the sanction of the greatest educators of all ages; that employed, when milder measures would succeed, it has a demoralizing tendency; and that generally the more the teacher has to punish, the less he is worth as a teacher.