

soning faculties; of the sciences which teach power, wisdom, and love of the Creator; and of the languages which open other fields of study. All this knowledge is acquired by the intellect. Yet minds differ in readiness and capacity to receive, and only those that are equal should be made to work together. But the laws of mind are not changed when this immortal part is placed in a body enveloped in a dark-hued skin, therefore should colored children share all the educational privileges which our state affords. In so far as our system fails to secure to them those advantages, thus far does it come short of the moral height which it might reach. As long as it puts them aside as unworthy to associate in learning with white children, so long will this more favoured class fail to comprehend the simple but important idea of the equality and brotherhood of man, and by the just law of compensation, what they gain in pride of complexion, they lose in magnanimity of soul.

We have to consider still another point, which is the separation of the sexes. The same methods of instruction, the same analyses, the same drills must be employed for the one as for the other, and God lends a helping hand to the teacher, by having established a subtle yet powerful, mutual influence that quickens the intellect of each in the presence of the other. Therefore by separating them, our system fails to promote their best intellectual welfare. On this point, Mr. Stowe, a celebrated Glasgow teacher, uses the following language: "The youth of both sexes of our Scottish peasantry have been educated together, and, as a whole, the Scotch are the most moral people on the earth. Education in England is given separately, and we never have heard from practical men that any benefit has arisen from this arrangement. Some influential individuals there mourn over the prejudice on this point. In Dublin a larger number of girls turn out badly who had been educated alone until they attained the age of maturity than those who were otherwise brought up—the separation of the sexes has been found to be injurious. It is stated, on the best authority, that of those girls educated in schools or convents apart from boys, the greater majority go wrong within a month after being let loose in society and meeting the other sex. The separation is intended to keep them strictly moral, but this unnatural seclusion actually generates the very principle desired to be avoided. We may repeat that it is impossible to raise the girls as high, intellectually, without boys as with them, and it is impossible to raise boys morally as high without girls. The girls morally elevate the boys, and the boys intellectually elevate the girls. But more than this; girls themselves are morally elevated by the presence of boys, and boys are intellectually elevated by the presence of girls. In the Normal Seminary at Glasgow the most beneficial effects have resulted from the more natural course. Boys and girls—from the age of two or three years to that of fourteen or fifteen—have been trained in the same class room, galleries and play grounds without impropriety, and they are never separated except at needle work."

Human nature is the same everywhere, and what is true for Scotland is true for New York. It is a question that demands serious consideration on the part of those who superintend the educational interests of our state. Social position, color, sex—all these are circumstances that do not affect the mind's claims to physical, intellectual and moral culture, and can not, with justice to scholars, be considered in their classification. We ask your thoughtful attention to the proposition that mental equality only should be made the basis of gradation in our public schools.—*New York State Teacher*.

2. A WORD TO YOUNG TEACHERS.

In the first place, make your *school-room* as attractive as possible. If your windows have no curtains, garnish them as often as twice a week with fresh green boughs. Mention it to your pupils once, and you will see with what alacrity your boys will cross even the ten acre lot to bring them for you; and you will see, too, how much better the same boys will study, sitting beneath their friendly shade, than with the hot sun pouring its rays upon their defenceless heads.

And do not chide them if they occasionally look up from their books, and cast a glance to where the sun, shining through the green leaves, has paved the floor with curiously wrought mosaic. They love to look upon beauty as well as you, and such a glance refreshes them.

Then, if you have no vase, bring a pitcher to put flowers in. If it be minus the handle, and with a broken nose, never mind. A skilful arranging of the flowers will conceal these defects, and you will see with what pride and pleasure the little girls will keep it filled for you, how they will look up from their lessons to catch a sight of the flowers they put in, and, refreshed with the bright colours and beautiful forms, they will go to their study with a new zest. And if one little fellow, with a more loving heart than discriminating taste, should bring you his chubby hands full of stemless dandelions, accept the gift with as pleasant a smile, and as hearty a

"Thank you, Charley," as if they were moss-rose buds, and do not disdain to place them in your broken pitcher, although they should hide some more ambitious flower. Place them, too, where Charley can see them, and some of the sunshine from their golden petals will enter into his soul, and beam out upon his face, and you will find that b-a ba, k-e-r ker, is mastered with much less difficulty than you had thought possible.

When the recitation in geography comes on, take imaginary travels, with your class, upon the map. Stop at every point of interest upon the way, bring out their slender stock of historical and local knowledge, and draw pretty largely upon your own. The eager faces and concentrated attention will tell you that pleasure is combining with profit.

In arithmetic, after the regular lesson is finished, exercise your ingenuity in proposing questions which shall have something for the result which is of practical interest to themselves; such as their own ages, the number and ages of their brothers and sisters, etc., and you will find that the arithmetic hour has passed before you had thought it begun.

In studying the spelling lesson, send your class to the board. Let them select the most difficult words, and write or print them on it. When the class comes to recite, you will find those words are not among the misspelled.

Do not think you must confine your teaching to the branches you profess to teach. Informal teaching is often the most effectual. If a butterfly or bee flutters in and alights upon your nosegay, call the children around it; teach them to admire its many-coloured wings, or the wonderful provision made for extracting and carrying honey; show them the uses of the various parts, and their adaptation to each other; tell them some story of the butterfly or bee—and it will ever after have a new interest for them.

Take the little flowers in your hand—tell them the names and uses of the different parts—for children love to learn the names of beautiful things—bid them find out and tell you the points of resemblance or of difference between any two—and, before you are aware, you will have a school of little naturalists, if not as scientific, at least as enthusiastic, as were ever Linnaeus, or Audubon, or Agassiz.

And, more than all, you will find that, not only your own time and theirs has been fully occupied, and that four o'clock, instead of lagging half an hour behind your wishes, comes a full hour too soon, but that you have implanted within them the germs of those close habits of observation and nice powers of discrimination, which shall be worth more to them than all the facts they have acquired.

Think, not, then, your station an insignificant one, though not a dozen little ones come around you daily for instruction. By coming into such contact with them, your power over them for good is immeasurably greater than that of those who have hundreds under their charge, and consequently must have but an imperfect knowledge of the needs and capacities of each individual. Only do your work faithfully and well, and yours will be a bright crown of rejoicing at the last.—*Michigan Journal of Education*.

VIII. Miscellaneous.

1. NAPLES.

UNIVERSITY COLLEGE, TORONTO, PRIZE POEM. BY MR. J. M. BUCHAN.

O Naples, beauteous Naples, sunlit land!
The fairest land of all fair Italy!
Upon thy face has Nature's bounteous hand
Scattered profuse those things that pleasant be,
And lacking there is nought but liberty;
No loss to slavish men, unused to toil,
Cursed with o'er pleasant clime, o'er fruitful soil.

The fiery Greek set foot upon thy shores,
And poisoned by thy air forgot his fire;
The Punic general's troops of swarthy Moors
Here wintering first of war began to tire,
Their country fell a prey to Roman ire,
And ruined Carthage reads this lesson there:
"How vain is human strength and human care."

Since first the Roman trod the Appian way,
Since first Vesuvius poured its molten sea,
Of ev'ry conqu'ring race thou'st been the prey,
Goth, Saracen and Norman came to thee
In turn to rule and then enslaved be;
These revolutions mark with bloody stains
The weary annals of thy tyrants' reigns.