

qualify the first or make another, until both are spoiled, I think of a painter, who, wanting just to touch some lineament of an already finished picture, finishes it, indeed, as I could—by dropping his brush upon its face. How much harder it is to know *when* to stop talking than how to begin! But the forcible, successful teacher must be earnest. Hear the best authority on this subject: Clearness, force, earnestness, are the qualities which produce conviction in minds of any age. If a teacher stops to take one gape, when attempting to illustrate some thought, be assured, meanwhile, his pupils will take two. A teacher's soul must be in his work, or it will not breathe forth in his words. Ah! we love the calm self-possession of the good disciplinarian, but never would we have it purchased at the price of that enthusiasm which fires up its possessor, even before his little audience.

4. An eloquent talker; and this is what he must be, if successful. Yes, let the law sprig laugh, and the young divine sneer at the thought of eloquent tones issuing from the schoolmaster's desk. The man who can stand daily before the piercing eyes and plastic minds of children, and feel not interest enough in the truth he is presenting, or in the welfare of his immortal charge, to rouse in his breast some eloquent fire, has no soul for eloquence.

5. A discreet talker, not a long, random declaimer. Truth, pertinent truth and fact, will form the basis of all his eloquence—its limit be utility. No man more than the teacher needs to know just when to speak, what to say, how to say it, or (hardest of all) when to stop. Judgment, judgment is the great thing in every business of life. I would give more for some generals who have handled one regiment, in one battle, than for some others who have spent two score years in military life. Far are we from despising all proper and needful aids to any profession: we feel too sensibly the need of them in our own: but yet, we do not believe that unless nature has instituted certain faculties in a man, and given him certain normal principles, all exotics planted by institutes and watered by normal schools will bear little fruit.

I have little patience with those who speak of that quality as the only one the teacher need possess. A wooden man is patient, or at least insensible. But the teacher without tremendous energy behind his patience is a poor affair. Upon how many and various things the teacher must decide! and the decision, too, must be instant; when should come the gentle reproof, when the kind word of encouragement, when the stinging sarcasm, when the stern command.

And do not suppose we think the teacher should be ever lecturing his pupils, either on morals or class studies. O, the power of silence the force of a motion or a look!—the pressure of a quiet, self-reliant reserve force upon a school. We envy, at least we would emulate, the power of the man who is so completely master of himself that the worst school can draw from him no word of irritation, whose true dignity and self-respect a legion of bad boys could not disturb. Such a one may strike if occasion requires, but will never scold.

Fellow-teachers, if you forget all my words, remember those of teachers inspired.

"He that ruleth his own spirit is mightier than he that ruleth a city." Such a one will rule others. "Words, fitly spoken, are like apples of gold in pictures of silver." If there be any place where such "pictures" should be hung, it is in the school-room, and the teacher is to hang them there. "For every idle word that men speak they shall be called to give an account thereof in the day of judgment." How great the responsibility, then, of him whose every word is echoed in scores of young hearts!—G. W. B., in *Pupil-Teacher*.

4. PHILOSOPHY OF SCHOOL EXAMINATIONS.

An eminent educator has said, that a man never knows anything fully until he has told it,—wisely implying that whatever is learned and is partially fixed in the memory, becomes far more deeply impressed by communicating it. The idea that it is somewhat nebulous, yet perhaps sufficiently clear to satisfy most scholars, must be more distinctly apprehended before it can be stated in terms that ought to satisfy any teacher. This is one of the great benefits of a well-conducted recitation; it requires the pupil to set forth in words the thoughts or principles which his lessons contain; it accustoms him to study how he can justly express what he has learned, so that it shall be intelligible to others.

Any argument in favor of public examinations of schools, at the close of the term, seems unnecessary; yet it may be proper to state some considerations in favour of a practice, which I trust will be adopted in every school of the county.

If teachers know that their scholars must pass the ordeal of a public examination, they will naturally have them review carefully and frequently, which is one of the most useful exercises, if rightly conducted. Scholars, too, will be more willing to review, and less anxious to get through their books, knowing that spectators will

judge of their proficiency far more by the thoroughness and readiness which they evince, than by the number of pages or books run over. In this way pupils will form the excellent habit of trying to understand perfectly whatever they are studying. Parents will be much and justly gratified to witness a fair examination of their children, and to be assured of their actual progress.

But let no teacher dare to deceive parents by show exercises, trying to make them believe their children have learned more than they really have.—It is not safe; the deception is sure to be detected, and the teacher who practise it, merits and will inevitably receive only contempt for his reward.

I wish teachers throughout the county would immediately decide to close their schools with an honest, thorough public examination; let their pupils understand this decision, that they may have the healthy stimulus to incite them to greater and more careful effort; let parents understand that they are desired to make arrangements to attend it without fail, as well as to visit the school previously. Then let teachers resolve to resist the temptation to make a display and conscientiously labor to render their scholars capable of sustaining a strict examination.

I think it is no exaggeration to estimate very highly the value of such an examination and of the thorough preparation necessary for it. Will teachers give the plan a fair trial this season, and let us know the result?—A. SMITH, in *Lewistown Gazette*.

5. DRAWING IN SCHOOLS POPULARISED FOR GENERAL EXERCISE.

Teachers will find it well to spend a few minutes occasionally in calling upon their pupils to go to the black board and perform operations like the following: Draw a line 1 foot long; six inches long; three feet long; two parallel lines 18 inches long; a figure 15 inches square an oblong 8 inches by 12; a circle 10 inches in diameter.

Let the teacher hold up a book and request the pupils to mark its size upon the blackboard; do the same with a cane; a hat; etc. etc. These exercises may be extended indefinitely and will prove very useful in disciplining the judgment as regulated by the eye. After your pupils have had some training on these simple exercises,—call upon them to give their estimate of the length and width of the windows in the school room; of the doors; the length, width and height of the room; the size of the school yard; the width of the street etc. A little daily attention to these points will lead to habits of observation and comparison. Try it.—*Connecticut Common School Journal*.

IV. Education in Various Countries.

1. EDUCATION IN MASSACHUSETTS, 1862.

The Twenty-sixth Annual Report of the Board of Education in Massachusetts contains some 300 pages and is replete with valuable statistics, suggestions and observations on the schools and school system of the old "Bay State."

Number of children between five and fifteen years of age, in the state	234,252
Mean average attendance,	178,892
Ratio of attendance expressed in decimals,	.76

By far the largest portion of the volume is filled with abstracts of Reports from different counties. These are model reports of model schools. Notwithstanding the demands for money on account of the war, the pay of teachers has not been diminished; but the teachers in Boston offered a portion of their salaries amounting to \$13,000 as a contribution to carry on the war. But the city government declined the offer. The Report from Suffolk county closes as follows:

"Education is for the whole mass. It is a preparation for life, its temptations, cares and duties. It forms the character, and gives a right direction to divinely implanted powers. While it is engaged with the mind it must not neglect the will, the temper, and the heart. It fails in the performance of its noble work if it does not show the young how to govern themselves, for the glory of God and the good of mankind. It cannot accomplish this mighty task without asking aid from above, and carrying the hopes of man beyond his mortal life."

2. EDUCATION IN THE STATE OF MAINE, 1862.

The common schools are in a flourishing condition, having suffered very little during the operations of the war. The academies and colleges have been seriously disturbed, and the classes thinned by the devotion of patriot scholars to arms instead of books. Teachers of all ranks by hundreds have gone to the battle field, thus showing that intelligence and patriotism go hand in hand; but their loss has