

To the Editor of the Educationalist,
Kingston, Feb. 20th, 1861.

DEAR SIR,—Knowing the interest which you take in things appertaining to education, I make free to address a few lines to you on a subject which puzzles me, and a few others beside. For the "Revised Programme for the Examination and Classification of Teachers for Common Schools," there is a clause which says: "To understand the proper organization and management of schools, and the improved methods of teaching." Now sir, candidates may have different ideas as to the "proper organization and management of schools," and when a question is put to them at their examination, bearing on this subject, their answers must widely differ from each other unless there is some standard by which they are guided. If there is such a standard, I should feel much obliged to you if, through your valuable columns, you would inform me how to become acquainted with this subject; or perhaps you would be kind enough to explain the proper organization and management of schools. My reason for addressing you on this subject was to obtain from you what standard the boards of examiners are guided by in their examinations on this subject. The clause also states that candidates are required to be acquainted with the improved methods of teaching. I should feel much obliged to you if you would inform me what these methods are, or how to become acquainted with them.

I am, &c.,

ESQUIRE.

In reply to the queries in the foregoing communication, we would state that there is no authorized standard "for the organization and management of schools" published in Canada West. We feel obliged to our friend "Esquire" for calling our attention to this subject, as we have often thought that there ought to be a text book containing all the necessary information sufficient to guide teachers of all grades on school organization. We are not, moreover, aware of the existence of any work on the "improved method of teaching" as it is styled. We are strenuous advocates of progress, and we consider that the teacher who communicates most information in a given time is the most efficient. We hold it is as utterly impossible to teach by rule, as it is to preach by rule. Let a teacher, as Lord Brougham lately stated, thoroughly understand the subjects to be taught in his

school, and let him be in earnest in relation to his duty, and such a teacher will instruct his pupils more effectively and pleasingly than one who apes the mode and manner of any man. We do not place much weight in what Locke calls a milk-horse course. The talented and educated teacher will strike out a course for himself, both in the organization of his school and in the method of instructing his pupils. We doubt not, however, that a text-book issued on school organization would be well received in the Province, while at the same time we should regret to find our talented teachers tied down to any system of fixed rules and regulations. We should be gratified to receive and publish communications on school organization from teachers and other friends of education, and we hope our friend the "Esquire" will favor us with his views on the subject.

We may remark *en passant*, that T. J. Robertson, M. A., the Principal of the Provincial Normal School gives a course of lectures on the above subjects in connection with the course of study provided for in that institution; but why has not that talented gentleman, or some other of our leading educational men, written a work on the subject, for general reference? We shall very thankfully receive any suggestions which may be offered by any of our friends who have acquired personal experience in the arduous labor of "school organization."

"CONSIDER THE LILIES."

BY MARIA J. DENNING.

Consider the lily, well art thou fitted to spend thy bright blossoms mid our many-peaked and fragrant mountains; thou art freed from beating sunbeams, watered by sparkling dews, and by gentle breezes. As thou gracefully watest thy bright head upon the slender stem, surrounded by thy wealth of glittering leaves, and thy golden tresses, so thou art fitted to be called the queen of wilderness.

2. As, acquiring grace upon thy beauty, and soft fingers from thy velvet leaves, thou wilt cause my path, thy voice, "Consider the Lilies!"

3. Fairer lily, pure and white, who hidest thou thy snowy petals behind a veil of green? In vain the sunbeams linger in the air, children to the humble lily. 4. Not lily! thy humble dew-drops are loved. Then bow thy head, and say to man, "By modesty, not beauty, I am known."

4. Cold lily of the lake, thou art a lovely one; thy floating cup in the broad water is alone. Yet there thou dwellest in sanctity divine, lifting thine incense up amid nature's temple. And sweet to the father riseth thy pure incense, and beautiful the censer, and bright its golden contents. 5. By the waters murmuring to thee a soothing song in the stillness of the night, and in thy resting place secure and blessed! Yet there thy father holds thee up and loves thee rest; through thy pale beauty his voice says, "In exilium honor God!"

6. Nay, prattle lily bright, hide not thy speckled breast! Thou needest not be ashamed to stand beside the gayest one in thy rich-scarlet dress. The bee admires thee and flits to thy bosom bright. Perchance he pours into thine ear a stream of joring words, and for his battery pays himself by sipping sweets. The humming-bird flutters round thee oft, and hums for thee his simple song.

The proud earth may scorn thy humble mien, yet by the lowly country child thou art loved; he plucks thy blossom gay and smooth green leaves, oft are and they a pleasure and a joy to him. Field lily, be content; from thy pliant petals the Christ did teach the wise and learned. He looked upon thy face and said, "Even Solomon, in all his glory, was not arrayed like one of these."

7. Flag lily, tall and blue, lifting thy head to the sunshine bright, and the azure sky, the color of thy velvet leaves, be content within thy gloomy swamp, since there thou hast been placed. Thou investest the tall green reeds, the long marsh grass, the whispering wind that waves thy purple robe, the rustling forget leaves and the moss that grows at thy feet. Thou too art loved by them, and well adornest thy humble sphere. "Who doth thou best become, doth well," and surely thou hast acted well thy part.

INDUSTRY

Is the grand antagonist of crime as well as poverty. It is the salt which preserves from moral corruption. Where industry duly and universally inculcated in youth, and enlightened, encouraged, and honoured, we should have much less need of jails, and poor houses, and we opine of lawyers, than we have now—three items of expenses that consume much of our substance. The late Bishop Asbury, having, in one of his sermons, offered a bitter reproof to those who neglect the duty to their children, of bringing them up with moral and industrious habits, suddenly paused and said, "but you will say that is hard!" Alas! added he, letting his voice fall to a low and soft key, "it is harder to be damned!" And temporarily speaking, it is harder to see them in the jail or poor house, or vagabonds at large.—Anonymous.

Every man complains of his memory, but no man complains of his judgment.