

ABOUT CONVENTIONS.—They will come from the east and from the west; long articles will be read, long speeches will be made, officers will be elected and much glory will be got. Already in anticipation much midnight kerosene-oil has been spent. Those who are expecting to be elected president, etc., are conning over the speeches to express how surprised they are! A good many will speak at the conventions who should remain silent. For to repeat over and over the same story about the importance of grammar, or geography, or even the importance of education itself is useless as well as disagreeable. Those who speak should certainly have something to say. A good many things will be left unsaid and undiscussed that need candid and earnest treatment. Generally the best things that are said are by those outside the profession. Those who are inside note the cap and platter, but not their contents. No one can visit a convention and not be struck at the close by the unsatisfactory state of mind into which most of the members have fallen; a good two-thirds resolve never to come again. The discussions of the convention should turn at once on practical things. It must be apparent to a candid observer that while the teachers are doing the teaching, the growing body or form of education is beyond their reach. And yet they are the ones to say with distinct emphasis what are the exact needs of our educational system to-day.—*New York School Journal*.

EXAMINATIONS.—Examinations should, it is true, be conducted to some extent, upon the same plan pursued in recitation. But this plan, having its foundation in nature, will necessarily suggest itself to every mind qualified either to examine or to teach. It is the order of nature, to advance from particulars to generals; to begin with examples, and end with rules; and the mind of the pupil, both when receiving instruction, and when under examination, should be directed in the road of natural discovery. This being attended to, the greater the diversity between the modes of recitation, and the method pursued by the examiner, the better.

This diversity will present an old subject in a new light. It will induce the pupil to believe, that he knows more of the subject than he had supposed. It suggests to him that neither his author, nor his teacher, nor he himself, had exhausted the subject. The difference of manner between the teacher and the examiner, may and will puzzle the mere memoriter scholar—and this is one of its uses—to detect this very vicious habit of relying on memory alone. But it will give to the scholar whose mind has been disciplined, an opportunity of displaying that mental dexterity which the habit of thinking has given him. Examinations should be extended over the whole ground occupied by the studies of the term, and each pupil should be led to expect, that he, as an individual, will be examined on every important principle, in the whole course of instruction, given since the last examination; and when his education is finished, that a review examination would test the accuracy of his knowledge, on all that he professes to have learned.—*W. H. M. in Educational Monthly*.

THE TEACHER'S TEMPER.—The teacher gains nothing by fretting; he only wastes his strength by it. The profession is one that develops worrying habits; it is an occupation that ruffles the temper terribly unless one is determined not to be ruffled. The tendency of a ruffled temper is that it brings to the surface the worst qualities a person has. Let the teacher smile often and much, and let these smiles be upon his pupils and not solely on his visitors. To help the teacher to gain this balanced, pleased state of mind, we urge that the work be well planned, skillfully planned. Think over the whole thing, the difficulties you may meet, the obstructions that may be in the way and how they may be removed. Put then your whole heart in the work; go about with earnestness and enthusiasm; feel interested that it prove successful, and finally look to Providence and rely on his aid. There is no one who cannot better his temper by steadily adhering to the above directions.

—*The National Teacher's Monthly* says: "Good teachers should be encouraged to continue in their work, for the same qualities which make them valuable in the school-room will win success in other and more lucrative callings. Unless capable persons can understand that their work will be appreciated and paid for, and unless they can be assured of some degree of permanency, in one place, they will not continue in the business. Only those will remain who can do nothing else. This niggardly policy of doling out half a living to faithful instructors has already degraded the profession, and, if continued, will do so still more. What scholarly and energetic young man would think of devoting himself to teaching in New

York City, when there is not one chance in 300 of over earning \$3,000 a year, and in order to get even that he must first serve twenty years on a much smaller salary. If the people permit this work to continue it will inevitably result in the ruin of our schools." These remarks are just as applicable to Canada as to the United States.

—There are causes for the low wages that can be removed by the teachers themselves. In fact, we think that when the teachers arouse they can increase the rate of pay very sensibly. For there is a class of persons in the community constantly on the increase, who see the value of the teacher and would have him properly paid—it is the educated class. The teachers can do six things that will bear powerfully on the leaver that will raise the salaries:—1. Recognize by word and act that teaching is a profession. 2. Uphold normal schools and teachers' institutes. 3. Meet with fellow-laborers for mutual improvement and discussion. 4. Honor the occupation, dignify it, believe in other teachers and schools. 5. Diffuse among your pupils and the public all you can learn about education and its progress. 6. Sustain with liberality those indispensable exponents and helpers to educational progress—Educational Journals.—*New York School Journal*.

—It is perfectly obvious that the cause of education in this country needs a new baptism. It is perfectly obvious that a new gospel should be preached to every creature, even to the average member of the American Congress. It is perfectly obvious that American educators need to press the claims of the great interest they represent, persistently to the front. It is perfectly obvious that the true principles of statesmanship as applied to the development of a free society based upon the diffusion of intelligence and virtue among the people, demand a new revelation, and a more vigorous proclamation. It is perfectly obvious that politicians and partisans should be taught that they do not own the people, but that they serve their party best who serve their country best, and they serve their country best who labor the most intelligently, faithfully and successfully for the intellectual, moral, and social developments of its citizens.—*Educational Weekly*.

—One of the most prolific causes of truancy, as it originates in home training, is the disposition of parents to keep the boy from school on every trivial occasion. The child is generally a shrewd reasoner. If his parents are not willing to sacrifice their convenience in order to send him to school, why should he sacrifice his pleasure by attending? I have known cases of truancy broken up from the day parents became convinced of this truth. In what I have written I do not wish to be understood as discarding punishment. I only urge the point, that we are too ready to commence by severity, punishment which should be the last resort, and end by studying the home life of the child, and by consulting his parents, which we ought always to do as soon as he manifests a disposition to play truant.—*H. S. in Educational Weekly*.

—The following resolutions were recently passed by the New York Medico-Legal Society:—1. That the minimum age of admission to the public schools be made six years. 2. That the maximum attendance at school for children under eight years of age be made three hours per day, with suitable intermissions. 3. That provision be made by law for medical inspection and supervision to secure the adoption and enforcement of sanitary rules and laws of health. 4. That larger play grounds should as far as possible be furnished for the children; and in improving present school-houses and uniformity in building new ones, they should be surrounded on all sides with an adequate open space, the better to secure light, ventilation, and play-grounds.

—What a good thing it would be if the rising generation could be instructed in hygiene! A few minutes daily devoted to this branch would be worth more than the hours given to arithmetic and grammar. The time may never come when we can dispense with the services of specialists in medicine and surgery, but we look for a time when men will know better than to go to sleep in a small room as tight as the "black hole of Calcutta." A thousand reforms in dress and diet are needed. If the study of physiology cannot be thorough and extensive in common schools, it will at least be suggestive.—*David Kirk*.

—It is a teacher's high duty to send his pupils forth into the community well stored with such information and discipline as they will need to enable them wisely and successfully to discharge the duties and obligations which await all good citizens.—*Charles Northend, in Nat. Teachers' Monthly*.