

to the teachers being of extensive and varied attainments; very far from it, the more they know the better, the higher their average as scholars the better, if only they know it well themselves, and know how to put the elements of knowledge before children's minds clearly and simply. This is the essential point, and, we do not hesitate to say, it is more frequently possessed by teachers of very moderate attainments and of a lower grade, than by others of superior attainments and a higher grade.

One qualification of the first importance in a teacher, especially with young pupils, and one which is often particularly difficult of attainment by teachers of great natural quickness and ability, is the faculty of putting oneself in the learner's place, of realizing the light, or rather darkness, in which a new subject appears, and of giving on the spur of the moment a thoroughly intelligible explanation of difficulties as they occur. No one who has not had experience in teaching can form a just idea of the extreme difficulty which young, slow and untrained minds find in taking in many notions which to a person in a more advanced state of knowledge, appear so simple and so clear that explanation and simplification of them is not merely unnecessary but almost impossible. Thus all practical teachers know perfectly well that even fairly intelligent girls and boys often appear utterly incapable of drawing the simplest possible inference in mathematical problems especially. Tell them for example that the angle ABC is equal to the angle DEF, and DEF equal to GHI, they cannot draw the conclusion that ABC is equal to GHI. They are almost as likely to reason as a student, who when asked what he inferred from the fact that the three sides of an equilateral triangle were equal to each other, replied, that the *fourth* side was equal too! This may seem an extreme case, but it is a fair instance of numberless points requiring explanation to young beginners which either never occur at all to the mind of the teacher, or if they do, are passed over by her, because it is thought that if a pupil cannot understand them of herself she is so hopelessly stupid that it is of no use to take any pains in the explanation of principles, and knowledge can only be given by enforcing an adherence to rules, and fill the mind by the sheer process of cramming. But the teacher should anticipate and meet these difficulties and advance not a step till the way is thoroughly cleared. The progress may be slow, painfully slow, and inspectors may malevolently mark him slow and low, but depend upon it, it is sure and sound. Let no difficulty be slurred over, that is one secret in successful teaching, and another is to tell the pupil as little as possible, guide her to find things out for herself by inference and analogy. Arithmetic in most of our schools holds a place analogous to the mathematical course at academies and colleges. It is the only one of the pure sciences that is available for close and systematic reasoning. To degrade it therefore as was before said, to a mere routine of mechanical devices for "working sums" is a fatal mistake; it makes no pupil better for her pains, nor wiser for her success.

Our succeeding remarks will be applied to Language and accomplishments. Every woman ought to be able to express her thoughts, if she has any, in her own language with ease and elegance. Let English be learnt first. What comparison can for one moment be made between the faculty of being intelligible in a foreign tongue which may possibly be never used, and the various advantages of a full command of our own? Our mother tongue ought to be systematically studied, and the acquisition of other languages be made subservient to this end. In fact we cannot fully understand our own without the study of others to some extent, in order to assist the knowledge of derivations. Latin and French are the most important from the fact that all words of Latin origin in ordinary use are modified by passing through the French language. The study of etymology therefore is of no mean importance in ascertaining the full, exact and original meaning of words. The study of words in this manner will not only convey much useful knowledge, but strengthen the mind, exercise the faculties, and induce a habit of research and investigation. And the principle on which this should be carried on, is "little and well." It matters not how short the lessons are, provided they are thoroughly explained and understood. Indeed, at first the shorter they are the better, for they are so much more likely to be remembered, and our spelling-book superseded is an admirable little book to

assist us in this part of our labor. But this after all is but a preliminary step. The forming of words into sentences is the next consideration. Every woman should be able to write as well as speak her own language with facility and correctness. The habit early commenced of writing one's thoughts on any subject whatever will be found a most useful aid in this respect. English grammar should be well understood of course, but we think it would be well to postpone its study to a later period than is usual in our schools; without this we merely load the memory with rules imperfectly understood, or not understood at all, without enlarging the mind with principles. We have known, and still know, pupils who when called on could repeat without the omission of a word, any of the thirty or forty rules of Syntax as readily as to give you their own name, and yet would violate every one of them in writing a simple letter or in thirty or forty minutes conversation with her class fellow. This fact alone argues the necessity for a change in the method of imparting instruction in grammar.

We will now speak of History as a subject of study, as tending to strengthen the judgment and reasoning powers. In this study the comparison of different characters and principles, the examination of characters as delineated by historians of different religious, political or social views; the observation of facts and events and their relation to previous or subsequent history; the search after reliable evidence; all these must be made use of in this study. By history is not meant the committal of two or three hundred pages of a book to memory, or the faculty of crowding into the mind for a few weeks fully a thousand dates of important events in the history of a country. It is not a knowledge of history that a person can boast of whose mind is like an old almanack; for history is "philosophy teaching by example," the close observation of circumstances, study of character, opinion, times and manners; and investigation into motives, and the ability to judge of effects from a knowledge of causes and *vice versa*. History, we repeat, is, or may be of the most important use to women. It may be urged that the qualities required for the proper study of the subject are precisely those which women lack. Complimentary, certainly. The judgment of women may be often at fault in the ordinary circumstances of life; not so much perhaps from any real defect, for it is as well to put the most favorable construction on everything, but because her sympathies are so strong, her feelings so ardent, her imagination so lively, as to lead her to see events and characters in the wrong light; and she decides not according to realities, but according to the view she is induced to take. Her feelings and passions intrude, and when this is the case she cannot see things in the right light. Let her sympathy be kept from the office of a special pleader either for her own rights or those of others, let her feelings be restrained from rushing into the jury-box, and her imagination be kept from clambering into the pulpit, let her ambition not reach the judge's bench, let her not transform herself into a commission agent or a gold broker, and it is highly probable that the veriest woman of ordinary parts will decide as truly and justly as any man in North America. How very desirable then does it appear that in the closing years of the short time that is devoted expressly to her instruction she should be led to think, compare and judge respecting characters and circumstances in which her individual feelings are concerned. So much for history.

Now for Geography. This subject should be carefully attended to, and by geography we do not mean the mere knowledge of names. It is quite possible that a radical defect in our schools is that our teaching is too verbal, it is too much about names, too little upon ideas; the sign obscures the reality. There is too much vaneering, too much varnishing to satisfy the teacher who really wishes to train as well as teach. The spread-eagle system of our neighbors is infecting our own Province, and *sham* is becoming the order of the day, not from a desire on the part of the teacher, but from the insane requirements of what is termed the "exigencies of the age." Our system requires a half yearly "exhibition" in schools, and bad luck attends that teacher who detests from the bottom of his heart all that bears evidence of *sham*. The true teacher is lost, and sinks "unhonored, unconfined and unsung." What children go to school for, if rightly understood is to gain habits of application, order, method, discipline;