spiritual biography. And even as he so lives, the Past from which he came over again, he finds at the converging point of these manifold lines of development, wings for his imagination, by which he passes on the aërial track of tendency, stretching his hours to ages, living already in the Golden Year. There is no other institution in which an hour seems at once so brief and so long. A few other European museums may surpass this in other specialities than its own; though when the natural-history collections of the British Museum have been transferred to their new abode, one will find at his door a collection of that kind not inferior to the best with which Agassiz and others have enirched the Swiss establishments; but no other museum has so well classified and so well lighted an equal variety and number of departments and objects representing that which is its own speciality—Man as expressed in the works that embody his heart and genius.

The museum has been in existence about eighteen years. Its building and contents have cost the nation about one million pounds; an auction held on the premises to-day could not bring less than ten millions. Such a disproportion between outlay and outcome has led some to regard South Kensington as a peculiarly fortunate institution; but there has been no luck in its history. Success, as Friar Bacon reminds us, is a flower that implies a soil of many virtues. If magnificent collections and invaluable separate donations have steadily streamed to this museum, so that its buildings are unceasingly expanding for their reception, it is because the law of such things is to seek such protection and fulfil such uses as individuals can rarely provide for them.—*M. D. Conway in Harper's Magazine for September.*

VI. Papers Relating to Practical Education.

SUCCESS IN TEACHING.

Every teacher desires success. It can be had. Will you try to deserve it? If so, decide in your own mind what success is, then how to seek it, and lastly, work for it. Success is obtaining the right results. In teaching it consists in making the pupils know—in leading them to love study, in training them to right methods of study, in forming right habits, in cultivating their tastes and talents judiciously.

To obtain success one needs knowledge and skill. He needs to know the right methods of work, and to have skill in the same.

Avoid all common errors, make a list of such errors as you know other teachers have, make a list of your own, and avoid them all. Seek perfection. The requisites of a good school are: a good schoolhouse, a good teacher, and good scholars.

You can keep your house neat, quiet and well ventilated. The house has an influence on the school; keep the air pure and the rooms neat.

You can be a good teacher. Success depends not upon one great effort, but upon regular, patient, and faithful work. Keep at it—"with time and patience the mulberry-leaf becomes satin."

Go to school in season. Call school at the right time. Have the pupils come in promptly and quietly. Write out your order of exercises. Arrange your programme as well as you can. Carry it out to the minute. Consider it as necessary for you to follow it as for the children to follow it. Provide enough work for every pupil. Suppress whispering. Secure the co-operation of your pupils. Lead them to see that it is for their interest to have good order and a good school. Require hard study from the pupils. Lead them to love study. Give short lessons. Assign them so plainly that none of them may mistake them. Have the lessons well studied. Require clearness, promptness, and accuracy in recitation. A little well known is of great value. Let not "how much, but how well," be your motto. Do not assist the pupils much at recitation. Cultivate their self-reliance. Self-help is their best help. Do not let them help each other. Excite an interest in study. Be enthusiastic yourself, and you will make your pupils enthusiastic. Encourage those who need encouragement. Review often. Talk but little. Be quiet yourself. Speak kindly and mildly. Be firm. If you love the pupils they will love you. Keep good order. Government is the main thing. Have order and good order, whatever you lack.

A good teacher can become better. Be not satisfied with your present skill. Seek to improve yourself as a teacher. Study hard yourself, and study daily. Try to learn more each day than you learned the day before. Have a fixed time for your own study. Use that in study. If you do not love learning, why should your pupils?

Talk with parents about their children. Many parents can give you useful hints about teaching. Urge the parents to send their children to school regularly, and to talk to them about their studies. Mark down your errors, their causes and effects—shun them in future.

Keep a list of your plans, your difficulties, and your methods of meeting them. Look at the list often, and see if you are carrying out your plans.

Read up on teaching. Read for improvement. Adopt new methods with caution. Hold fast the good, reach after the better. See if you can give a reason for your methods of teaching. Write. Make a list of the marks of a good teacher. Attempt to make these your own. Be not satisfied with doing as well as others—surpass them. Surpass yourself daily.

Study and practise these directions. Failure wll be impossible. —*American Journal of Education.*

RULES OF DISCIPLINE SHOULD BE FEW AND SIMPLE.

There is too much tendency in large, well classified schools and colleges to make the machinery of government cumbersome, so that the rules become such a weight upon the students as to depress the mind and repress that spontaneity of individual action so essential to the healthy growth and development of the intellect. Just as soon as a student feels that instead of being dealt with personally, he is only part of a great machine, that is controlled and worked as a whole, much of his individual responsibility is lost, except to do his part in the machine. Personal responsibility, constant, as though no other student were associated with him, is the true condition of development; and, unless you secure that condition fully, much of the student's time and strength is wasted, and your own strength is wasted in managing the machine, which when the school dissolves, is worthless. Machinery is as essential in a school as in a cotton-mill, but the simplest machinery possible that will accomplish the work is best in both. Simplicity and directness are doubly essential in a school, because you are dealing with living beings, and it is the contact of the living teacher with the pupil, in the whole process of education, that arouses activity, and makes every germ of knowledge quicken to the fullest development. This is no plea for lax government; for the teacher who cannot govern promptly and perfectly wastes a large portion of his time and strength directly, and does mischief enough to the character of his pupils to overbalance any learning he may impart to them.—*President Chadbourne in Circular No. 4, 1875, Bureau of Education.*

VII. Papers on Scientific Subjects.

SCIENTIFIC INSTRUCTION.

Below will be found a brief synopsis of the eighth report of the Royal Commission on Scientific Instruction and Advancement of Science. We notice it here for two special reasons: First, the report sets forth what scientists have been urging for years, that the Government should encourage original investigations by providing materials, apparatus, rooms, etc., for the use of those devoted to such researches, and, *that* even when such investigations have no direct reference to Government purposes. The report goes further and recommends that these persons should be paid. The subject is surrounded with a good deal of difficulty. But no valid reason can be given why a body of men properly qualified, and selected by competent authority, should not be recognised and recommended by Government for the highly important work of original discovery. The second point we would refer to here is the opinion of the Royal Commissioners formally put on record—"That the creation of a special Ministry dealing with science and education is a necessity of the public service." The composition of the proposed Ministry can be seen in the synopsis which we quote. It is not unlike that of our own Council of Public Instruction with a Minister on the floor of the House of Assembly.—*Mail.*

The Royal Commission on Scientific Instruction and the Advancement of Science analyse at considerable length the evidence bearing on the questions as to the central organization best calculated to enable the Government to determine its action on all questions affecting science, and they arrive at the conclusion that "the creation of a special Ministry, dealing with science and education, is a necessity of the public service."

I. The assistance given by the State for the promotion of scientific research is inadequate, and it does not appear that the concession or refusal of assistance takes place upon sufficiently well defined principles.

II. More complete means are urgently required for scientific investigations in connection with certain Government departments; and physical as well as other laboratories and apparatus for such investigations ought to be provided.

III. Important classes of phenomena relating to physical