

some means of knowing when corporal punishment is absolutely necessary. If any of them will define the circumstances and conditions which make it so they will render a great service to the profession.

"DON'T hear everything," says *Treasure-Trove*, "the art of not hearing should be learned by all." The writer is speaking of the domestic circle, and how to promote its peace and happiness. But his advice is equally wise for the school teacher. We should be disposed to add to it, "Don't see everything." There is nothing in connection with the art of discipline that requires a finer tact and discrimination than the art of knowing just when it is necessary to see and hear, and when it is better to be a little deaf and a little blind. It is easy to keep oneself and the whole school in a state of chronic ferment by being over exacting about trifles. The opposite extreme must, of course, be avoided. The sound judgment which enables one to decide instantly and wisely, to which of the two classes a given offence belongs is partly a natural endowment and partly an acquisition from experience.

THERE is a volume of suggestions in the following plaint recorded in the *Pennsylvania School*:

"A boy of fourteen said, the other day, to the master of a school, to whom he had been sent because of his misdemeanors, 'I can be a good or bad boy, just as I choose; but my teacher is to blame part of the time. She lets her temper fly at times, and I fight back with the same weapons; and I always get beaten. If she would be patient, why, I would be, too; and it don't cost much for a teacher to say kind words. She snarls at all for the bad conduct of one or two, and that sets me against her.'"

Good and evil are mixed, in very different proportions, it is true, in every child nature. Some teachers have the happy faculty of bringing out all the good. If there are not others who manage somehow to bring out all the evil, things have much improved since we were at school.

MANY of our readers have, we dare say, sometimes wondered why the day which marks the ending of the college session, and of the collegiate career, should be called in many institutions "Commencement Day." Several explanations, more or less fanciful have been current, but the correct one is probably that quoted in "The Contributor's Club" of the *Atlantic Monthly*, from the *Encyclopædia Britannica*. "The bachelor, or imperfect graduate, was bound to read, under a master or doctor of his faculty, a course of lectures; and the master, doctor, or perfect graduate was, in like manner, after his promotion, obliged to commence (*incipere*), and to continue for a certain period, publicly to teach (*regere*) some, at least, of the subjects pertaining to his faculty." This was in the mediæval universities of Continental Europe. "Commencement, then, existed at first for those taking what are now called the higher degrees, and

was the time when young men ceased to be pupils, and commenced to teach. The bachelor's degree, marking the end of the trivium, or preparatory course, was first given at Paris; and it seems that the bachelors were required to serve an apprenticeship at teaching, as a part of their preparation for the master's degree."

THE teachers of the Dominion and their friends may be glad to learn that the arrangements for the great meetings of the National Educational Association, of the United States, at San Francisco, July 17-21, generously allow any person, of any country, vocation, sex, or age, to avail themselves of them. Railway fares are reduced to a uniform rate of one-half from any station in the States where coupon tickets are sold. From Detroit, for example, the price will be but \$80.50, with \$2.00 added for a membership coupon or by way of tribute to the treasury of the Association. For this sum there is a choice of nine trans-continental routes, returning on different roads at discretion, from the Southern Pacific to New Orleans, to the far Northern or Canadian Pacific. In the former case, however, an additional charge of \$6.00 is made for much greater length of line, and in the latter \$15.00, to cover a reduced cost of travel by Pacific steamer or rail from San Francisco to Portland, Oregon, or maybe to the western terminus of the Canadian Pacific. Professor Ford, of Detroit, has kindly furnished us with many particulars in regard to rates, etc., which we shall be glad to communicate to any one desiring full information.

So far as we are aware the Public School at Dartmouth, N.S., is the first in the Dominion which has tried the savings bank plan. Some time ago a Savings' Bank Depository was organized for each department, in which each child may deposit any number of cents on a fixed day in each week, the various sums being transferred to the credit of the depositors in a chartered bank at regular intervals, and the trifling expenses for books and printed forms being defrayed from the interest. The scheme has only been in operation for four months, yet the aggregate accumulation was over \$806—a sum representing no small amount of self-denial among the 600 children in attendance. The plan seems an excellent one. The universal inculcation of thrift as a principle and as a habit in the children, could not fail to have a most important influence upon the future well-being of the whole country. The system has been adopted in England, Belgium, Prussia, Russia, Australia and some of the United States, but it has probably been most successfully worked in France, where it is compulsory in the Public Schools. A contemporary observes that "it is, no doubt, owing to the habits of thrift thus fostered in childhood that the French peasantry are among the most frugal people in the world, and were, therefore, able to lend their Government enough from their savings to pay off the enormous indemnity imposed upon the nation at the close of the Franco-Prussian war."

Educational Thought.

THE old necessities have passed away. We now have strong and noble living languages, rich in literature, replete with high and earnest thought, the language of science, religion and liberty, and yet we bid our children feed their spirits on the life of the dead ages, instead of the inspiring life and vigor of our own times. I do not object to classical learning—far from it; but I would not have it exclude the living present.—*Garfield*.

ORIGINALITY in the teacher is a prime requisite. Without it he cannot successfully copy the best methods of another. Every teacher must have a power within which can not be bestowed by or upon another. We may learn from books or from the experience of our fellow teachers, what, in a general way, must be done, but we must have an inspiration to guide us in the application of principles, or the very efforts we put forth to do the right thing will prove our ruin.—*C. J. Gruet, in Illinois School Journal*.

THE teacher's profession demands all that is best of him—his time, his ability, his thought, his energy, his enthusiasm. There can be no success without it. Half-hearted interest in anything never produced results that amounted to much in any work—certainly not in teaching. We do not mean that a teacher should be a slave to his calling. We do not mean that his life should become a schoolroom treadmill, with no interests apart, but we do mean that his best should be devoted to his chosen work.—*Virginia Education Journal*.

THE Briton thinks American school children are "babied" in having so much attention paid to comfortable seats in schoolrooms, and a man at Rugby stared to hear of singing birds, blooming plants, and pictures, in the buildings where children learn the multiplication table. We asked a boy, however, one day, in an Edinburgh school, if the teachers ever whipped the boys, and he answered, "Why, of course, they have to." We are glad to know, that the spirit that makes our schoolrooms pleasant places to dwell in has little recognition for this "have,"—the teacher that brings flowers in one hand seldom carries a stick in the other.—*Annie M. Libby*.

SCIENCE is advancing with a vengeance! Here is a French schoolmaster proposing to adopt electricity as a substitute for flogging delinquent pupils, while at the same time the Americans are seriously discussing the propriety of superseding the common hangman by the use of the same power. We should strongly advise our Gallic *confrère* to leave the study of electrical science for a while, and devote himself to that of school management and common sense dealings with budding brains and branching intellects. One result of his new investigations would be the discovery that boys—especially the naughtier *genus*—are apt learners in the art of inventing means of giving pain to others, especially if amongst the "others" we include martinetist teachers. Just fancy what a popular sensation might be created in the classroom by the surreptitious application of an electric fluid to the master's chair! Corporal punishment is perhaps allowable in certain cases, which all the teachers wot of, but its gradual elimination from modern school discipline is one of the characteristics of our admitted improvement in educational methods. The birch has marred more than ever it made, and it is only tolerated in the present day because we have not yet reached the highest stage of disciplinary ethics.—*Educational Times. (Eng.)*

WE would call the attention of the fraternity to the advertisement of the Temperance and General Life Assurance Co., in another column. The Company is a thoroughly reliable HOME INSTITUTION, and easy to work. Inspector Chadwick says:—We print the speech of The Hon., The Minister of Education who is the president of the Company, to which we also refer our readers. An excellent opportunity offers during the vacation for our live men to make their mark as insurance solicitors.