

The portraits of Wollaston represent him as a grave, silent, meditative man; one who would excite much sincere respect, but little enthusiastic affection, among those who knew him. He led a solitary life, and was never married.

Altogether, the combination of reserve with perfect straightforwardness; the relish for acquiring money, with the generosity in parting with it when it could be worthily bestowed; the clear intellect, the self-reliance, the aversion to interference or intrusion on the part of strangers; the impartial justice to rivals, and the business-like method of all his habits, seem to us pre-eminently to mark out Wollaston as, *par excellence*, the *English Philosopher*.

THE RICH AND CHILDLESS TAXED TO SUPPORT PUBLIC SCHOOLS.

To the citizen of large property and no children to be educated, it seems an inequality to pay a heavy tax for the schooling of his neighbours, most of whom he considers able to purchase instruction for themselves. But that some system is necessary to secure the general education of the families of the state, and especially of the poorer classes, is on all hands admitted. This necessity itself, if duly considered, will go far to reconcile the feelings to some unavoidable inconveniences. Some families have no members who can enjoy the benefits of the institution; and some may prefer to procure instruction for their children in private or select schools. Both these classes receive greater advantages from the system of common education than might at first view be supposed. They have more pecuniary interest in the intelligence and good morals and peaceful habits of the community than the poor who pay little or no taxes; for they have more to lose by the violence and lawlessness of the ignorant and the vicious. They have more social interest in the good habits of the poorer classes than the poor themselves; for having a measure of culture and being raised to a comparatively higher sphere of social enjoyment, they find no satisfaction, but only annoyance and disgust, in those riotous pleasures which are the element of the low bred and the vicious. And since many families may choose rather to maintain seminaries which are more select, than to avail themselves of the common schools, these may be the more contented to bear their share of a general school tax, while they consider that they contribute to support a beneficent institution for those who cannot purchase for their families the higher degrees of education and many of whom desire nothing better; that they thus pay, and at a very cheap rate, for that conciliation and sympathy and influence with the masses which they would wholly forfeit by a total separation from an enterprise so closely connected with the general good; and that they thus sanction and sustain a law which commands a vast amount of means for education from persons of ample wealth, and large families, but no culture, and who would not give anything for schools except under the force of law. These and other like considerations, if candidly weighed, will go far towards overcoming the repugnance which some may feel against a law which taxes them without offering a direct return.

Therefore, remembering that intelligence and virtue in the people, are, to a free state, the only security of right; that nothing but good schools can maintain intelligence and virtue; that the state only can ensure good schools to the full extent of the public need; that taxation is the only pecuniary resource of the state; that property or some representative of property is the proper subject of taxation, and ought as much to pay for this kind of defence as for any other, we may see more reasons for contentment with some such approach as we now have, towards an equitable taxation for schools, than for meditating any change which would sacrifice our present advantages without supplying better.—*Pennsylvania School Journal*.

A FEW HINTS FOR A TEACHER ABOUT TO COMMENCE A SCHOOL.

FRIEND N —: You ask me to give you what you have been pleased to call the "results of my experience." I have never felt more fully conscious of my inability fully to discharge the duties of the school-room than I do now; and if experience has done no more, it has shown me many deficiencies. Still, however, I remember some peculiarities of the country district schools, and will drop a few hints which may bear to you my best wishes for your success. Let me, in the first place, ask you to remember that any plan or scheme may work well in one man's hands and under one set of circumstances, and utterly fail when conditions change.

On first meeting your pupils, do not allow yourself to be disturbed by the novelty of your position; your natural ease of manner, and your feeling of sympathy with those around you, will shield you from putting on the airs of a master, while your just appreciation of your position will teach you what respect is due from those under your care. Our actions spring from our thoughts, and he who knows himself and the position which he occupies, can hardly fail to fill his place with

propriety. The best assurance of a kind and gentlemanly bearing towards pupils is found in a benevolent heart and a cultivated understanding.

Opening school. The busy sounds of gaping, curious inquirers beside as you enter the school-room, and the crowd of life now waits your direction. If it is your purpose that your first exercise be reading the Bible, have all the other books laid together, and, in general, do not have them taken from the desks till after the reading is finished. This prevents noise, and separates the present exercise from the ordinary business of school. Quiet being secured, let the older pupils read two verses each in turn. It is not best for the smaller pupils to read; let them wait till they can read well enough; but be sure that all who can read the Testament, have books and pay attention. From what I know of your opinions and feelings, I judge that you will wish to follow the reading by brief prayer. I advise you to do so. You will feel calm, refreshed, and strengthened. Your pupils will pass to their work more quietly, and to better purpose. I like to have a school repeat the Lord's Prayer in concert.* This would no doubt seem strange to your pupils, but in a few days they would all easily speak in the same time with you. These opening exercises may occupy about fifteen minutes; less, rather than more.

Let the discipline of your school be your first care. You will not understand me to recommend you to begin with presenting a code of laws, nor with a particularly magisterial manner. Not at all. But have, at first, as distinct a notion as possible what the condition is which you desire, and then use *in season* the best means to secure it. Forestall evil by securing attention to something good. Hence, tell the pupils by your manner, and in words, too, that you have come to help them reap the greatest profit from the winter's opportunity. That the business of the place is study, and that, for their good and their comfort, as well as for yours, nothing should be admitted which is likely to interfere with study. Say to them, perhaps, that from your recollection of your own school-days, and also from the testimony of experienced teachers, you believe that whispering, with other forms of communicating among pupils, is the great evil in most schools, and is the entrance for almost all the other evils which disturb their quiet and progress. I have often closed my remarks on this subject, by saying that I considered refraining from whispering of so much importance, that to refrain from it and from its substitutes, was all I had to suggest; and that, to call their attention more directly to it, as well as to offer some stimulus to watchfulness and self-control, I would, before the morning's recess, ask all those who have refrained from whispering to rise. Sometimes I have divided the question, asking first if there were any who had not voluntarily communicated in any way, by writing, motioning, &c.; then calling on those who had refrained from communicating by whispering. Express your satisfaction with the success of those who have been successful, and remind the others that you will repeat the inquiry at noon. Inquire often, until the habit of refraining is formed; for the pupil will think it comparatively easy to do without communicating with his neighbors for half of the morning, when it would look like an impossibility for him to do it all day. Tell them how much easier it is to refrain entirely from communicating than pretty nearly to do it. A vague purpose to do about thus or thus, is not worth much; but a resolution to do this very thing, and to begin now, makes success nearly certain. If you purpose on a pleasant evening to accompany your friend towards his home a *little way*, where will you stop? If you speak of going *so far*, the question is all settled. By this plan of inquiring, a large majority of the school will have their course fixed for the winter. Ask those who do not refrain, to consider which portion embraces the best scholars and most trusty pupils, those which are most esteemed in the neighborhood. I like to keep a record of each half day's success. If some consider this a milk-and-water government, only playing with them, and begin to annoy you by improprieties, try talking with them alone, and such stronger influences as you find necessary. But in what you require, be obeyed. Respect for authority is so little required in many families at home, that if that habit of obedience to just rule, which is more necessary in making a good citizen than correct language, be not formed at school, the boys and girls will grow up without it. This voluntary method in respect to whispering has served me better through all my teaching than anything else. But your discretion must be your tutor. Be particularly careful that the reporting does not lead to a disregard of truth.

As quickly as possible give all your pupils employment. A good beginning being made in respect to whispering, and just enough work assigned to employ each pupil till he expects to recite, taking care yourself to have leisure enough for observing what passes in your realm, government will be known only in respect to such pupils as purpose mischief; and if there be such, very likely the general current of the school, with your kind, frank, and independent manner, will prevent such a purpose from being carried into effect.

Take time enough to arrange your school. Well begun is half done. Before you can classify your school, you must know what it contains.

* This Prayer, on a large sheet, is sold at the Educational Depository, Toronto.