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# THE ONTARIO TEACHER:

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## RETIREMENT OF DR. RYERSON.

The rumor has again become current that Dr. Ryerson proposes resigning his position as Chief Superintendent of Education. We understand the Rev. Chief has for several years been anxious to get relief from the arduous labors of his Department, that he might be able to devote his undivided time to the preparation of a history of the U. E. Loy-ists in Canada—a work which his long residence in this country, and his intimate knowledge of the whole question, particularly qualify him for performing.

Dr. Ryerson's connection with the educational system of Ontario cannot be otherwise regarded than as one of the most important elements in its history. When he first took charge of our Common Schools they were comparatively few in number, without uniformity in study or text book. They were but the nebulous matter of a school system. The country being sparsely settled, and large contributions being constantly made to its population by immigration, it was no easy task to prepare a system of education that would meet the wants of a new community, without those

encumbrances which pertained to the systems adopted by older countries. By an extended and careful examination of the systems prevailing in Europe and the United States, and by judiciously adapting them to the peculiar wants of a new country, he was able to give us much of what was best in them all, without either unnecessary encumbrance or routine. And by offering an inducement to Trustees by providing that the Department would help those who helped themselves, he was able to establish schools in many districts, where the circumstances of the people would not permit of sustaining single-handed the entire expense. Another feature of school maintenance which was never lost sight of, but which was not finally adopted until 1871, was FREE SCHOOLS. Although a rate-bill was for many years chargeable under law, yet the ratepayers were always afforded the opportunity at the Annual School Meeting, of deciding whether their school should be free or not. So popular did the free school system become, that when the government came to consider the abolition of rate bill

altogether in the case of resident children, only about 400 schools out of a total of 4,000 in the Province, but had already discarded it of their own choice, and had practically removed all possible restrictions upon the attendance at our Public Schools.

Contemporary with this change in school maintenance, came the change in school inspection, the adoption of a "Programme of Studies," and the proposition for additional Normal Schools, thus completing as it were the fabric so well begun.

The amount of labor requisite to the development of a school system, requiring so much attention to detail as well as design, cannot easily be estimated. The judgment to eliminate from foreign systems what was not adapted to the conditions of a new country—the courage to defend what was excellent against the prejudices and the jealousies of opponents—the tact to tone down opposition or to launch a new scheme upon public favor at the most opportune moment, are all qualities of the highest order, and qualities which Dr. Ryerson possessed in a very high degree. His shrewdness in the management of those whose influence might contribute to the success of his plans, and his own enthusiasm in the prosecution of his designs, have placed him in the first rank as a diplomatist and have, in a very great measure, contributed to his success. True, he has sometimes forgotten the non-political character of his position—he has sometimes entered the lists against men who were "foemen worthy of his steel," and against whom there was no necessity of declaring war—he has even made use of language at times harsh and recriminatory, but at no time can it be charged that he lost sight of the great interests of education, or sacrificed, (though he might have endangered), his own usefulness, for political favor. And now when retiring, as doubtless he will ere long retire, from a position he has so well and so worthily occupied, he can look back upon

a career that has been characterized by the most marvelous progress, and can congratulate himself on having contributed as much, perhaps more, than any public man in Canada ever did, to the intellectual development of the people, and to the creation of those forces which, though not seen, are the most potent in forming national character, and in giving an impetus to the prosperity of the whole country. It is then, with the deepest regret that we regard his retirement from the position of Chief Superintendent of Education. We know not how soon it may be, but there is little doubt it must be ere long. We are glad to think that when it does take place, it will be purely voluntary, and with the deepest regrets of the people whose interests he has for upwards of a quarter of a century so faithfully advanced.

Immediately connected with the subject of Dr. Ryerson's retirement is that of appointing a successor. There are but three ways in which the Education Department can be conducted; either as at present, under a Superintendent—as a Department of some Minister, or under a separate Head as the Minister of Education. The latter mode prevails in France and Prussia, but so far as Ontario is concerned we think it somewhat objectionable. There is no doubt but that by this system the Department of Public Instruction might appear to be more directly under the control of the government, and the idea of *immediate* responsibility more fully carried out. But then it would subject our educational system to those vicissitudes and annoyances which are inseparable from political reverses, and might lead to unpleasant and unprofitable interference with existing regulations. To have a new Head to our Educational Department with every change of Government—to subject our Public or High Schools to the whims of every new Minister, might be very damaging. A system of Education to be of any real service must

have a continuity of design—it must command the support of all political parties and must be peculiarly the creature of the masses. It is only by experience that such improvement can be made, as would further add to its completeness. To experiment according to the suggestions of some vague theorist might be most disastrous. For these reasons we would prefer the appointment of a successor to Dr. Ryerson, with similar powers, but still responsible to the Executive as he now is, to the establishment of an educational bureau.

Making the Department in any way subsidiary to some other Department of the Government, or attaching it directly to any other department would also be objectionable. Then *one* Minister only would be specially held responsible, now the responsibility rests upon the Chief Superintendent and the Government. The duties of the Department also, are so great, and if combined with any other department, would so increase its labors, that no Minister could properly supervise the whole work. As a consequence of this, the Deputy would virtually be King. And although the present incumbent, by long experience and faithful service, has won for himself the greatest respect and esteem, it is possible his successor might not be equally able to advise a

Minister, or himself direct the officers of the department.

In the selection of a successor considerable care should be exercised. The office should not be made an *asylum* for any political favorite. Its responsibilities are too great and its duties too important, to be entrusted to any, but a man of the highest integrity and worth. When a man can be found of good judgment, high attainments, with a practical knowledge of our educational system and the requirements of the people, such a man may safely claim the favor of the Government. No *foreign talent*, no matter how conspicuous at a distance, should be imported for the purpose. Canada has the talent within herself—men who graduated in all her educational institutions, from the Public School to the University—men who have felt their inspiring influences and have enjoyed their practical training—men who are in entire sympathy with Canadian thought and enterprise, and it is from their ranks that a selection should be made, and into their hands the future interests of education should be committed. We sincerely trust, that when a choice is made, it will be of such a nature as to promote the cause of sound, practical education, without which our national prosperity can neither be fully developed nor matured.

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## GRANT TO HIGH SCHOOLS.

The question of "Payment by results" in the case of High Schools appears now in a fair way to be settled. The Chief Superintendent has on different occasions called attention to the necessity for a change in this direction; former High School Inspectors have also recommended such a scheme, but it remained for the present staff to agree upon a scheme, which, while it does not en-

tirely cut off any High School from government aid, combines such a variety of elements as to give the most advanced and best conducted schools such advantages as their merits entitle them to receive.

The scheme recommended by the Inspectors involves the following conditions:—

1. A part in the payment of a fixed allowance to each school as at present, in order

that the smaller schools may be assured of a certain degree of stability.

II. A part on the basis of average attendance; each school receiving, per unit of average attendance, a sum equal to what is paid per average unit of attendance to the Public School.

III. A part on the results of *Inspection*—the sum (say) of ten thousand dollars being distributed among the Schools according to their efficiency as determined by the report of the High School Inspectors.

IV. A part on the results of a uniform written examination in the subjects of the Second Form works as at present prescribed.

The minimum appropriation to a High School at present is \$400. As the withdrawal of this sum, or its reduction, would very much cripple the resources of some schools, it is not intended that this minimum should be in any case further decreased, the supposition being that no matter how weak a High School may be, it is entitled to receive at least that sum.

The second principle involved in the distribution is one to which we have frequently made referenee in these columns, viz:—the disproportion between the grant per unit or head to High Schools and Public Schools. It appears that at present a High School pupil is worth to the Board of School Trustees as a revenue producer \$16. Whereas, a Public School pupil is worth only \$1.00.

Besides the disparity to which attention has already been called, there was, in towns where High Schools were established, the further injury of crowding the pupils into the school from which the highest revenue was derivable, regardless of the injurious consequences. The proposed scheme will obviate this tendency by entirely removing the temptation.

According to the third principle laid down by the Inspectors, it is proposed to distribute a certain amount of the grant to each school according to its efficiency.

Under this general head, the following will be the tests applied by the Inspectors:—

School accommodation. condition of school premises, general educational appliances (maps, apparatus, &c.)

Number of masters employed, as compared with the number of pupils and classes, qualifications of masters, character of the teaching, &c.

Government, discipline, general *morale*.

The apportionment of the grant of say \$72,000 on the plan proposed would be as follows:—

106 Schools at a minimum grant of \$400 each	\$42,400 00
Average attendance, say 5,000, at \$1 per unit	5,000 00
Sum to be apportioned on Inspectors' reports	10,000 00
Leaving to be distributed on results of examinations	14,600 00
	\$72,000 00

Two or three illustrations are given by the Inspectors of the working of the plan as regards its pecuniary results to the schools. They take, in the first instance, a school having an average attendance of forty, and regarded by the Inspectors as one of the *second-class*:—

Assuming that for the whole Province, the average attendance of pupils of the Upper schools would be 240; and that the school in question would have an average attendance of eight in the Upper School. Then the probable apportionment would be:—

I. Minimum grant	\$400
II. One dollar per unit of total average attendance	40
III. Awarded according to rank of the school	180
IV. Average attendance (8) in Upper school	240
	\$800

Taking the case of a well-equipped Collegiate Institute, with average attendance of

seventy, and ranked in the *first-class*. Assuming the average attendance in Upper School to be *twenty*, then the probable result would be made.—

I. Minimum grant.....	\$400
II. One dollar per unit of total average .....	70
III. Awarded on account of rank....	300
IV. Average attendance in Upper School .....	600

Total.....\$1,370

Taking the case of one of the lowest class Schools, having none in the Upper School. Assuming its *total* average to be 20. Then the probable result would be :—

I. Minimum .....	\$400
II. Total average attendance .....	20
III. On rank of School.....	50
IV. Average attendance in Upper School.....	00

Total.....\$470

The school might be so inefficient as to have no claim under head No. 3. Its allowance would then be \$420.

The Inspectors sum up their observations in a few sentences, pointing out the effect likely, as they believe, to ensue from the adoption of the programme thus laid down. They say :—

“It will give effect to the principle of payment by results without injuriously affecting the position of the smaller schools; by lessening the importance of mere numbers, it will improve the High Schools; it will stimulate the masters, by a direct pecuniary inducement, not as heretofore to *pre-*

*pare* pupils for *entrance*, but to PERFORM WELL THE WORK PROPERLY PERTAINING TO HIGH SCHOOLS; it will show the country what schools are really doing High School work, and what nominally High Schools are doing only Public School work, and will thus ultimately force the latter class to become what they profess to be, or give way to more efficient *Public Schools*; it will, we think, give a more powerful impetus to the progress of the High Schools than anything else that has yet been devised; and thus by increasing the efficiency of the High Schools it will exert no small influence for good on the entire educational system of the country.”

We cordially endorse the proposed scheme as a step in advance of the present system of distributing the High School Grant. As High Schools are somewhat limited in number, there can be no difficulty in making the examination so thorough as to do full justice to every school! And while meritorious schools will by this plan get full credit for the work done, those that languish and decline, either from lack of material or inefficiency, will be so exposed, that incompetency will be obliged to hide its diminished head. The stimulus to the teacher under the new system will also be great. The annual reports of the Inspectors will give his school its annual status, and his efforts to maintain an honorable position, will be quickened by the consciousness of fair distinction and reward. We heartily congratulate the High School Inspectors upon their apparently very equitable solution of a long standing difficulty.

PROPER DISCIPLINE IN SCHOOL, AND THE BEST METHOD OF SECURING IT.

BY G. WISMER, HEAD MASTER, PARLIAMENT STREET SCHOOL, TORONTO.

The subject of proper discipline in our schools is of great practical importance, and one in which too many of even our most experienced teachers are apt to fail.

Proper discipline requires first, that *unquestioned authority* should be regarded as the undoubted prerogative of the teacher; and secondly, that *implicit obedience* should

be voluntarily recognized by the pupils as a part of their duty. Upon this foundation the whole superstructure of wholesome government in school depends, and without it the best efforts of the teacher will be most unsatisfactory, both to himself and to the pupils under his charge. His first duty then on taking charge of a school is to convince his pupils that he is not only their guide and instructor, but that he is in reality *master*. His authority should be exercised in a calm and dignified, but unhesitating manner.

Cases of entire disregard of authority may, and often do, occur; but a case of downright insolence must be dealt with summarily; and I know of no shorter and more effective method than by a sound application of the old-fashioned and much-abused cane. Solomon displayed considerable knowledge of human nature when he said, "Spare the rod, and spoil the child," and my experience is that moral suasion alone is utterly unable to control boys who, often under no restraint at home, have not the slightest respect for those placed in authority over them. This punishment, however, should only be inflicted when a pupil by a disrespectful, bravado-like manner shows that he is determined to ignore the teacher's authority. "A little leaven leaveneth the whole lump," and a very small quantity of what I call—precocious swagger—will have a disastrous effect on the conduct and order of a school, unless immediately checked by prompt measures. When inflicting punishment in such cases it is necessary that the teacher should be dignified, firm and deliberate; in other words give to it the gravity and effect of an *execution*, which, if properly done, need seldom be repeated. The teacher having once gained complete control over his school, will find little difficulty in maintaining proper discipline without the use of corporal punishment, except in some exceptional cases. In ordinary school management the cane

should be almost entirely dispensed with, the teacher depending on the power of his own will and a natural faculty of government, which is to a certain extent an indispensable qualification in a successful disciplinarian.

Respect and love for a teacher will follow as a natural consequence of good government and an impartial discharge of duty. Those who would make love and kindness the foundation and vital principle of a school's discipline, simply display a very limited knowledge of human nature, and may be justly termed "Theorists."

Practical experience teaches that a considerable amount of wholesome fear is absolutely necessary in addition to friendly feelings and regard for a teacher. Without this no large number of children can be properly controlled. With reference to minor details, a very prolific cause of disorder and annoyance is, "Whispering in school." The rule with reference to this matter should be distinctly laid down and rigidly carried out, viz: "No whispering allowed *on any consideration* without permission." The teacher should endeavor to do his work quietly, avoiding scolding and fault-finding as much as possible. Another most important principle, which should be judiciously fostered in the minds and carefully instilled into the hearts of pupils, is that of straightforward *truthfulness*. No teacher should rest satisfied until he can freely take the word and depend on the honor of at least a very large majority of his pupils.

In the best managed schools, the tone of truth and morality is unfortunately none too high; our teachers therefore, should labor assiduously for the promotion of what is found more often perhaps, in the public schools in England, *i.e.*, sturdy, fearless, school-boy honor. The attainment of this most important object is a noble part of the teacher's duty, and to a great extent it moulds the whole character of his pupils and exercises a beneficent influence over

them in after life. A truthful boy will make a truthful man, and this principle must be in the ascendant in every school where proper discipline is maintained. Words, spoken sympathetically and at the proper moment, impress on the youthful mind the disgrace of wrong doing, as well as the beauty of goodness; the teacher should therefore, weigh them well, and never hastily or in anger utter words on account of which he may in cooler moments have cause for sorrow.

A very great amount of pleasure and

profit, or of misery and wrong, may result from the kind of discipline habitually practised by teachers in school; it would be wisdom therefore, to seek the guidance and direction of the Great Giver of all good gifts.

Finally, let the teacher direct with quiet self-possession, inspire the youthful mind with enthusiasm, instruct with cheerful zeal, commend often and wisely, and check and rebuke whatever is mean, selfish and dishonorable.

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### ESSAY ON MUSIC IN SCHOOLS.

READ BY MISS J. A. SPICER AT THE LAST MEETING OF THE EXETER DISTRICT TEACHERS' INSTITUTE.

At present we have no organized system by which our pupils may become acquainted with even the simplest elements of vocal music, and probably to have this branch introduced and treated in a proper manner would cost considerable money and entail difficulties. Nevertheless, it is the opinion of a great many of our most distinguished educationists that this branch ought never to be omitted from a well-considered system of education. We suppose they think that the advantages accruing from it will be ample compensation for all the expense and difficulty resulting therefrom. As far as our own views are concerned, we have no hesitation in saying that music should form a part of our exercises, and be practiced to a greater extent than it generally is.

In treating this subject, we will divide it into four parts—first, noting what music is; second, why it should be practised in school; third, how it should be practised; and lastly, what kinds of songs should be sung. In referring you to our first division, we would ask the question, What is music? If

we search the majority of our note-books, we shall find a reply somewhat as follows: Music has for its object sounds, their succession and various combinations; but we do not consider this a direct answer; there is a little evasion about it. Were we to give a definition of music, we should say that it is any succession of sounds so modulated as to please the ear, or any combination of simultaneous sounds in accordance or harmony, or it is the melody of a single voice, or the harmony of two or more voices in concert. Music, whether vocal or instrumental, is a very desirable acquisition in any person who has time and money to devote to the purpose, for it requires no inconsiderable portion of both; and as for any great success in it, we think that will mainly depend on the taste and what is termed "the ear." Where these qualities exist, the study of music becomes a positive pleasure, and the successful pursuit of it will contribute to inspire the mind with a tranquil serenity, and impart a solace and quiet enjoyment in the many lonely



and anxious hours that are often spent, while, at the same time, it will provide ready means for gratifying the taste of friends and contributing to the cheerfulness and entertainment of society. What would our Sunday Schools, and our meetings on the Sabbath, and our social gatherings be without singing and the sweet peals of the organ? Rather dry, we should fancy, if both were excluded. Have we not heard music in our churches that has filled us with rapture and delight, and transported us in imagination to another sphere of existence? Music has a great power in the world, and a certain writer has said that it has charms to soothe the savage breast.

The second part of our subject is: Why music should be practised in school. Are there any benefits to be derived from it? We answer; yes. Has it any influence on the minds of the children? We think it has a powerful influence on their young and tender minds—an influence which no other branch of education can exert. It is true our exercises are various and our time limited, especially at this season of the year when our schools are crowded; but if we could only devote ten or fifteen minutes each day in teaching our pupils to sing some nice little song, we should soon find that there are benefits to be derived and advantages to be gained by such a course. But probably some teachers would have an objection to this, though they have time. They would say it is impossible for me to impart the requisite instruction in this department, for I cannot sing, and how am I to teach others what I cannot perform myself? We admit we are not all born singers or musicians, but we are all richly endowed with organs by means of which we can talk and converse with each other (particularly the gentleman); and as the same organs are employed in singing as in talking, only in a little different manner, we see no reason why we cannot with practice and perseverance overcome even that difficulty to some

extent at least. There is a musical germ implanted in the mind of every individual, and it is only from the fact of not permitting it to develop itself that the person does not become a singer. We do not mean to say that all may become good singers, neither the best judges of musical performances, yet we think they can arrive at such a degree of attainment that they will be interested not only in listening to but also in participating in such exercises. Shakespeare says—

“The man that hath no music in himself  
Nor is not moved with concord of sweet sounds,  
Is fit for treasons, stratagems, and spoils;  
The motions of his spirit are dull as night,  
And his affections dark as Erebus:  
Let no such man be trusted.”

We think every teacher who has made a practice of singing with his pupils must have witnessed the softening and humanizing effect it has upon their minds, and the power it has in cultivating the finer feelings of their nature, and in soothing the fiercer and more rugged dispositions. It elevates, ennobles, and enriches their minds, and plants in them good desires, which, if put into practice, would be of lasting benefit. It strengthens and improves their voices, and creates a taste for the beautiful and sublime. It inspires them with new life and vigor, and prompts them to perform acts of kindness and deeds of love. Music we think, imbues them with a higher respect for themselves, and with a greater love for their teacher. But, perhaps, one of the most pleasant features of vocal music in school is, that it forms a sort of recreation or a relaxation to our pupils when their minds become wearied and burdened, and their powers almost exhausted by arduous study. They may have been endeavoring to solve some difficult problem, and being unsuccessful they throw down book and slate, tired and discouraged, and almost wish their schooldays were ended. It is then they should be asked to lay aside

their studies and engage for a few minutes in social singing; and they will then resume their work with renewed energy, and even pleasure. The variety and entertainment mingled with instruction, and the delight which the music affords will be a sufficient reward for perseverance on their part. Music will impart animation and cheerfulness which are necessary for the well working of the school, and I think that we as teachers should endeavor to be as cheerful as possible, and not be always grumbling and finding fault with our pupils. Children are naturally of a light and joyous disposition, and if we are always morose and stern with them their progress will be impeded, and ultimately they will get a dislike for school. Then, we would say be cheerful, as cheerfulness is the oil which makes all glide smoothly and merrily along. Music will also form an agreeable break in the studies of the school; it will excite an interest and have a tendency to make school a great deal more pleasant and attractive. If one class of children should participate in singing more than another, we think it should be those of the junior division. The most of them love music, and if you say to them, "Now, children, put away your books—we are going to sing for a while," you will be amused to see their young countenance beam with a smile of approbation, and their eyes sparkle with delight. They love to spin their top, and play ball, and engage in all their various sports and amusements, but equally as well they love to sing, and they will go at it soul and body, evidently trying to see who can sing the loudest and make the most noise. But never mind, it will brighten their ideas or have a tendency to shake off that drowsiness and stupor which sometimes comes over them, and it will check their restlessness; for children will get noisy and impatient under the restraint and monotony of position and occupation. Think, too, of each child frequently going home at night,

like the honey-laden bee, with a gay little song or a holy hymn that will gladden the hearts of the household. The songs which they learn at school will make lasting impressions on their minds, which time cannot efface, and when they grow up to be men and women, and have to contend with the trials and difficulties of life, with what pleasure and delight will they look back and recall to mind those very songs! and probably sing them in their own homes. The teacher who thus earnestly strives to add charms to his school is exerting an influence not only in the school-room, but which goes out into the world, blessing and blest. We will next note the method of teaching music.

In the junior department we think that singing should be taught solely by the ear. If the teacher makes an attempt to teach the principles of music to the infant classes he will only create a dislike to music which will be difficult in after years to eradicate. In teaching children to sing we would first give a short explanation of the piece selected, and as they will have no books we would read it to them, or probably a better method would be to have it written on the blackboard, where all would have an opportunity of seeing it. We would then ask for their attention while we sing the first verse two or three times, until they get an idea of the tune. We would then require all to join in concert and sing the first verse until the tune is mastered. With very small children we think it would be advisable to divide the verse, and let them learn to sing the first couplet, and then the last couplet, and when both are thoroughly mastered, sing the whole verse through. We would then ask them to try and sing it without our assistance, or it might be advantageous for the boys, to try it alone, then the girls alone, as there would probably be some striving to see who could sing it the best. The next verse might then be taken in a similar manner, and so all though. They

may not keep good time at first ; it will require a great deal of practice ; but close attention should be paid to it, as correct time is the beauty of all music. We think that singing in this manner is considered advantageous until the musical ear is sufficiently trained and cultivated ; then as the pupils become more advanced the theory of music might be introduced and the children taught to sing by note ; but as that is seldom taken up in our schools we will say nothing concerning it, but pass on to the fourth and last part, namely :—

The kind of songs that should be practised. In regard to this, it may be said that we have all a right to make our own selections, as our tastes very much differ, but at the same time should we not choose those pieces which are best calculated to leave favorable impressions, and which will draw out the mind after things grand and noble ? We think that songs which express a regard and endearment for home and the domestic circle should not be overlooked, for home is the place where all that is great and good, all that is noble and refined, all that permanently fits man for the fulfilment of the object of his creation, ought first to be im-

parted to his thoughts and interwoven with his affections. For example, we might refer you to the songs entitled, "Home, sweet home," "Be kind to the loved ones at home," and "Do they miss me at home?" Teach them patriotic songs, which will inspire them with a love for their country and a desire to be true and brave ; pathetic songs, which will awaken sympathy for the wants and woes of others ; æsthetic songs, which are calculated to cultivate and refine the taste, and which have a particular reference to beauty ; songs of the season, reminding them of the promise given unto Noah, that as long as the earth remained there should be seedtime and harvest, summer and winter, day and night ; temperance songs, which strongly oppose the use of the intoxicating glass, which has ruined so many that were once as promising as our boys that go to school now. Teach them songs of loyalty, of battle, of perseverance and victory, and we might say of everything which will have a tendency to elevate their moral natures, and make them good loyal subjects and respectable citizens, bright ornaments to society and a blessing to the world.

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## THOUGHTS ON THE RELATION OF TEACHERS TO THEIR PUPILS WITH PRACTICAL SUGGESTIONS.

ADDRESS BEFORE THE EAST MIDDLESEX TEACHERS' ASSOCIATION, BY REV. J. GORDON, M.A., OF DORCHESTER.

Clear and definite views of the nature of the relationship that teachers have to their pupils, will do much to make them understand their duty and responsibility.

We will look at the subject, 1st, In connection with Discipline. 2nd, In connection with Teaching or giving instruction.

The relation of the teacher to the pupil for the time being, is much like that of the parent to the child ; we may find a certain

similarity in that of the Captain to his men, the master to his apprentices, and in other relationships of life, but it approaches nearer to that of parent and child than any other. It does not take in all parental duties. It is not the duty of the teacher to feed and clothe the child, nor provide medical attendance unless by special contract, but it is the teacher's duty to regard the child's health and comfort, in the ven-

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tilation and temperature of the school room, in the time and kind of recreation, and in the arrangements for seating and classifying; besides the health and comfort of the child have an educational as well as a benevolent aspect, and the things referred to demand attention because of their effect upon the mind's vigor and elasticity. They are, therefore, intimately connected with the child's progress as well as happiness—to an extent that is not generally realized.

The question may be raised, is the teacher clothed with the parent's authority? We answer 'yes', for the time, and in all matters that come within the sphere of the teacher's duty, while the similarity of the relationship may be regarded as *prima facie* evidence that teachers possess the authority of parents, the similarity of duties and responsibilities devolving upon teachers in virtue of their relation to their pupils to those of parents, imply that they possess their authority, since it is needed to the efficient discharge of these.

But for what purpose has the teacher authority? We may in a general way try to secure good conduct, and proper attention to lessons. These are the great objects of Discipline. The first embraces all that pertains to morals and the formation of habits; things that should be watched with the greatest care, so that the wrong may be nipped in the bud and the good encouraged. In discipline regard should always be had to the surroundings and natural disposition of the pupil, and here is a portion of that wide field, where ability to discriminate has scope for exercise, and is needed, together with what is called *common sense*.

The nature of the relationship that the teacher has to the pupil, demands a paternal exercise of authority, characterized by an affectionate interest in the pupil's welfare, which should be so manifest that it will appear even, when measures are used showing that you punish as a necessity and for the common good. And the thing that will

give most effect to whatever measure you adopt as correction, is to make the pupils realize that it proceeds from one that has the welfare of all deeply at heart, while to be saturated with this feeling will ever be the teacher's best safe-guard against undue severity. If asked, why is so much authority safe in the parent's hand, the answer will be, because there is a back-ground of strong affection that guards against its abuse, and assures that generally it will be used for the good of the child. The same will be true as regards the teacher and pupil, while to feel towards pupils as parents to their children, and judiciously manifest it, will be a great power in all that pertains to discipline.

But let it not be supposed that this is all that is needed, for there must be wisdom and firmness combined with affection, and all that is truly manly or womanly as the case may be, otherwise the most affectionate teacher will fail to command respect, and be regarded as a granny.

While keeping the object of Discipline in view there should be much consideration given to the means, to find out those best adapted to the circumstances of the school and the individual scholar.

Among the qualities of the teacher, there is one above all others that is needed to make discipline effective, and that is *firmness*, a word that implies a great deal in this connection that the dictionary definition does not touch. In some, firmness is a natural characteristic, and it is strength everywhere, but in no sphere of life is it more needed to be successful, than in conducting a school. The teacher may be as cross as two sticks, and flagellation may go on from morning until night, but if wanting in firmness there will be no effective discipline. Constant use of the rod does not as some might suppose, indicate that the teacher is firm; but is rather a gauge to the want of firmness in dealing with pupils; the necessity for the rod arising from this very cause, and in some schools visited, I

have felt strongly that the back really most deserving of the rod was the teacher's—not, that I did not see immediate cause in the conduct of the pupils for its use, for as will generally be found in all cases of the kind, there was disorder, inattention, and want of respect, sufficient to try the patience of a Job, but the cause of all this could easily be traced to the letting off policy that had prevailed, to the teacher having yielded when he should have held out, and passed over when he should have exacted. Of course, you all know that when children are let off once, unless for a good reason, they will expect the same favor again, and again until they come to depend upon it, and when they get an inch of undue liberty they will strive for the mile. Laxity in one thing generally extends—until everything is affected by it, and the school becomes demoralized. Then the teacher is made to wake up, and in order to regain lost authority, and bring order out of the general confusion, often the flogging process is begun and carried on continually, and generally with little success, unless the teacher has discovered his mistake, and is determined to rectify it by henceforth dealing firmly with all. Even then there will be a hard struggle, but victory will surely reward firmness, and seldom if ever, will his authority be disputed.

While some have firmness more prominently in their character than others, and to those who have in a high degree, it will be comparatively easy to govern if combined with good judgment or good common sense, yet all, even the naturally soft and yielding, may learn to deal firmly with pupils—especially if it appears in the light of a duty, fraught with important consequences, and by repetition it will strengthen and become a habit, whose influence will

\* In using the male gender only, for brevity, ladies are not to consider themselves slighted, or think that they are not addressed as well as the gentlemen.

be felt for good, not only in the government but in every part of the school work.

Well, what is this firmness? I think I hear some of you say; or what is meant by it? It means i. the relation of the teacher to the pupil, much more than a mere definition of the word will convey, and feeling that this would fail to convey any intelligent idea in the matter, we have omitted it altogether; you can yourselves go to old Noah and other authorities for this. It does not mean in this connection harshness, unkindness, nor does it imply that there must be harshness and sternness in your demeanor. To be firm you need neither show a frown nor utter an unkind word, nor do you need to stand with uplifted rod in presence of your pupils, and I am persuaded there will be fewer frowns and unkind words where it is, than when it is wanting, while the use of the rod will seldom be necessary. Firmness has, however, its own look, tone and perhaps gesture, and each is instinctively understood and felt by the pupil.

Decision, fixed purpose and resolution, are indicated in a way that plainly says you must, means what must be obeyed, and will exact the given lesson, or a good reason for the failure. The pupil soon learns to calculate upon all this; knowing that resistance is hopeless, and neglect in preparation never tolerated, he governs himself accordingly. Being exact and particular in everything, a part of firmness must always accompany it. This is in an especial manner a characteristic of a good teacher in all his relations with pupils, and tells upon the work of the school, as well as the discipline. I remember a parent once expressing his dislike to a teacher, and when asked his reason, said: "Oh, he is such a particular body," finding this opinion was formed from the way the teacher exacted the lessons and dealt with his children. I replied, "well, I never knew a really successful teacher that was not a *very particular body*, in all you have referred to." It would

not be difficult to shew that to be firm in dealing with pupils, taking this in its widest sense, is not only necessary to effective discipline, but is really the greatest kindness you could show, tending to prevent contests, forming good habits, and promoting progress.

*Attention.* To secure attention when instructing a class more is needed than authority, indeed it is something that mere authority cannot command.

The observation and experience that enable the teacher to find stimulants to diligence will come into play here. What should be chiefly aimed at is to interest, as attention is obtained and kept in proportion as this is done. A judicious use of illustrations, a lively manner, and a lucid way of presenting the subject are all important. But of all things it is most important that the teacher make each pupil in the class, realize that he or she is addressed, and being instructed, and feel whether by voice, look or manner, a personal contact that has ever in it a sort of mesmeric power to rouse the mind to thought, and to interest.

In all the teacher's relations with the pupils, his demeanor and manner has great influence upon the discipline of the school. If dignified and decided, yet quiet and gentle as it should be, it will do much to secure respect and maintain authority. While the rules laid down should be firmly enforced the more gently the better. There is great need for good judgment in making rules, and the young teacher is very apt to err here,—laying down rules that greatly embarrass, in observing them. We think the fewer the better; indeed, we question the necessity for any in ordinary circumstances, in addition to what the school now contains. Another thing the comparatively inexperienced need to be cautioned against, is to make assumption of anything in manner, going round the room with a peacock strut and a menacing air that says, I'm master here and I'll let you know it, tending to provoke

opposition, and weaken authority, Equally faulty is a boisterous and harsh way of giving command. Now, as you will seldom find the violent and bawling teamster have a good command of his horses; so you will seldom find the teacher with a stormy and termagant way of speaking have good command of his pupils. Now while there should in all that pertains to discipline, be the *fortiter in re*, there should also be the *savviter in modo*, in all relations with pupils, and "firmness will always be most effective when clothed with the airs of true gentleness."

*II. Teaching.* Discipline in the school room is to be viewed rather as a means than an end. Education it is to a certain extent and calculated to have an abiding impress on the character, therefore, important that it be of the right kind; yet it is mainly for putting things in a way that direct educative means may be used with effect, and this leads us to speak of the teacher as an educating medium of knowledge to the pupil, and in viewing the teacher in that relation it is not alone as conveying knowledge to the mind, but in a way to educate it.

Therefore, two objects are to be kept in view.

1. To lodge knowledge in the mind.
2. To develop the mental powers.

Although distinct things they are not to be sought separately. While there is a difference between giving instruction and educating, and while there may be a good deal of the former done and very little of the latter accomplished, yet it is by communicating knowledge that the powers of the mind are to be drawn out. We can hardly conceive of any exercise being given to develop or train the mental faculties that is not of a nature to increase knowledge, and the useful should always be preferred, especially as it will generally serve the purpose if a mind develops better than when it is valueless. Consequently the two things

to be considered are, the kind of knowledge that will be most useful, and the best way to impart this knowledge so as to develop and train the mind. In order to ascertain the first, it will be necessary to know the power and bent of the pupil's mind, the occupation he is likely to follow, and the sphere of society he is likely to move in.

But the teacher in the common school is for the most part relieved from all difficulty in choosing here by the fact that what he is supposed to communicate is preparatory and fundamental, essential under all circumstances. The books and course of instruction being also prescribed, the main thing to be considered is the mode or manner of imparting instruction.

In the rural schools especially, each teacher has a great variety and extent of knowledge, and there is usually a considerable variety in every school in aptness, taste and habit, all of which should be carefully considered that there may be adaptation in the kind of knowledge and in the method of giving it to each pupil. When a teacher enters the school room for the first time, or when all the pupils are strangers to him, it is no easy task, nor can it be performed in a few days, but after lengthened observation to gauge the knowledge and intellectual ability of each child, and ascertain their natural disposition, bent of mind, habit, and of thought. Yet all this knowledge is highly important and essential to the promotion of a relationship with each pupil that will give him the full teaching power. This at once points to the desirableness of the relationship once formed, being long continued, and the loss of time that frequent changes from one school to another must entail.

There is the class relationships that will be the first result of the knowledge referred to, and when the classes have been judiciously formed, the teacher can in many respects deal with the whole as with an individual pupil, gaining thereby immensely in time, and may also make them helpful to

each other in the way of securing attention, inciting to thought, and stimulating to effort, but in all this the successful teacher will ever deal with the units in the class and make each feel a personal contact even when instructing the whole.

Age is supposed to be ignored in classification but it should not be in giving instruction. The knowledge of a child at five and ten may be equal as regards the particular subjects of study, yet they are by no means alike. In some directions the mind of the older has been more developed and his knowledge greater from a longer experience of life, therefore what may convey clear ideas to the latter may not to the former, and when there is great disparity in age, not only is discrimination needed as to the kind of instruction best adapted to each, but tact in the manner of giving it, so that the big boy or girl may not be unnecessarily humbled. In all his relations with the pupils the teacher should show some consistency for age. The aptitude and advancement must also be taken into account in giving instruction, and whatever the method of exposition be, whether analytic or synthetic the teacher should arrange his matter in such a way that the instruction shall proceed from the known to the unknown, the truly natural order, and the one most promotive of progress, whatever the age, ability or attainments of the pupil may be. In speaking of your relation to the pupil as an instructor it is hardly necessary to remind you that you are not dealing with a mere machine, but with an intelligent boy, and I take it for granted that none of you are so far behind the age as to disregard the judgment, and aim only at exercising the memory, but that your method is the intellectual in contra-distinction to what is called the routine. If such a method exists, or ever did exist, I am not aware of any that can acknowledge it as their method; it seems to me a good deal like the men of straw that many are fond of making for the purpose of

battering them, and that much nonsense is talked and written in the way of tradition of the intellectual over that which is of the memory alone, as if the memory were not a part of the intellect, and its exercise could be dispensed with. Doubtless there may be too much attention given to the cultivation of the memory and too little to the judgment, but this will be equally true if the order is reversed, and when we ask: is there antagonism? Only in imagination, for we think unless there is abuse, the two methods may not only exist together, but really do so. A good deal of work in every school is not only of the memory, but such as may be properly called routine, and the intellectual and routine may not only exist together, but be mutually helpful when each has its proper place.

In this connection the quantity of the instruction given rather than of the knowledge communicated must not be overlooked. No doubt the quantity ever should vary for the pupils will vary according to circumstances, but how is this to be measured? Not certainly by the number of facts placed before the mind, or by the number of words employed in the process, but by ascertaining the number actually lodged in the mind, and in order to do this, two things are essential, clearness and impressiveness, for it is when clearly before the mind that truth can be taken in, and when impressed upon it that it will be retained, nor is this all. Truth must be presented in its relation to other truths, in order to give the process its full educational effect, for it is only in this way that the judgment is exercised, and that the facts lodged are available for use—the thing always to be aimed at. This is too much overlooked and a mass presented to the mind that cannot all be taken in, while what is received has not been impressed in a way that the mind will retain it. This frequently happens in making additions to the information contained in the book lesson, and in giving ex-

planations. Some teachers seem possessed with the idea that they must be always pouring in knowledge, and that everything must be explained, and they talk and talk incessantly, explain and explain continually, but too often these valuable talkers hurry on without ever pausing to ask how much has been taken in? or making any attempt to ascertain by judicious questioning; while the words, phrase and illustration, and in them attempted explanations, are often less intelligible than the things themselves, and only serve to confuse and increase the darkness. Now as too much knowledge may be placed before the mind at one time, since the receiving ability is limited, so it may be given too hastily because the child requires time to stow away. Then it is a mistake to suppose that every word, sentence and thing needs explanation or even admits of it. Beyond a certain point, language only confuses, and some things are as plain or plainer to the child's mind than others can make them, therefore cannot be illustrated. In all your talk with the pupils your object should be to interest them, with the subject close and impress it upon their minds, and this is sufficient to tell you how you should talk. Consider what needs explanation, and the kind best adapted to the pupils, use precise and clear language as much as possible; keep one thing and one view before the mind until it has been apprehended; crowding always tends to imperfect acquisition while shifting the point of view too soon and too frequently leads to inaccuracy and is very likely to confuse. This points to the importance of being precise, accurate, and deliberate in giving instruction, and allowing the pupil time to think. A leading object of explanation should ever be to stimulate to mental activity, and they should only be given to the extent and in the way of enabling the pupil to draw the conclusion, and often the best explanation is a pause, look or word that bids them think. When you have gone



over the lesson do not take it for granted that it has been given, and your duty as an instructor fully discharged. The question to be answered is, Has it been received? and that too in a way to make it the permanent possession of the pupil, and this question is very suggestive as to the right process of giving knowledge. In your relation as an instructor, you are not only to provide and place before the child what is proper in the circumstances, but place it in the mind, How? As the child can take it in, you are to feed the mind. The knowledge must not only be suitable in kind and quantity but fed in a way to be digested and assimilated so as to be a part of the mind; and this being the process, you will see the importance of selecting according to the requirement of the pupil and careful preparation that it may be adapted to these. But the cooking and feeding process that you are to carry on in this relation implies an appetite on the part of the pupils, and let me assure you that it is a part of your work and a most important part to stimulate this to healthy action, and it will often devolve upon you to create this appetite for knowledge. The ability to do this, although it is not tested by Education Boards, I regard as one of the highest qualifications for your office, and I have now only time to say that it will not be very largely possessed without an enthusiastic love of knowledge on your part and the work of imparting it.

There are several things highly important to a right discharge of the duties involved in your relation as a medium of knowledge that time will not now permit me to state, such as your manner in speaking and acting, which should be model; the mind is not the only plastic thing to be moulded; the style in utterance, in language and manner, is also to be formed, and is greatly influenced by the teacher, who should therefore be a correct model. Your sympathy with your pupils, which implies the ability to enter into their thoughts and feelings, and will

be a great power to carry them with you, and thorough preparation, I do not mean that which the grade of your certificate may indicate, but the careful study of every lesson to be given that will make you master of it—give you confidence, secure accuracy, and enable you to illustrate it in the best possible way. This will be in every way helpful in attaining the object for which the relationship between you and your pupils has been formed, and as there is need for thoroughness in your preparation, so there is in your work. What is worth doing at all is worth doing well. Frequent revisals and repetitions will be necessary. Said the father of the Wesleys to their mother on one occasion, "Why do you go over the lesson for the twentieth time with that dull boy?" "Because nineteen times were not sufficient and I should have lost all that work without the twentieth," was her reply. This reply was characteristic, and the result is fraught with instruction. Your work is to be measured, not by the extent of the ground gone over, but by the extent of the knowledge you have put the pupil in possession of, in a way that now developed the mind. We have long considered your relation to the pupil in its secular aspect, which we now endeavor to place before you in a practical way, but you know there is another, involving higher duties and weightier responsibilities, which we hope you will not forget. Upon you the future of your pupils largely depends, since they are with you in the preparative period of life, and have in some way been moulded and trained by you. What they will be in the family, the social circle and as citizens, will greatly depend upon that way. Their success in life, their happiness and usefulness, will be influenced by your work in the school-room, and by the way you have discharged the duties of your relation to them, and this combined with the influence that you may have on all that pertains to the life to come, should impress you with the importance and responsibility of your work, and cause you to seek every qualification that will put you fully abreast of it, and make you in every way good teachers.

## ODE TO IRELAND.

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BY DUNCAN CAMPBELL, ESQ., WARWICK.

Harp of old Erin that in days of yore,  
 Rang forth in song thy glorious minstrelsy !  
 Let music sweep thy tender chords once more,  
 That Erin's name may ring o'er earth and sea.

At mention of that name what thoughts arise  
 Of deeds heroic and of souls sublime ?  
 In quick succession, like the waves that rise  
 And swell and fall and roll to music's chime.

Now wit and joy flash forth in vivid light,  
 And genius sheds a radiance o'er the scene;  
 Now pensive sorrow sits by sullen night  
 And saddest gloom pervades where joy had been.

And every life-string of the human heart,  
 Vibrates by turns to scenes of joy and woe ;  
 Now pathos melts and eloquence does start,  
 Life's languid stream to an impetuous flow.

Dear land on whose historic page appear  
 Bright gems-of Worth that die not through all time,  
 But live and burn through each succeeding year,  
 Stirring the human soul to thoughts sublime.

Thine were religion's light and truth Divine,  
 When pagan darkness shrouded Britain's Isle ;  
 Then in thy halls learning and wit did shine,  
 And gentle beauty shed pure virtue's smile.

Scotia with all her martial ring of steel,  
 Is but an offshoot from thy parent tree ;  
 England has glory, but we know and feel,  
 Her brightest rays of beauty are from thee.

Take from the brilliant roll of England's fame  
 That shines resplendent through the world afar,  
 Of Erin's children each illustrious name,  
 That sparkles radiant like a heavenly star,

And still there's beauty, but it dims its light,  
 For Erin's galaxy of stars combine,  
 A charm, a magic generally bright,  
 A stream of glory verging on divine.

Now Burke sublimely soars, calm, pure and strong,  
 And Grattan flashes all his native fire ;  
 Now loving Goldsmith pours his genial song,  
 And Moore like Orpheus, strikes his golden lyre.

See Shelley like his "Skylark" wild and clear,  
 Scanning the "Cloud" and weaving it in song;  
 And list, O'Connell thunders in our ear,  
 Rousing and calming the tumultuous throng.

See Wellington shine forth in proud array,  
 His warriors gathering round with bated breath,  
 And Eriu's horsemen panting for the fray,  
 Eager to rush to victory or death,

In many a hard fought field thy sons have stayed  
 The tide of battle, and the first in fame,  
 Have met Destruction's death shower undismayed,  
 And plucked fresh laurels for their honored name.

Dear land where loving nature kindly throws,  
 Her richest robes of beauty on each scene,  
 Where flowers bloom sweet, and earth-like Eden glows,  
 Smiling to bounteous Heaven and living green.

Land where sweet woman blooms in peerless grace,  
 Where man is loving, generous and free ;  
 Where the warm tears of sympathy solace  
 The plaintive child of woe and misery.

Home of a race that never knows decline,  
 But down the ages or through every zone,  
 Thy sons march forth like giants filled with wine,  
 O'erjoyed to roll the car of progress on.

May Heaven's pure blessing dropping from above,  
 Calm the wild fire within thy children's breast,  
 And sects and creeds be blended into love,  
 Then bloom for aye, on Ireland of the blest.

## SELECTIONS.

## COMMON-SENSE IN THE SCHOOL-ROOM.

"You seem to be examining us as to common-sense," remarked an applicant for a teacher's certificate. "That is certainly what I am trying to do," was the reply, "for common-sense is the very first requisite for a teacher."

Says one: "There is something dreadfully wanting in his make-up who finds all things of the same quality;" all things are *not* equally good, all ways not equally direct. For doing every thing there is a more excellent way, and common-sense finds out that way.

Common-sense, perfected, blossoms into tact, which is only doing the nicest things in the nicest way. This power of appreciating and doing the very thing required by circumstances, this never being surprised into a false move, is what distinguishes a good teacher from a poor one. Without it a man is continually running his head against a stone wall; with it, he makes his way easily through what seems an inextricable tangle of difficulties. Nine-tenths of the fusses which arise in school; whether between teacher and pupil, or teacher and directors or parents, is due to want of this faculty. He is not the best manager who is best able, by sheer force of will, power, to quell a disturbance after it has arisen; such a one might make an excellent police officer; but the teacher needs higher qualifications—the foresight and skill to prevent difficulties from arising.

It is a grand thing to have the faculty of doing just as you please, and then making every one feel that you have done just right. Of course the first requisite is that you *shall* do just right, and here come into exercise all the judgment and conscience you possess. But granting the thing done to be the very best thing, one teacher does it in such a way as to stir up no end of opposition; another does the same thing, but in such a way that everybody is ready to aver that it is the very thing he most desir-

ed to have done. One teacher comes down like a sledge-hammer with his "thou shalt and thou shalt not," and his school is in a state of chronic rebellion; the other never seems to command, yet his slightest wish is obeyed. The reason is that one understands human nature, and acts accordingly, whereas the other does not; in short, one uses common-sense, the other does not.

You visit a school-room, filled with quiet industry; in a distant corner arises a slight disorder—so slight you scarcely notice it, and the teacher, absorbed in the arithmetic recitation, seems not to observe it. A few minutes later, when the class are busy at the board, a signal no one else perceives summons the disorderly boy to the teacher's side. A talk follows, so low-toned that you do not hear a word, though you sit within a yard of teacher and pupil; you only know that the boy returns to his seat subdued, and is a model boy during the remainder of your visit. No other pupil is disturbed, not one second is taken from the working time of any but the offender. The teacher has tact.

You enter another school-room, presided over by a pompous, loud-voiced A. M. A set of cast-iron rules are conspicuously posted up, and not an hour passes in which they are not referred to. A restless noisiness pervades the room, a metaphorical rattling of chains which gall. One urchin makes a little louder noise than his fellows, and the "Master" thunders out: "John, stop that noise!" Of course every head is turned toward John, all work or study or recitation is suspended. It may be resumed the next minute, but that one minute, if there be sixty children, counts up to an hour wasted by the teacher—an hour, pay for which ought to be deducted from his wages.

It seems the plainest dictate of common-sense that a teacher should not make more noise in quelling a disturbance than

the disturbance itself, nor waste the time of all for the offence of one, yet this is exactly what hundreds of teachers do, who would be mortally offended if we hinted that they were lacking in common-sense. Verily, this *common-sense* is the rarest commodity in market.

But governing is not the teacher's principal work, though in many schools it is the most conspicuous. Our main work is teaching, and here is opportunity for the rarest tact, the profoundest common-sense. Its plainest dictate is that for ever, structure the foundation must first be laid deep, broad and strong; yet are sandy foundations entirely unknown in school work?

In the mental as well as in the physical world, there is a correlation of forces, and the interplay of these forces must be carefully observed. Memory, so quick and retentive in childhood, must be duly exercised; the reasoning powers, rolled up so tight in a child's mind as to be scarcely perceptible, must be developed; the will must be strengthened and guided; the moral sense judiciously educated. Each has its place and its natural order of sequence; to follow this order is sensible; to fight against it, nonsensical.

Skill is required in keeping a just balance between the two things sought to be attained by education—storing the mind with knowledge, and developing and disciplining its powers. Each is important in its place, and each, if allowed to exclude the other, becomes hurtful. To keep the required equipoise requires a cool head and a steady hand. Nor is a warm heart, whose instincts are quicker and often truer than the deductions of reason, out of place here.

Much of the work necessary to store the mind with facts will be best performed when presented to the child as play; the very stevedores work best to the rhythm of their own songs, and we ought to employ this play principle. But there is other work which must be done as work; hard, continuous, persistent endeavor can only give that discipline of mind, that strength of character, which real life will demand. We are fitting our pupils for real life, not for an ideal existence; common-sense dictates that we strive to develop by work that strength which will be needed in the battles of life, while we arouse that enthusiasm which lightens the heaviest tasks

by transfusing into them the element of play.

In nothing does the teacher's common-sense show more clearly than in his adaptation of methods to the peculiarities of the child. The lapidary does not decide first of all into what *form* he shall cut the diamond; he carefully examines the uncut stone and decides into what form it can best be cut. The stone which would glow resplendent as a "rose" diamond might lose half its brilliancy if cut as a "pear;" hence each stroke which is made, every process through which the gem passes, is adapted with the nicest accuracy to its natural conformation. In dealing with imperishable jewels, which might make resplendent our crown of rejoicing forever, how often do we work at hap-hazard, knowing little of the material in our hands, and caring little whether our processes are adapted to it or not. Mechanically we work and stupidly await the result, expecting our jewels to be rightly polished, because we persistently hold them to the wheel; the grind, grind, grind goes on till suddenly we find our gems ground to powder, and worthless dust alone remains as the result of our labor.

He who attempts to deal with bodies of children *en masse* will certainly fail; we must deal with them as individuals. One will work from pure love of study; another from love for his teacher; one needs the spur of ambition, another the discipline of wholesome fear; one is best brought out by judicious censure, and another by equally judicious praise. Each must be treated, not as so much "boy" cut off from the general supply, as a merchant cuts off a sample of goods, but must receive treatment suited to his individual needs, such treatment as will incite him to perform the greatest amount of well-directed work. It must be confessed there are some—though very few—who will not work from any motive whatever, and the problem presented to common-sense is how best to manage, so as to prevent these from being a drawback to the rest of the school. A difficult problem it is too, but one which will occasionally arise. The perfection of tact cannot make something out of nothing; even so simple a musical instrument as a whistle cannot be made out of improper material.

Looking at the uses of common-sense in the school room, of which we have indicated only a few, for these uses are legion, we are ready to say concerning teachers what an old Scotch elder said concerning ministers: "There are three things a man needs to make him a successful minister, viz: gude

health, religion, and gude sense; if he can hae but one of these, let it be gude sense; for God can gie him health, and God can gie him grace, but naebody can gie him common-sense."—MARY ALLEN WEST in *the National Teacher's Monthly*.

### ADVANTAGES GAINED BY WRITING READING LESSONS.

1. *It teaches correct spelling.* Pupils are brought into such close connection with a word, by forming each letter in its order in it, and repeating them mentally while doing so; that they do not only have the word written upon the paper, but they have it printed indelibly upon the tablets of their memory.

2. *It teaches penmanship.* The old adage, "Practice makes perfect," will hold good in this case; and if the teacher, in grading the papers, will take into consideration the penmanship, there will be an interest aroused in the pupils to write well. At the close of a term, the teacher, parents, and pupils will be surprised at the decided improvement made in this particular.

3. *It teaches punctuation.* In copying paragraphs from the reader, pupils will not fail to notice how the author has punctuated it according to the sense; and in expressing their own thoughts in writing, they will be more familiar with the use of the punctuation marks, and consequently will punctuate better, than had they been taught by the almost barbarous method of keeping the voice up a comma, and stopping long enough to count one, etc.

4. *It teaches the correct use of capitals.* By writing their lessons, they observe where capitals are used in the book. They soon perceive that the author begins every proper name with a capital, also each paragraph, and with a little aid they will be able to derive the general rules for capitalization.

5. *It teaches a correct use of words.* This method familiarizes them with the use and connection of words, and, having this familiarity, they will be able to express their ideas in good language.

6. *It teaches paraphrasing.* They soon learn that the author begins a paragraph at the introduction of each new thought; and

in their own compositions will do the same.

7. *It teaches the correct use and spelling of words* whose pronunciations are similar, but the spelling and signification of which are very different. For instance, the adverb *too*, the preposition *to*, and the adjective *two*, which are so often misused by mistaking the preposition for the adverb, or the adverb for the adjective.

8. *It establishes a habit of industry.* In assigning a lesson of this kind, the pupils have been given work which they can do, and will love to do, and their interest will be so aroused by the light which has been thrown upon the meaning and sentiment of the paragraph which they have copied, that they will be led to investigate farther and find out more about the place, and therefore learn the habit of pleasing industry.

9. *It teaches familiarity with style.* By having a production of an author brought vividly before the mind, as writing will undoubtedly do, they are enabled to see the beauties and excellencies of the sentiment and expressions of the author, or, on the other hand, the faults and imperfections.

10. *It teaches business habits.* As these papers are to be preserved, they may be taught the correct folding of them, and the correct place to inscribe their names, thus teaching them common, practical business habits.

11. *It secures good management of the school.* For by giving something that each pupil can do, they are kept busy,—and that teacher is a good manager who keeps his pupils occupied.

These papers may be filed away, and kept by the teacher until the close of the term; and when the parents visit the school, they may be brought forth to show the fruits of the children's labor, to the great satisfaction of both children and parents.—MATTIE HOWARD, in *N. Y. Educational Journal*.

## EDUCATIONAL INTELLIGENCE.

## CANADA.

—The St. Catharines Board of Trustees are compelled to employ an additional teacher, on account of increase in the number of pupils.

—The Council of Public Instruction have come to the conclusion to advertise for applications from intending candidates for the new Normal School at Ottawa. All applications must be in before the first day of July, and the school is to open in September. Several have already been received, and a host of others may be expected.

—We learn from the *Orillia Packet* that a Spelling Match between 42 pupils of the Second Division of the Public School came off in that town on the 19th of May. Victory was won by the side led by Miss Victoria Hammond, the other side being led by Mr. Geo. Tudhope. The score was 23 to 16.

—The following have been elected members of the Senate of the University of Toronto by large majorities:—W. R. Meredith, LL. B., M.P.P., of London; James Fisher, M.A., of Stratford, and A. F. Campbell, M.A. of Toronto. Dr. Tassie, of Galt, was elected Representative of the High School Masters of Ontario.

—The next meeting of the Educational Association of East Durham, will be held in the Public School Building, Millbrook, on Friday and Saturday June 11th and 12th, 1875. A very interesting time is expected. T. Kirkland, Esq., M.A., of Toronto Normal School, will be present and take part, and will deliver a lecture on "Water" in the Town Hall on the evening of the first day.

—The Secretary of the Huron Teachers' Association, Mr. G. Sheppard informs us that the Regular Meeting of the Association, will be held on the 11th and 12th June next. A very extensive and interesting programme is being prepared, and a large attendance of teachers is anticipated. J. A. McLellan, M.A., LL.D., will deliver a lecture, on the "Elements of National Greatness," on the evening of the 11th. A cordial invitation is extended to teachers and others interested

in educational matters from neighboring counties.

—We learn from the *Seaforth Expositor*, that the following resolution was passed at the last meeting of the Exeter Teachers' Institute: "Moved by Mr. McAndrew, seconded by Mr. H. Huston, and resolved, that the members of this Institute hereby desire to express their deep sorrow at the removal of the late Mr. Thos. Curry from among us, by the hand of death. By his demise we feel that we have not only lost a valuable member, and an ardent advocate of our educational interests, but one whose matured judgment ripened by a long experience, whose scholastic attainments, affable manner, congeniality of address and unbounded benevolence won for him the respect and confidence of all who knew him. We also desire to express our deep sympathy with Mrs. Curry in her bereavement, knowing the intense anguish felt by her for the loss of a tender and an affectionate husband."

—We learn from the *Forest Express*, that the Bosanquet and Plympton Teachers' Association met in the school house at Forest, on Saturday the 8th May. Mr. Wm. Donahy vice-president occupied the chair. The attendance was not as large as on some previous occasions, but still the meeting was a very interesting one. After the transaction of preliminary business Mr. James Tindall explained his method of teaching the alphabet which caused considerable useful discussion. Mr. G. Sherman then read an excellent essay on "Teachers' Associations." The debate which was to come off at this meeting was postponed till the next. A lively time is then anticipated. The subject is, "Resolved that Oliver Cromwell's Administration was beneficial to England." The following is the programme for next meeting, viz:—Alex'r McDonald, Construct a Time Table; Thomas Dunsmore, How to teach the Alphabet; George Sherman, Reading; Warner Cornell, Orthography. The Association then adjourned to meet again in Forest, on Saturday, June 6th next.

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—A regular meeting of the Warwick and Brooke Teachers' Association was held in Watford, on Friday 21st May. The attendance was large and the meeting a very interesting one. The chair was ably filled by the Inspector, G. W. Ross, Esq., M.P., who gave a very interesting and instructive address on "School Organization," with his usual freedom and ability. Mr. W. Norton gave as a reading, "King Harry of Navarre," which was well rendered. Mr. R. J. Tanner explained his method of teaching fractions, which was highly approved by the Association. Mr. J. Bodaly illustrated his method of teaching reading which led to a friendly discussion thereon. Mr. Kirk's essay on "Music," was read by the Secretary. Mr. Tulloch read an essay on "School Discipline." A motion was unanimously adopted requesting permission to publish the above essays in one of our local papers. Considerable interest was taken in the Query Committee who answered all the questions submitted to them in a very clear and business like manner, considering the time at their disposal. The programme for next meeting is to include an address by Mr. Ross on the "Art of Teaching." Adjourned to next regular meeting on Saturday, 21st August.—Com.

—We avail ourselves of the *Liberal's* summary of the second annual report of Mr. J. R. Miller, as Public School Inspector of the town of Goderich, which shows a very satisfactory amount of progress in some respects. The number of pupils enrolled during the year was 1076, 554 of whom were boys. The average attendance during the year was about 557. This is an apparent falling away from the condition of affairs in 1873, when the roll number was 1082 and the annual average 569. The difference is accounted for by the establishment of a Roman Catholic Separate School with 90 on the roll at the commencement of the year. Some valuable tables of statistics are given in the report, affording an excellent opportunity for comparing the results of different years. From these we learn that in 1872 the average number of pupils on the roll was 753, and the average attendance 562; in 1873 the numbers were 757 and 583; and in 1874, 738 and 582. This shows a decided progress in the direction of regularity of attendance. There is some discrepancy between the figures in

these tables and those given in the former part of the report, which cannot be explained from the data contained in the document. The promotion of the pupils is based on the results of carefully conducted written examinations. From the Central School, nineteen pupils passed the High School Entrance Examination in January, sixteen in July and fifteen in December. The school accommodation is described as quite adequate. Two teachers were dismissed for incompetence during the year.

—We make a few extracts from the excellent report of J. B. Somerset, Esq., Inspector, County of Lincoln, presented to the County Council. The total receipts for 1874 were \$43,679.92; total expenditure for Building or Site and Teachers' Salaries had increased as follows: 1871, \$25,327.39; 1872, \$31,174.01; 1873, \$34,266.82; 1874, \$37,533.34. In 70 schools 80 teachers were employed, 37 males, and 43 females. Of these 9 were trained in the Normal School; 5 held 1st Class Provincial Certificates, 12, 2nd Class Provincial, 47 3rd Class, and 14 old County Board. The average salary paid was, males \$369; females \$265. The total school population between 5 and 16 was 5271; No. on roll 5058; average 203½. Mr. Somerset says in regard to this last feature: "The irregular attendance of pupils still proves one of the most formidable evils in connection with our schools, one of the most difficult to grapple and slowest to improve. The average attendance in 1871 was 1982, last year 2021; and in no township has the average yet attained to 50 per cent. of the number enrolled, though many individual schools have exceeded it. The average for 1874 has been reduced by the involuntary closing of two schools for over six months and by a large increase in the number of resident children in the vicinity of the new canal works, in the township of Grantham, with a corresponding increase of attendance; but, with due allowance for these circumstances, there is yet a lamentable failure to secure anything more than the merest nominal advantage from their attendance at school, by a large number of the enrolled pupils. This statement requires no further confirmation than a glance at the table of attendance in which are reported 612 pupils who attended school less than 20 days during the year, 1882 less than 50 days, and



3261, or nearly two-thirds of the whole number, who gave an attendance of less than half the number of school days in the year. A pupil may attend but six months in the year, and yet secure very substantial advantage therefrom if his attendance be regular; but in a large proportion of the cases above reported, the attendance is made up of broken, irregular periods, thus rendering the efforts of the teacher, however faithful, almost entirely barren of result."

—In the *Waterloo Chronicle* we find the able and elaborate report of the schools of Waterloo County, by Thomas Pearce, Esq., the Inspector. We cull a few of the interesting facts it contains. Of the schools one-half have made progress of a more or less marked character, of the remainder, about one-fourth have either stood still or gone backward. The total financial receipts were \$83,201.51; total expenditure \$71,003.50. The total number of children in the County between the ages of 5 and 16 years for 1874 was 11,753, decrease 248. Number whose names were entered on the School Registers, ages 5 to 16 years was 11,290; increase 107. Number on Registers of other ages 217, decrease 140. Total number on Registers of all ages 11,507, decrease 33. Boys 6,330; girls 5,177. The number of children that attended school less than 50 days in the year was 3,199, decrease 340. The number that attended over 150 days 3,245, increase 56. The average attendance for first-half year 5,073, decrease 479; for second half-year, 4,368, decrease 451. The yearly average attendance was 41 per cent. of the whole number on the Registers, a falling off from the previous year of  $3\frac{1}{2}$  per cent. A County Competitive Examination was held on March 1874, to which Mr. Pearce thus refers: "This examination was partly competitive, but its chief object was uniform classification. All teachers wishing to report pupils in 4th, 5th or 6th classes, were requested to send them to a central place in the township on a day mentioned. Seven different places throughout the County were selected. Every school in the County, (except Galt, of which I was not then Inspector,) was invited to take part. Sixty-nine schools out of a total of 92 sent up pupils; 393 sought promotion from 2nd to 4th class, 147 from 4th to 5th; and 52 from 5th to 6th. Total 592. The same questions, which were prepared by myself,

were submitted at all the examinations, and the same length of time given to write the answers. 50 per cent of the marks were required to pass. The result was as follows: 277 passed into 4th class; 80 into 5th, and 22 into 6th: Total, 379. But pupils who were candidates for 5th and 6th classes failing to score the required 50 per cent. were allowed to stand in classes, below these according to the number of marks they obtained. The ranks of the two lower classes were, in this way increased, the fourth by 71, and the fifth by 23. The classes then stood 348 in the fourth, 103 in the fifth and 22 in the sixth. Total 473, leaving 119 to go and prepare themselves better in 3rd class work. Books to the value of about \$360 were distributed among the successful pupils." Mr. Pearce points out the advantages of such examinations. 146 teachers were employed, of which 88 were males and 58 females; of these 53 were assistants. The certificates are thus classified: 1st Class Provincial 9; 2nd Class Provincial 32; 1st Class County Board 16; 3rd Class County Board 83; Interim 4; Religious order 2. There are 93 schools in the county, but 98 buildings were occupied during the year. A number of fine buildings were erected during the year. Mr. Pearce gives a detailed description of the state of the schools in the incorporated towns and villages, as well as in a large number of the rural sections, in the County.

—We have received the excellent and elaborate report for 1874 of J. R. Miller, Esq., Inspector of Public Schools for South Huron. Mr. Miller reports great progress in the last two years. The total receipts were \$72,072.82; total expenditure \$62,565.96. Total value of school property in 1871, \$36,820; value of school property in 1874 \$96,779; showing an increase of over 262 per cent. The whole number of school sections is 80; school houses 81, of which 29 are brick, 2 stone, 1 concrete, 45 frame and 4 log. Mr. Miller refers to the difficulty and unpleasantness of enforcing the provisions of the law in regard to school accommodation, and to the gratifying results of his efforts in that direction. The building season is almost over, only two or three more good building being necessary. The school population, that is all children between the ages of 5 and 16 is 8965, an increase of 129 as reported in 1871; of

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these 8674 were in attendance during some part of the year; the number of pupils of other ages 448, making in all 9122 as compared with 8688 in 1871, giving an increase in favor of 1874 of 434. Boys 4846, girls 4276. The attendance of pupils will be represented in the following table:—Less than 20 days during the year 925; between 20 and 50 days (inclusive) during the year 1857; between 51 and 100 days during the year 2314; between 101 and 150 days during the year 2002; between 151 and 200 days during the year 1692; between 201 and the whole year 333. The average attendance for the year was  $378\frac{1}{4}$  and the percentage of attendance 43 per cent. nearly. In 1871 the average attendance during the year was 3554, and the percentage of attendance 40 per cent. The increase in both cases is very gratifying. 76 schools were opened by reading scripture and prayer, an increase of 7 over 1871. In 57 schools the commandments are taught, an increase of 14 over the same year. 102 teachers were employed, of which, 6 held First Class Provincial Certificates; 25 Second Class; 56 Third Class; 4 1st old County Board, and 11 interim. Average salary, males \$404.77; females \$258.36. Mr. Miller makes same remarks in regard to the manner in which he inspects the schools under his care, which show clearly that he is performing his duties with a degree of ability and industry which cannot fail to be very beneficial. Under this head Mr. Miller remarks:—"The changes do not affect the working of our schools so much now as formerly, but still they are terrible drawbacks to progress. A medium teacher with perseverance and energy should be kept in his school in preference to any change unless the new-comer is well known and tried. Our system has become consolidated, or we think so, and great results should follow the earnest labors of many of our men and women, but positions are obtained by those wholly inexperienced and incapable, and the work of predecessors dwindles away like snow under a hot sun. We want workers not sluggards, teachers of energy, not those who are too lazy and indolent to earn a livelihood at any other vocation in life, and therefore take to the school room because it is so easy to sit and talk to a few children and then pocket the salary for which they had never worked. If

such namby-pamby people must live on the public, pension them, but do not as you value your children's welfare, your children's intellectual growth, allow them to cross the portals of your school-room. Whatever the teacher is the child is likely to be, if a student, the pupil is very likely to be a diligent scholar, and so with the reverse. During the past year only 38 teachers report that they have read some work relating to their profession. The others, and by far the largest number, paid no attention to the thoughts of others engaged in the work. If teachers could be roused from this fatal apathy, what a different appearance would our schools present, what a different effect would be produced? I have been led to make the above remarks from the sad fact that several of the best schools have gone down through the instrumentality of such teachers as I have described above. Until the Government provides more facilities for training teachers, much of the money spent for education is lost." A number of valuable statistical tables are given, and in conclusion reference is made to the Teachers' Institutes formed; the competitive examination held in Colborne Township at which books to the value of \$100 were distributed; the necessity of enforcing the provisions of the law in regard to compulsory attendance; Township Boards; and Assistant Teachers.

—We condense from the London dailies the following report of the recent meeting of the East Middlesex Teachers' Association, which was held in the Mechanics' Institute, London, commencing on Friday May 21st, the President Mr. Dearnies, Inspector in the chair. The minutes of the previous meeting were read and adopted, also several accounts passed. Mr. Scott illustrated his method of teaching map drawing, which he treated in an able manner, giving his own experience both in learning and teaching the subject, and concluding by drawing an outline map on the blackboard. Several excellent specimens of map-drawing, the work of pupils of the 3rd and 4th Forms, taught by Messrs. Cruickshank and Scott, were exhibited. Messrs. McQueen, President. Hoyt and Eckert, took part in the discussion on the subject. The meeting then adjourned until 1.30 p.m. The first subject taken up in the afternoon session was Grammar, the President leading by giving his method of beginning and taking

the pupils through the various stages of this important study, showing that the present system is erroneous, as it is a forced conformity to the grammar of the "classics." After remarks by Mr. Abbott and others, the next subject—"Measures and multiples" was introduced by the President, the gentlemen to whom it was assigned being absent, followed by Mr. Glashan, Inspector of West Middlesex, who handled the subject exceedingly well. The library committee reported "that the library is now established; that it contains about \$130 worth of books, the amount of which had been made up by the efforts of teachers and the generous contributions of friends outside, especially Mr. Warren Rock, Bryce, Taylor & Co." In the evening, Professor Goldwin Smith delivered in the City Hall an exceedingly interesting and instructive address on the "Thirty Years War." The descriptions of Count Tilly, Gustavus Adolphus, and Wallenstein were inimitable. The great engagement of the struggle, the battle of Lützen, was painted in a most graphic manner. The President of the Association occupied the chair. On the platform were Revs. Dr. Cooper and Mr. Gordon; Mr. Glashan, I.P.S., and Mr. S. P. Groat. A vote of thanks was moved by Mr. Groat, seconded by the Rev. Mr. Gordon, and carried unanimously, to which the lecturer suitably replied. The association resumed next morning at the usual hour. Mr. Sutherland opened the discussion on "Spelling," which was entered into with great spirit by several teachers. Mr. McQueen exemplified the "Use of Globes in Teaching Geography." The subject was well treated, globes having been supplied wherewith to illustrate it. Mr. Stilwell, Professor of Penmanship Commercial College, illustrated his system of teaching writing, treating of positions of pupil and book, holding the pen, &c., and insisted strongly on the necessity of a teacher having some system of writing. The speaker gave a preference to the Spencerian, recommended the setting of headlines, or at least that the teacher should write occasionally on each pupil's book. Professor Goldwin Smith, being present, addressed the Association on the work of the Council of Public Instruction. The Professor dwelt at considerable length on "Text-books," showing the difficulties met

in selecting suitable text-books, and referred particularly to those on grammar, geography, history, concluding his remarks on the last named subject by treating of the philosophical method of teaching it—comparing the learning of dry, condensed details and drier dates to "casting sawdust"—and reviewing and criticising the theories of Vico, Comte and Buckle. On motion of Mr. Groat, seconded by Mr. Eckert, a vote thanks to the Professor was unanimously carried. Dr. Campbell, Master of King Street School, moved, seconded by Mr. A. Black, and carried with applause, "That we, the Public School Teachers of this Association, express our entire confidence in Professor Goldwin Smith as our representative, having noticed with pleasure in the manner in which he has identified himself with the profession, and so thoroughly studied our interests and requirements." On motion, Mr. Smith was petitioned to represent to the Council the necessity of a Normal School in the West, with a view of their urging the Legislature to action in the matter. After the noon adjournment Mr. Maxwell, Mathematical Master of the High School, Strathroy, read an able paper on the "Art of Questioning," which will appear in the ONTARIO TEACHER, and is well worthy the attentive perusal of every teacher. Before Professor Smith departed, by his own request, the following important topics were discussed:—"The establishment of optional text-books;" "the book depository;" the standard of qualification for third class certificates; the injustice of a teacher being obliged to leave a school after having taught three years, on account of inability to show enough book knowledge to entitle him to a second class certificate, the vacated place being supplied probably by one of his pupils; the advisability of granting all Provincial certificates by one examining board; quarterly examinations, &c. The subject, "Incentives to Work and Attend," was shortly alluded to, but, in consequence of the lateness of the hour, laid over to the next meeting. On motion of Mr. Lynam, a vote of thanks was passed to Messrs. Stilwell and Maxwell. After some miscellaneous business, the Association adjourned to meet in October. The meeting was well attended, exceedingly entertaining and profitable.

## UNITED STATES.

—The Rhode Island State Normal School graduated a class of nineteen in January. The school is prosperous and popular.

—The legislature of Michigan has abolished the office of county superintendent, and returned to the inefficient system of township supervision.

—The senior class in the Michigan University has, it is reported, petitioned the faculty to abolish graduate speeches at commencement.

—A wealthy southern planter has offered to be one of any number of planters to give one bale of cotton for the purchase of a first-class telescope for Vanderbilt University.

—A Rochester daily, in noticing the reelection of Supt. Ellis, states that the admirable condition of the schools of that city is due, in no small measure, to his efficient labors.

—The Board of Education of Detroit has reconsidered its previous action providing for teaching German in the public schools, and has adopted a report adverse to the introduction of either German or French.

—A convention of special teachers of music in the public schools of Michigan was recently held in Detroit. The session was chiefly devoted to a discussion of

the methods of teaching vocal music to children.

—The John Hopkins University has received, under the will, real estate valued at \$160,000, Baltimore and Ohio Railroad Stock appraised at \$2,195,400, and \$703,447.51 on account of its interest in the rest of the estate, making a total of \$3,148,847.51. This is a handsome endowment.

—Mrs. S. F. H. Tarrant, principal of Caldwell Institute, Danville, Ky., who has been engaged in teaching girls in Alabama and Mississippi twenty years, says in her last circular, that she can care for fifty young ladies in Kentucky with less trouble than twenty in the states further south.

—The California papers condemn the course of Mr. Lick in revoking his deed of trust, which placed \$4,000,000 worth of property in the hands of a board of trustees, of which amount they had already sold \$300,000 worth, and were preparing to carry out the grand philanthropic scheme of the donor.

—The Boston School Board has under consideration two new rules, one of which raises the age of admission to the primary schools to six years; the other reduces the hours of work in them to three each day, with a recess of thirty minutes from half past ten to eleven, so that the daily session will begin at nine and end at half past twelve o'clock. This is a sensible plan.—*Harper's Weekly*.

## CHOICE MISCELLANY.

WHAT IS THE BIBLE LIKE?—1st. It is like a large beautiful tree, which bears sweet fruit for those that are hungry, and affords shelter and shade for pilgrims on their way to the kingdom of heaven. 2nd. It is like a cabinet of jewels and precious stones, which are not only to be looked at and admired, but used and worn. 3rd. It is like a telescope, which brings distant objects and far off things of the world very near, so that we can see something of their beauty and importance. 4th. It is like a treasure-house, a store-house of all sorts of valuable and useful things, and which are to be had

without money and without price. 5th. It is like a deep, broad, calm, flowing river, the banks of which are green and flowery; where birds sing and lambs play, and dear little children are loving and happy.—*The Well Spring*.

GOVERNMENT.—Make plain to your pupils the connection between self-government and the government of our country, which is founded on the idea that every citizen is capable of self-government. The school-room is the place where this can be learned. By controlling the tongue, hands, feet, eyes and even ears, pupils are doing

what, in after years will make them good citizens. Frenchmen seem to think that liberty means license, while Americans know that liberty means self-control, and the two countries are examples of the different interpretations of the word. Self-control should be the chief motto of the school room. Every school has its leaders. Sometimes there will be a pupil in a school who has such bad habits on the play-ground and elsewhere that his very presence is pernicious, and yet such that the teacher finds much difficulty in reaching. If the teacher then requests one of these leaders to keep as near the offender as possible, so as not to seem officious, and influence him for good by precept and example, the erring one can generally be reclaimed. Every time the teacher makes one of these leaders feel that he is useful and helpful, he endeavours

himself to the pupil, and if he manages all the leaders skillfully and judiciously, the other pupils will not need much direct influence. Courtesy is a power in the school room. Children are but small men and women, and the teacher should pay them the deference of hearing their remarks respectfully, exchanging the ordinary compliments of the day, and never unnecessarily wounding their self-love. It has been urged against the public schools, and not without some reason, that they fail to produce ladies and gentlemen of polished manners. If more attention were paid to this matter, the objection would not only be removed, but the teacher's power of control would be enhanced. The most successful lady teachers understand this. Their commands are requests, and they never appeal in vain to the innate chivalry of even the rudest boy.

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### LITERARY NOTICES.

**NEW MUSIC.**—We have received from the Publisher F. W. Helmick, 278 W. Sixth Street, Cincinnati Ohio, two pieces of new music "Sadie Darling," and "Silver threads are often seen." Both will doubtless soon become favorites.

**BOSTON SCHOOL OF LAW.**—We have received the Annual Catalogue of the School of Law in connection with Boston University, which appears to be very prosperous. Full information is given in regard to the staff of Professors, Teachers, &c.

—THE illustrations in Home and School have been steadily improving in quality and increasing in number since January last, when the publishers began to illustrate it. The number for May, besides a beautiful frontispiece, has several full-page engravings and about a dozen smaller ones, all of them evidently the work of the best artists.

A number of excellent articles are given on general and educational subjects, and some very interesting editorial matter. Published by John P. Morton & Co., Louisville, Ky., at \$1.50 a year. A steel reproduction of Bosch's celebrated painting, "Far from Home," is given to every subscriber.

**THE UNIVERSITY MONTHLY**, for April the organ of the East Tennessee University, published at Knoxville, is on our table. It contains a well written article on American Magazines.

**SCHOOL FESTIVAL SONGS.**—This is the title of a new musical work, published by J. Fischer & Bro., Dayton, Ohio, and containing a collection of trios, choruses, &c., for use at exhibitions, commencements, concerts, &c. From the hasty examination we have been able to give it, we believe it will be found a valuable addition to the musical publications of the day.

## TEACHERS' DESK.

J. C. GLASHAN, ESQ., EDITOR.

Contributors to the 'Desk' will oblige by observing the following rules:—

1. To send questions for insertion on separate sheets from those containing answers to questions already proposed.

2. To write on one side of the paper.

3. To write their names on every sheet.

## CORRECT ANSWERS RECEIVED.

J. C. HARRIS, Tweedside, 93, 95.

W. G. BROWN, Brooklyn, 93, 95.

R. CRUIKSHANK, Hawksville, 93, 95.

DAVID BELL, 95, 96.

J. S. GILFILLAN, Mt. Pleasant, 95, 96.

ALEX'R DICKIE, Lynden, 93, 96.

JOHN E. TOM, Canfield, 95, 98. (Todhunter.)

HENRY GRAY, Sombra, 93, 95, 96.

OSCAR DODGE, Mt. Brydges, 93, 95, 96.

C. A. BARNES, Windsor, 93, 94, 95, 96.

WM. JAMISON, Aberfoyle, 93, 94, 95, 96.

ALBERT DIXON, Springford, 93, 94, 95, 96, 98.

DAVID HICKS, Rose Hall, 90, 93, 94, 95, 96.

JOHN CUSHNIE, Holstein, 89, 90, 91 (?), 93, 94, 95, 96.

H. T. SCUDAMORE, Sutherland's Corners, 91, 92, 93, 95, 96, 98.

## ANSWERS TO CORRESPONDENTS.

David Bickell, Freelon.—Your problem is indeterminate, the third condition being implicitly contained in the first two. You give for the answer 58, which would by the problem be apportioned into 16, 30, and 12; but 22 would do, partitioned into 4, 6, and 12, as also would 70 partitioned into 20, 38, and 12.

## ANSWERS.

(90.) We regret that we were unable last month to give the necessary attention to the Teachers' Desk. Several correspondents could not find the  $-20$  inquired about by Mr. Ferguson, and we overlooked this in choosing the height to work from, although it may be easily deduced, that  $-24$  will give for base  $-20$ . Worse than this several signs in the solution in (98) were wrong, although, as the correct answer was given, this could easily be detected. It should have been

$$(-x-6)(-x+10) = \frac{7}{8}(-x)(-x+4)$$

$$(-x)^2 + 4(-x) + 4 = 484$$

$$\therefore -x = -24.$$

We restate the problems and give the solutions working from the base.

90. The height of a certain triangle is 4 inches less than the base, if the base be increased 6 inches and the height lessened as much, the area will be diminished by one-eighth. Find the length of the base.

Let  $+x$  equal the base measured forward (say to the right) and  $+x-4$  equal the height measured upwards ( $x$  upwards then 4 downwards);

$$\begin{aligned} \therefore (+x+6)(+x-10) &= \frac{7}{8}(+x)(+x-4) \\ (+x)^2 - 4(+x) + 4 &= 484 \\ +x &= +24. \end{aligned}$$

98. The depth of a certain triangle is 4 inches greater than the base; if the base be decreased 6 inches and the depth increased as much, the area will be diminished by one-eighth. Find the length of the base.

Let  $-x$  = the base measured backwards and  $-x-4$  equal the depth,

$$\begin{aligned} \therefore (-x+6)(-x-10) &= \frac{7}{8}(-x)(-x-4) \\ (-x)^2 - 4(-x) + 4 &= 484 \\ -x &= -20. \end{aligned}$$

Both of these are included in the quadratic

$$\begin{aligned} (X+6)(X-10) &= \frac{7}{8}X(X-4) \\ X^2 - 4X + 4 &= 484 \\ X-2 &= \pm 22. \end{aligned}$$

It will be noticed that positive and negative refer to the relative directions of the measurements.

And here we are tempted to take up a question asked by Mr. Albert Dickson as a rider to problem 95, Where does arithmetic end and algebra begin? But if we enter on this disputed question we fear we should very soon end our Desk. The views generally adopted since Dean Peacock's discussion of the subject will be found well set forth in Sandeman's *Pelicoletics* pp. 245-249. Consult also, DeMorgan's *Trigonometry and Double Algebra* and the 'List' at the beginning of that work especially Part 2 of 'on the Foundation of Algebra;' Ellis's *Algebra identified with Geometry*; and Chap. I. of Kelland and Tait's *Introduction to Quaternions*.

(91.) LEMMA I. A perpendicular is the shortest line that can be drawn from a point situated without a straight line to that line: of any two oblique lines cutting off unequal distances from the perpendicular, the one which cuts off the greater distance will be the longer. (Prove by Euclid, 17, I. and 19, I.)

LEMMA II. "If a straight line cut the sides of a triangle, or the sides produced, the product of three segments in order is equal to the product of the other three segments. Let ABC be a triangle, and let a straight line be drawn cutting the side BC at D, the side CA at E, and the side AB produced through A at F. Then BD and DC are called *segments* of the side BC, and CE and EA are called *segments* of the side CA, and also AF and FB are called *segments* of the side AB. The product BD. CE. AF, is equal to the product DC. EA. FB." Todhunter's Euclid. Appendix, Prop. 55. (McDowell's Exercises in Euclid, Problem 167, Mulcahy's Modern Geometry, Sec. 9, Lem. 2, or in fact any work on the Transversals.)

LEMMA III. ABC is a double inclined plane, the base AC being horizontal. If two weights resting on these planes and so connected by an inextensible string passing over B, balance without friction, then shall the weights be as the lengths of the planes on which they rest.

Let the weight resting on AB be  $W$ , and that on CB be  $w$ . Resolve the weights along and perpendicular to the planes. The resolved parts along the planes, representing the tension of the string, must be equal, say to  $T$ . Draw BD perpendicular to AC.

$$\begin{aligned} W : T &:: AB : BD \\ w : T &:: CB : BD \\ \therefore W : w &:: AB : CB. \end{aligned}$$

PROBLEM.—Let A and B be any simultaneous positions of the weights, p the pulley over which the string passes, and P the point of intersection of the inclined planes and the plane through A, B, and p.

1° Since there is no friction the plane APB will be vertical.

2° p will be at P and may therefore be represented by it. Draw AX to represent the weight at A and from X drop XY perpendicular to AP. Let pA produced meet XY in Z, the tension on the string Ap will be represented by ZA. Now AY is constant as A moves up or down the plane; hence, by Lem. I, if p be outside the line of AP, ZA will increase as it moves up the plane and decrease as it moves down, but if p be in the line of AP, ZA will remain constant being in fact YA. Similarly it may be shown that as the weight at B moves down the plane the tension of the string will decrease if p be outside the line of BP, but will remain constant if p lie in that line. Since the string is inextensible, as A moves up the plane, B moves down; hence, if p lie outside the lines AP, BP as the tension from A increases, that from B will decrease and vice versa; if p lie in one of the

lines but not in the other, one tension will remain constant and the other will vary; but if p be in both the lines, i.e. at P, the tensions will remain constant and if equal at one position will be equal at all. But the problem requires the weights to balance in at least two positions; hence, p must be at P and the weight will balance in all positions.

3° When the weights are in the same horizontal lines, let their positions be C for  $W$  the weight at A, and D for  $w$  that at B. CD (which draw) is consequently a fixed horizontal line. Join AB intersecting CD in G.

$$\begin{aligned} \text{Since } AP + PB &= CP + PD \\ AC &= BD \end{aligned}$$

Also PD.  $W$  = PC.  $w$ . (Lemma III.) and PC. AG. BD = PD. BG. AC, (Lem. II.);

$$\therefore AG. W = BG. w$$

$\therefore$  G is the centre of gravity of  $W$  at A and  $w$  at B. But G lies in the fixed horizontal line CD, merely moving along it as  $W$  and  $w$  move. Hence the proposition.

Mr. Barnes, the proposer of this problem points out that particular cases of it have frequently been set at Cambridge. The usual restrictions are that one or that both the planes are perpendicular. (The latter gives the fixed pulley.) The editor finds the problem in Creswell's Maxima and Minima, Ap. II. The proposition is an immediate deduction from the law of conservation of energy.

(92). Most of our correspondents have not noticed that this is the general problem promised in the note to the solution of (87.)

Let G be the centre of gravity of the beam which need not be uniform or homogeneous. (Draw the figure with the beam projecting over the prop.) Let AD equal  $a$ , DC equal  $b$ , AG equal  $c$ , AC  $m$  ( $\therefore m^2 = a^2 + b^2$ )  $W$  equals weight of beam,  $R$  equals the reaction of the prop, and  $T$  equals the tension of the string.

Resolve  $W$  parallel and perpendicular to the beam putting  $w$  for the latter component; also resolve  $R$  which is perpendicular to the beam into vertical and horizontal components. The latter will equal  $T$  in magnitude.

Thus we get

$$\begin{aligned} W : w &:: m : a \\ R : T &:: m : b \end{aligned}$$

Take moments around A,

$$cw = mR$$

$$\therefore T = \frac{abc}{m^2} W.$$

(93). Their rates will be as products of their relative angular velocities into the lengths of the hands (the radii of the circles described by the extremities,) i.e. as

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$$\frac{3}{8} : \frac{3}{4} \times 12 :: \frac{3}{10} \times 720 :: 1 : 15 : 360$$

94. Draw the isosceles triangle ABC right-angled at C, and let P be the weight-point. Join AP and produce it to meet BC in D. Similarly draw BPE and CPF. Through P draw GPH parallel to BC and cutting AB in G, and AC in H.

$$AC=36, PH=HC=15, \therefore 2I=AH=HG, \therefore PG=6.$$

Taking moments successively about the three sides as axes,

$$\begin{aligned} AD : DP :: AC : CH :: 36 : 15 :: 30 : 12\frac{1}{2} ; \\ BE : EP :: BC : PH :: 36 : 15 :: 30 : 12\frac{1}{2} ; \\ EF : FP :: CA : PG :: 36 : 6 :: 30 : 5 \end{aligned}$$

Hence the weights at A, B, and C are respectively  $22\frac{1}{2}$ ,  $12\frac{1}{2}$ , and 5. Or thus.—Draw the isosceles triangle ABC right-angled at C, and let P be the weight-point. Join AP and produce it to meet BC in D. From P and D let fall PH, DK perpendiculars on AC. Let W be the weight at P and  $w, w'$  the pressure at C, A, and B respectively.

$$w + w' + w = W$$

$$DC \cdot w = DP \cdot W$$

$$AD \cdot w' = DB \cdot w''$$

But  $AC=BC=36, PH=HC=15, DK=KC=18, AD=DB$ , and

$$DC : DP :: KC : KH :: 18 : 3 :: 6 : 1$$

Substituting

$$w + w' + w'' = 30$$

$$6w = 20 \therefore w = 5$$

$$w' = w'' \therefore w = 12\frac{1}{2}.$$

PROBLEMS.

(105.) Two drains are dug under a Township By-Law. The first to cost \$1,300 whereof A is to contribute \$110, and the second to cost \$450, whereof B is to contribute \$86. The By-Law provides that one-fifth of the principal and the accrued interest on the unpaid part thereof, shall be levied every year to defray the cost. The Debentures are issued 21st May, payable 1st January at 8 per cent., and for four years the contributors pay according to the estimated cost, when it is discovered that the first drain cost \$1169.84 and the second \$486.14. What amount must be levied on A and B during the fifth year?

(Work only to the nearest cent.)

H. T. SCUDAMORE, Sutherland's Corners.

(106.) Two Lots are assessed to a Drain in the sums of \$76 and \$79. Principal to be paid in five equal Annual Instalments and Interest on unpaid Principal, yearly at 6 per cent. Debentures issued 1st June payable 5th January. Three years rates have been levied, when it is found that the Clerk has inadvertently charged the Lots at \$79 and \$76. What payments must each Lot make during the next two years, so that the mistake may be rectified?

[NOTE.—These are questions actually occurring to me as a Township Auditor.]

DITTO.

(107.) Three masses, of gold, silver, and a compound of gold and silver, weigh respectively, P Q and R ounces in air, and  $p q$  and  $r$  ounces in water. Shew what is the order of magnitude of the quantities

$$p : P, q : Q, r : R.$$

GEO. SHARMAN, Forest.

(108.) The tube of a Mercurial Barometer is vertical, and of uniform base. On a syringeful of air being introduced into the upper part of the tube mercury falls 1 inch; and it falls eight-tenths of an inch more when another syringeful is introduced, The mercury in the cistern being kept at the same level throughout, find the length of that portion of the tube which was originally a vacuum.

DITTO.

(109.) Find the pressure against the valve, which opens into the Receiver of a condenser, after 15 strokes of the piston, when A equals content of the Receiver, B equals content of the barrel, and P equals the atmospheric pressure.

DITTO.

(110.) Rider to Problem 8, Paper XVI, p. 284, Advanced Arithmetic.

Mr. McMurchy's solution is in effect,—Time =  $\{ \text{£}34 \text{ 14s. } 3 \text{ } 3\text{-}7\text{th } d. \div (.04\frac{1}{2} \times \text{£}567 \div 1.04\frac{1}{2}) \}$  years. Is it correct?

E. ROWLAND, Strathroy.

CURIOSITIES.

(6.) Find the forms for two cubes whose sum is a square; also, for two cubes whose difference is a square.

(7), Solve

$$X^x = .207879457 \dots$$

We hope some of our algebraic friends will be able to send us the well-known solution of this equation. Can any of them explain its meaning?

NEW SCHOOL BOOKS.

An Elementary Treatise on the Integral Calculus. By B. Williamson, A. M., London; Longmans & Co. 1875, (Crown 8vo. pp. 267.) This is a companion volume to the author's Elementary Treatise on the Differential Calculus, and like it, is another excellent college text-book and nothing more. Perhaps it was needed; Trinity College, Dublin, and Mr. Williamson appear to have thought so; but it seems to us that we had already several excellent elementary works and that what is needed is a treatise such as Bertrand's. The four volumes by



Price, is the nearest approach to this we have in English. The Integral Calculus has made immense advances since DeMorgan's work was written. The shortest and best description we can give of Mr. Williamson's book is, that it contains the elementary parts of the first five chapters of Serret's second volume.

Science Primers, Astronomy. By J. K. Lockyer, F. R. S. Macmillan & Co. 1874. This is the sixth volume of this series; the others will soon be well known in our schools. In old times it was thought that an astronomer should be something of a mathematician. Judging from this work, it is not now necessary. However, we think had Mr. Lockyer used a little more mathematical knowledge it would have saved him from some serious blunders. There are one or two sentences that make us wonder whether Mr. Lockyer or any one who ever made stellar observations in England, so much as read the manuscript. As a school book it contains two grave faults, — over-explanation of exceedingly simple matters, under-explanation of, and inaccurate statements about really difficult subjects.

The Aerial World. By Geo. Hartwig. Longman's & Co., \$6.30. In the same style as the preceding works of this author.

The Elements of Embryology. By M. Foster and F. M. Balfour. Macmillan and Co. An excellent work, one result of the Cambridge Physiological Laboratory. The embryo selected is the chicken. This is a working-book, but it is not suited for school-use. (We regret to hear that Mr. Foster may have to give up his lectures on account of inadequate accommodation.)

Shakespeare Commentaries. By G. G. Gervinus. Translated by F. E. Burnett, Smith and Elder. Shakespeare students will hail with delight an English translation of this great work.

Grammar Land; or, Grammar in Fun, for the children of School-Room shire. By M. L. N. Houlston & Sons. The parts of speech are personified and brought forward in the progress of a legal trial. Lawsuits seem just now to be a sort of mania with the Anglo-Saxon race. Books of this kind remind us there are "circle-squares" among would-be teachers.

#### EDITOR'S DRAWER.

—We again earnestly request all subscribers in arrears to remit the amount now due without delay.

—We always re-mail copies of the "TEACHER" to re-place those which go astray, when notified promptly.

—Mr. Maxwell's valuable Essay on "The Art of Questioning" will appear in our next No.

—Several interesting items of educational intelligence, including recent proceedings of the Council of Public Instruction, are unavoidably crowded out of this No.

—A few misprints have occurred in Mr. Gordon's address before the Teachers of East Middlesex, which we publish in this issue, in consequence of our not receiving proofs in time. On page 171, 26th line from top of 1st column for "try" read

"say"; 2nd column 2nd line, for "correction" read "corrective." On page 174 1st column, 18th line from top, for "each teacher has a great variety and extent of knowledge," read "each teacher has a great variety as to the extent of the knowledge of the pupils"; same column 38th line, for "promotion" read "formation". Page 174, 2nd column, 23rd line for "consistency" read "consideration". Page 175, 1st column, 2nd line, for "tradition" read "laudation"; 2nd column, 6th line, for "valuable" read "voluble"; 10th line, for "phrase and illustration, and in them attempted explanations," read "phrases and illustrations used in these attempted explanations"; same column, line 26, for "with" read "make" and line 27 for "close" read "clear." The address was given at London, Feb. 27th last, and published by request.