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THE ONTARIO TEACHER:

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FAILURES AT COUNTY BOARD EXAMINATIONS.

The December County Board Examinations have given rise to a great deal of harsh criticism from different quarters, because of the unexpected failure of many who considered themselves thoroughly prepared for all the difficulties of ordinary questions. The paper principally objected to was Arithmetic. The questions were said to be *puzzling, unfair, unreasonable* &c. It is not our intention to discuss the merits of those questions as a test of any candidate's knowledge of this subject. We however publish them in another part of the TEACHER, that they may be calmly considered, and it may happen that on a second perusal they will be found not to contain so many difficulties as was at first supposed.

But laying this aside, we come to consider why so many generally fail at our County Board Examinations. The causes may be briefly stated as three—*want of thoroughness, obscurity of expression, and nervous excitement.*

Those who have taken the slightest notice of the answers given by candidates at the County Board Examinations must have seen how many were but mere approximations.

They lacked that fulness and completeness essential to a good answer; arising not from their brevity, but from the inability of the candidate to grapple with the full merits of the question. It might be evident that a certain amount of information was possessed, but in such a crude undigested shape as to be of little service. The lack of a *thorough* knowledge of the subject left the mind so hazy and beclouded that when an attempt was made to put the necessary information on paper, the mind could not, with any degree of confidence select what was essential and to the point.

It is also evident that in their preparation for the County Board, candidates are not sufficiently *precise* and self-reliant. An answer is too often only *partially* correct. Information often falls short of the mark. A point or two more, or another statement to cover the ground fully, and no one could fail to pronounce the work complete. But alas! the fountain fails. The spring gives out and that comparatively *small* link essential to completeness is wanting, and the candidate loses so many marks. To remedy this, the mind should be trained first to take a comprehensive and general view of the

whole field of study and then industriously cultivate every inch of ground by itself.

The lack of *self reliance* is also seen in the hesitancy with which a proposition is laid down and defended. "I think Davies' Grammar gives this definition" or "Bullion says so and so." Now Examiners want an answer to the purpose, an answer on the *merits* of the question itself, and not the "I think" or the "I believe" of anybody. It is for *them* to judge whether that answer conforms to the acknowledged authorities of the day. This hesitancy, like lack of precision, arises from a want of thoroughness. The student who has mastered the difficulties of any branch of learning, does not depend for his statement on the *ipse dixit* of the authors whom he consulted. That knowledge has become his own, because by their assistance he has gone to the same sources as they did for his information, he has examined the evidences in favor of their conclusions and having satisfied himself in regard to their correctness, he has become entirely independent of their authority.

The system of rote work so prevalent in some schools has given rise to this mental servitude, so fatal to success at our County Boards. When a candidate fails to recall an author's views or words on any subject, he is lost. Why? Because he was the bondman of that author and not an independent thinker as he ought to be. Had he labored to master the *subject* and not the *author* he would have been far more successful. His ideas would then have some foundation, and he could draw upon principles which are available and safe when words may mislead and beguile. Candidates, to succeed well, should be able to look at a subject from more than one standpoint—their knowledge should not consist merely of a few dry formal definitions committed to memory and always faulty if ONE word is omitted; but with care, diligence and reflection, they should fix the broad principles upon the mind and *fill in* by de-

tails so thoroughly that no question of reasonable difficulty could possibly baffle them.

We have also referred to *obscurity of expression* as a cause of failure. This every Examiner must have noticed. In many cases, the answer is so ambiguous as not to mean anything at all. Not that the candidate was ignorant of the matter in regard to which he was writing, but from lack of practice and experience his ideas did not assume proper shape. Again, much valuable time is wasted by superfluous explanations. Not being satisfied apparently with the first statement made, another effort is put forth to elaborate more fully and thus perhaps by explanation, the answer, sufficiently correct before, is entirely vitiated.

And what shall we say about *nervousness*—a complaint so general and so annoying? We cannot propose a remedy, for what is often a constitutional weakness, but we might give some hints that would possibly mitigate the trouble. And first we would advise every candidate to be well prepared in all the subjects of examination. A self satisfied sense of ability to accomplish a given task gives confidence and courage—we are only afraid when we feel that there are very grave doubts regarding the issue. Indeed the best preventative we know against that feeling of dread so common among candidates is thorough preparation. Let them know their own power and feel able for the task, and then Examiners will be no more dreaded than ordinary mortals.

Briefly to summarize our hints to candidates we would say:—

1. Be thorough—master every subject. Make the arguments, principles and facts your own. Understand them in all their bearings.

2. Cultivate self reliance. Do not trust to your memory for the Author's words. Think for yourself.

3. State your answers clearly. Do not endeavor to write too much. An answer short, clear, and to the point, is what is wanted.

4. Practice composition. Make a habit of exhausting your knowledge of any subject by writing out all you know about it. Compare your statements with those of the author. Ascertain if correct. Revise and write over again.

5. Do not think you are going to fail before you are through. Time enough to believe you fail when you know it.

6. Do not guess at anything. An answer

of this kind is more likely to be wrong than right. State only what you know.

7. Write as legibly as possible. Observe method in your work; Neatness is not so unimportant as to be entirely neglected.

8. Make sure of first principles. A correct hypothesis is worth a great deal—a false one worse than useless.

10. "Trust in God and keep your powder dry."

MORAL INSTRUCTION IN OUR PUBLIC SCHOOLS.

The basis of our system of education is pre-eminently non-sectarian. We profess to train and develop the intellectual faculties of the rising generation without in the least encroaching upon those denominational peculiarities which prevail in the world, and to which each sect clings with such decided pertinacity. Broadly asserting the principle that the education of the subject is peculiarly the duty of the State, our Public Schools represent the *one* idea of securing that education irrespective of those sectarian divisions which the government of this country has very properly, for many years, refused to recognise.

While cordially accepting this principle as the correct basis of every system of national education, due care should be exercised in imparting instruction, to deepen and strengthen those *moral* influences which are common to every system of religion, and which underlie individual as well as national prosperity. In our anxiety to guard against sectarianism *per se*, we should not rush to the opposite extreme of infidelity, and entirely ignore such moral cult. as will fortify the character and fit a man for the duties of after life.

It is axiomatic that, in providing a system of general education for the subject, the State has a right to expect from that system such advantages as will compensate for the

outlay incurred. In other words the State demands from the subject educated at her expense, such conduct as will contribute to its power and prosperity. That this cannot be secured through intellectual culture alone, cannot be denied. A nation of intellectual athletes is not our ideal of the highest type of nationality. Nor has its realization so far as history informs us, been productive of the greatest amount of national prosperity. The Periclean age of Grecian power, gave to us many specimens of the highest achievements of the sculptor's art, but to Greece herself, it brought nothing but anarchy, rebellion and civil war. The subtle reasoning of Voltaire gave to France a temporary interregnum of the morality of the Fathers, but the Goddess of Reason could invoke no blessings which the murderous riotings of a Parisian mob could not quench with the best blood of the nation.

If we follow out the tripartite division of man so commonly recognised, we must not neglect the cultivation of his moral powers. It is in the development of these, combined with his intellectual and physical nature, that we find the nearest approximation to the perfect man. And any system of education that neglects making due provision for a thorough culture of the moral faculties so far as this can be done without entrenching upon sectarian grounds, is defective to an

extent that must reflect injuriously upon the future history of those who were thus only partially educated.

To furnish a Text Book for moral instruction, is, certainly, no easy matter. Indeed we doubt very much if such is really required. There may be an advantage to the inexperienced teacher in the collection of those principles of Ethics recognised as the foundation of religious training, inasmuch as they furnish him with plain questions and answers on a great variety of moral topics. The difficulty in preparing such a work, however, is great, and the hostile criticism, whether just or not is immaterial to our argument, with which Dr. Ryerson's Text Book on "Christian Morals" was received, proves that even with the most ripened experience and the most extensive knowledge, it is difficult to avoid collision with those denominational preferences which, at the present day, so largely prevail. The field which it has proposed to occupy is wider than is necessary for a public school. The subject of Baptism and the Sacrament of the Lord's Supper are rather Theological than Ethical; they belong to the church rather than to the school room. Besides, the study of this Text Book is not required until scholars have entered the Fourth Form, so that that portion of the child's life, in which its moral character is most impressible, is neglected so far as the study of "Christian Morals" is concerned.

That moral instruction is very much neglected in our Public Schools is beyond doubt. There are many schools where there is not the slightest recognition of the Supreme Being. We find that out of 4,598 schools only 3,366 are opened and closed with prayer, and that there are only 1,928 in which the Ten Commandments are regularly taught. We find also that only about 8 per cent. of our School population study "Christian Morals."

There is evidently, then, a want of that instruction, which it was the Chief Superin-

tendent's laudable desire to supply, but which, we think, could be better met by some other means. For instance, if, instead of compiling principles of Theology or morality, which as definitions, are necessarily insipid to the young, a course of Bible readings was prepared for each school day, and the teacher instructed to read those lessons regularly to his pupils, we believe the effect would be better than any course of moral instruction within the province of a Public School. The Bible is pre-eminently the great teacher of morals. We may expound or explain it as we please, we may deduce such doctrines as we choose from this passage or that, but for simplicity and attractiveness we cannot improve on its own inimitable style of conveying truth.

To a course of Bible lessons prepared on this plan there could be no objection. There would be no infringement on *disputed* territory. Nothing being attempted but to make the lesson attractive to the scholar, either by variety or arrangement, the parent need have no fear that denominational preferences would be tampered with. The knowledge conveyed would be of the highest order, and the young minds would be daily gathering from the treasury of Revelation the most valuable precepts known to man.

Besides regular Moral Instruction conducted as above indicated, there are other means of directing and developing the moral powers of his pupils which the judicious teacher will never disregard. First, there is the force of his *example*. The teacher should be to the scholar the pole star of all his actions. His example should be at all times safe. The scholar should find him a model of *candor, honesty, veracity, civility, politeness, justice, &c.* Indeed we believe the teacher can excite far more forcibly by his own example, than by any other means, a love for those cardinal virtues which so much adorn the individual in whom they are exhibited. Is the teacher candid and honest in his in-

tercourse with his pupils? Then he can appeal to his own example in decrying or punishing duplicity and fraud. Is he impartial in dispensing his rewards and punishments? Then there is no fear but his pupils will feel it an honor to imitate his example in this particular. The teacher is to a certain extent the keeper of the consciences of his pupils, and their ideas of right and wrong largely depend upon the care which he manifests in respecting those rights which they know intuitively, belong to themselves as his pupils. He is then to be at all times a "living epistle" of what he would have them to be. The virtues which *should* adorn their character *must* be reflected in his own.

But besides this indirect or silent moral instruction, the teacher should do more. His opportunities of impressing directly, from the daily occurrences of the School, the greatest and most important moral truths known to man should never be allowed to go unimproved. By that courtesy which he himself exhibits towards his scholars, and their obedience and respect to him, he can illustrate that recognition of conformity to law, which is the basis of good government and civil liberty. He can shew how the happiness of the subject is promoted by a hearty compliance with regulations adopted for the welfare of the body politic, and how anarchy and confusion flow from lawlessness and disobedience. By respecting the rights of his pupils, he can deepen those convictions of the inherent privileges of the subject which are the best security a nation can have against misgovernment or subjugation. In the same way by training his pupils to a kindly respect for the rights and feelings of their fellow pupils, he is cultivating dispositions which cannot fail to be reflected afterwards in the general harmony and well being of society.

Nor can it be objected that young people cannot appreciate instruction of this kind. Those who have had experience with chil-

dren know how readily their judgment can be reached by judicious instruction. True, if the teacher would simply *lecture* his pupils in regard to those matters and attempt by dry discourse to impress such duties upon their minds he would certainly fail. But if he takes the living example of rebellion against his authority (and where is the teacher who could never find such an example, sometimes too often) he could very easily shew the whole school how the general prevalence of such conduct would be subversive of all discipline and prosperity. He could also draw comparisons between the School—a government in miniature—and the government of the country, and be able to carry the *judgment* of every pupil with him, that rebellion was not only hateful, but dangerous. By adopting this system of illustration, there would be two objects gained. The culprit would be convinced by his own conscience and reason that his course was wrong, and the other pupils would have additional knowledge by which to govern their course in the future. His ideas of right and wrong would be strengthened by being made aware that he actually set out on a career, the results of which he had never even considered, and his companions were being educated towards a more loyal discharge of those duties which they owed to the regulations under which their *advancement* was being secured.

We might go on to multiply instances almost indefinitely of how the judicious teacher might *morally* improve similar opportunities to the one mentioned. If those having the charge of children could only bring themselves to realize the fact in all its significance, that those children are *really rational* beings that they *think—reason and compare*—that their judgment properly appealed to, within certain limits, are not more faulty than the judgment of men of mature years—that they can understand the relation between *cause* and *effect*—there is

not the least doubt but their intellectual wants would be better attended to than they are, but more particularly their moral wants. It is too often the case when a child violates a rule of the School that punishment follows, as the explosion of the powder follows that of the percussion cap, and in some cases just as sudden. All that the child is supposed to understand is that he violated a rule and must bear the consequences. But we hold, the child has a right to understand more than that. If the rule was made for his good, he has a right to be shewn clearly how this is the case, and if the rule is of such a nature that the child cannot understand how it will work for his benefit, then it should be at once repealed, for no rational being, capable of understanding right from wrong, should be forced into a *blind* obedience.

Following out the idea of moral instruction already laid down the teacher could during a year lead his pupils through a course in Ethics, that would be, to them, invaluable. Love and hatred, anger and revenge, kindness, forbearance, honesty, &c., could all be expounded, and that too, perhaps, by the aid of illustration. Indeed it would be useless to try to convey an intelligible idea of them in any other way. The amount of abstract knowledge which the child is capable of receiving at any time is very small. And if we attempt to impart

instruction on principles not in accordance with the natural development of the faculties, we must inevitably fail. Illustration aided by the living voice is the teacher's only sure method of reaching the *heads* or the *hearts* of his pupils. The deficiency in moral instruction which, we feel convinced, prevails at present in our Public Schools, can never be supplied by a TEXT BOOK. The *living* teacher alone is equal to the emergency. His position in the estimation of his pupils gives him a certain moral influence over them. If that influence is properly utilized, the work is partially done. If it is further improved upon by the course we have indicated, all is done that can be done by the teacher, and all is done that belongs to the sphere of a Public School. Let the religious institutions of the country do the rest. A Manual for the teacher to aid him in the preparation or arrangement of his thoughts, or to supply him with striking illustrations, other than those occurring in his daily duties would be of great advantage. But even without this, the teacher who feels duly the responsibility of his position and the great importance of moral training, will labor to prepare himself for the discharge of an obligation by no means the slightest he assumed, by offering his services as an educator of the future citizens of our *YOUNG DOMINION*.

THE SUCCESSFUL TEACHER.

HINTS TO JUNIOR MEMBERS OF THE PROFESSION, BY REV. WM. COCHRANE, M.A., BRANTFORD.

(Continued from February Number.)

Let me mention another qualification essential to a successful prosecution of your work. It is what the apostle Paul refers to in writing to Timothy, when he says:—"A Bishop must be apt to teach," implying not simply the possession of knowledge, but the faculty of *imparting that knowledge* to others.*

The teacher, beyond any other professional worker, must possess this gift, else all his previous labour is in vain. The Professor from his chair delivers what has been previously prepared and committed to writing; and the minister from his pulpit what has been elaborately thought out in his mind if not committed to MS. But in the school-room it is entirely different. The Teacher must have such a ready command of language, and such a fluency and pointed-

*"There are some who imbibe knowledge as readily as the sponge; but unlike the sponge, they will not part with it under the most intense pressure. They can acquire, but not impart. I remember when I first engaged in the study of medicine, at the University of Pennsylvania, that we had for a Professor of Chemistry, Robert Hare. Of his eminence there could be no doubt. The inventor of the oxy-hydrogen blow-pipe; the discoverer of many acknowledged facts of great moment; the friend and correspondent of Berzelius, and the great chemist of Europe; his scientific reputation stood on an enduring basis. Yet his attempts at teaching were pitiful and ludicrous. He afforded no aid to the body of students. Except when he performed some of his splendid experiments, for which he had a complete apparatus, the under-graduates abandoned the benches of his lecture-room; or if they came there, engaged in conversation as carelessly as though they were in the street. He finally resigned, and was replaced by another, far less celebrated, and though an accomplished scholar, inferior in profundity and chemical knowledge to his predecessor. Yet the new occupant of the chair of chemistry could teach—he could make chemists—he answered the purpose of his incumbency. You will find similar cases in our common schools, you will find it in the arts, in manufactures, even in legislative bodies.—*Dr. English in the State Legislature of New Jersey.*

ness of address, as will enable him to define, illustrate and explain, a hundred different topics in as many minutes. Those whom he endeavors to instruct are not his equals in age or culture, so that his style must combine simplicity in order to be understood, and elegance, in order that it may be copied. And here let me say, that nothing is better fitted to enrich and polish the language of the professional Teacher, than the study of the ancient languages. I am not now advocating the value of *Classical Literature* simply as a branch of liberal education, in regard to which we are all agreed, but simply for the advantage that such study confers in the discharge of the more practical duties of the Teacher's calling. With all that is said in this utilitarian age against the study of the ancient languages, this fact remains uncontradicted, that very few have risen to eminence either in the school room, the bar, the senate, or the pulpit, apart from their harmonizing and liberalizing tendencies. Characterized as they are by elegance of expression, clearness of thought, and chaste simplicity, more, perhaps, than the writings of any other age, they are models of style for the scholar and Teacher. "From the regular structure of these languages, from their logical accuracy of expression, from the comparative ease with which their etymology is traced and reduced to general laws, they are beyond all doubt the most serviceable models we have for the study of language." By a thorough intimacy with their forms, their idioms and dialects, we not only become better acquainted with the history and peculiarities of our mother tongue, but increase our verbal resources. There is the greatest possible difference in public speak-

ers, not only as regards style, but as regards fluency of address. In some cases it is absolutely painful to witness the labor undergone to clothe noble ideas in chaste and fitting language. In other cases, no effort is required; the words flow smoothly and gracefully, in keeping not only with the sentiment but the very gestures of the speaker. We feel spell-bound under the influence, we are amazed not only at the rapidity of speech, but at the appropriateness of every word, and stamp such efforts with the name of genius. But, if there be such a thing as genius in the matter under consideration, it may be possessed by all. There are, it is true, what we call natural born orators,—men who seem without study and without effort, to enchain their audience and clothe with freshness, power, and beauty every theme they touch. But even in such cases we see but the result of study more or less protracted and severe. In gracefulness of diction and command of language, they reap the reward of silent years of mental toil.*

“Omnis loquendi elegantia angetur legendis oratoribus et poetis,” says Cicero. “All elegance in speech is increased by reading the orators and poets.” This point I submit is specially worthy the consideration of Teachers; for a successful Teacher must not only be thoroughly at home in every branch of his department, and read up in the nomenclature of the best books, but discarding technical names, and formal propositions, be able to exhibit truth in the clearest and simplest light. It is needless to remark that very many of the best books used in our public schools of the present day seem to have been compiled more for the purpose of showing the scholarship and logic of the editors than conveying knowledge in such a form that it cannot be misunderstood. Great improvements have been made in this particular, but after all that can

be done to simplify and curtail, there is still ample room for elucidation and illustration of the accomplished Teacher.

Without knowledge and aptness to teach no one should aspire to be an instructor of others. But these acknowledged, there are other things scarcely less desirable. For example *patience and prudence* must be possessed in a high degree. I know of no calling in life more fitted to ruffle and exasperate the temper, than that of a Teacher, and that the most accomplished, most long-suffering, are at times driven to harsher measures than seem prudent to an onlooker, is not to be wondered at, if we take into account the special annoyances inseparable from the office. “Furor fit læsa sæpius patientia,” i. e. “Patience when too often enraged, is converted into madness.” Much, of course, depends upon the Teacher himself, but even in the best regulated schools, presided over by firmness, and gentleness so blended as almost to leave nothing to be desired, occasions of insubordination and misconduct, will arise, more than sufficient to disturb the most placid temperament. The ruling of one’s temper in such a case is a precious gift, and fraught with the best results to all parties concerned. Hasty and excitable temperaments, constantly bursting forth in spasms of ungovernable passion should never undertake the management of others, for the old maxim is a true one, “He who desires to influence others, must learn to command himself.” In regard to this very necessary part of your professional training, everything must be done by the individual himself. Having obtained a full command over our passions, we may, under God’s blessing, wield an influence for good over others in the same direction, but never, while our practice and our teaching are diametrically opposite. Here in early life is the point where self-control should be taught—on the very threshold of manhood and womanhood, before the youth has mingled with the eager

*“Dei laboribus omnia vendunt.”—“The Gods sell us everything in return for our labor.”

combatants in the great combat of life. Your duty as Teacher is not simply to impart a certain amount of instruction, but to give to your pupils such a knowledge, and such a mastery over the different faculties and habits of the mind, as shall ensure his free and unfettered action in after life. And are there not many considerations that call for the exercise of patience in the discharge of your public duties,—considerations as much connected with the happiness of the Teacher as with the advancement of the pupil. For example, impatience is often manifested by a Teacher because there is not simultaneous progress among his scholars. All receive like treatment, all are alike faithfully dealt with, and enjoy the same advantages, but the result is very unequal. You feel disappointed, and your disappointment resolves itself into anger, you conclude that the dullness of the pupil is due to inattention, and that with a moderate share of diligence, he could easily master every problem submitted to his judgment. Honestly, though in many cases erroneously, holding such an opinion, your attitude towards the pupil forthwith changes. He cannot receive at your hand, that treatment which is produced by solicitous anxiety for his welfare. On the contrary mutual aversion grows up between the Teacher and pupil, and your relations are embittered as long as you associate. The case supposed is by no means impossible, but one that occurs day after day in our experience. Now on calm reflection may not the Teacher be more blame worthy than the pupil? For to expect equality of mind in any one class, is just as foolish as to suppose that in our gardens every vegetable of a certain species will attain a certain maturity within a given period, because all alike enjoy the same advantages. The constitution of the human mind—those powers and faculties which belong to our higher being, though common to our race, are endlessly varied in their developments. As are different expressions of the countenance, so are

the workings of the mind. Some are naturally slow, some 'quick; some minds grasp ideas as it were intuitively; others approach them step by step after slow and tedious processes of thought and mental toil. Moreover, all our pupils have not the same advantages in early life; especially in this country where only the younger members of the family have now and again the opportunity of attending school, there must be great disparity in their attainments. This is a difficulty which Teachers in older and more thickly settled countries have not to contend against, but which Teachers in Canada must recognize and manfully undertake. Nor should it be overlooked that, in many cases the mind is over active for the body, and that instead of expecting and demanding a certain amount of proficiency, in certain cases it may be rather the duty of the Teacher to repress that eagerness and quenchless desire after knowledge, which often hastens death and shortens careers which might otherwise have signally blessed the world. A sound mind has not always a sound body, and where the functions of the latter are impaired, it is wrong to stimulate the energies of the former. For such cases we should cultivate patience and prudence in our dealings with the pupils committed to our care. The estimate we form regarding their future fame and standing in after life, is often most provokingly falsified. The dullest pupil becomes the most thorough and accomplished student, and the obscure country rustic, so stupid and lifeless, that he seems only fit to be made the sport of his companions, becomes in after life, the man of wisdom and commanding talents. But beyond all such considerations, if we reflect for a single moment upon the tender tie which binds together pupil and Teacher, we shall cherish a deeper sympathy for them in their failings and bear with them in their provocations. With admirable pathos a recent educationalist, * describes his own

* "Daydreams of a school-master, by D'Arcy H. Thomson, M. A."

experience on this very point, which I cannot do better than extract :—

“At the end of the last bench upon my class sat a boy who was very backward in his learning. He was continually absent on what seemed to be frivolous pretenses. Those absences entailed upon me much additional trouble. I had occasionally to keep him and a little remnant in the room whilst the others had gone out to play, to make up to him and them for lost time. And on one occasion my look was very cross, and my speech very short, for it seemed provoking to me that children should be backward in their Latin. And when the work was over, and we two were left alone, he followed me to my desk and said! “You have no idea, sir, how weak I am.” And I said, ‘Why, my boy, you look stout enough.’ But he answered, “I am really very weak, sir; far weaker than I look;” and there was a pleading earnestness in his words that touched me to the heart; and afterwards there was an unseen chord of sympathy, that bound the master to the pupil, who was still very dull at Latin.”

“And still he would be absent; at times for a day or two together. But it excited no surprise. For the boy seemed to sit almost a stranger among his fellows; and in play hours seemed to take no interest in boyish games. And by and by he had been absent for some weeks together. But I was afraid to ask concerning him, thinking he had been removed, as many boys have been, without a letter of explanation, or his shaking me by the hand. And one morning I received a letter with a broad black edge telling me that he had died the day previously of a virulent contagious fever.

“So when school was over, I made my way to his whilome lodging and stood at the door, pondering. For the fever, of which the child had died, had been to me a death-in-life, and had passed like the angel of old over my dwelling, but unlike that angel, had spared my first-born and only born. And

because the latter sat each evening on my knee, I was afraid of the fever, and intended only to leave my card as a mark of respectful sympathy. But the good woman of the house said: ‘Nay, nay, sir, but ye’ll see the laddie;’ and I felt drawn by an influence of fatherhood more constraining than a father’s fears, and followed the good woman into the small dim chamber where my pupil was lying. And, as I passed the threshold, my masterhood slipped off me like a loose robe, and I stood very humble and pupil-like, in that awful presence, that teacheth wisdom to babes and sucklings, to which our treasured love is but a jingling of vain words. And, when left alone, I drew near the cheerless and dismantled bed, on which my pupil lay asleep in his early coffin. And he looked very calm and happy, as though there had been to him no pain in passing from a world where he had few companions and very little pleasure. And I knew that his boyhood had been as dreary as it had been short, and I thought that the good woman of his lodging had been his only sympathizing friend at hand. And I communed with myself whether aught I had done could have made his dullness more dull. And I felt thankful for the chord of sympathy that had united us, unseen for a little while. But in a strange and painful way, I stood rebuked before the calm and solemn and unrebuking face of the child on whom I had frowned for his being backward in his Latin.”

This leads me to remark that no profession, more than that of the Teacher, demands such a *thorough and accurate knowledge of human nature*. By this I do not mean knowledge of the world, (in general,) but of individual character. The two are quite distinct. Knowledge of the world is simply, “a perception of the manners and habits, the ordinary motive springs, and the conventional movements of society,” a power not so very difficult of acquirement, by almost any intelligent being who associates largely with his fellowmen. Know-

ledge of character, is knowledge that interprets the laws of human nature—that foresees certain tendencies of conduct from certain actions or mental conditions; and adopts a special mode of treatment to meet the special necessities of each individual case. Where we have these two kinds of knowledge, combined in a single human being, we have the highest form of genius. Such a man was Shakespeare, whose writings are characterized by metaphysical depth and subtlety in discerning latent truths amid the complicated folds of the human mind, and adapting the metaphysical acuteness to practical views of life—a wondrous knowledge of men individually, and at the same time of the world collectively,—both kinds of knowledge being fused into poetic form. Such an amazing insight as this into human nature—its motives and its actions—we expect to meet but rarely in any walk of life. But without some measure of it no teacher can be successful. It is easy to know says Thomas Brown, that praise or censure, reward or punishment, may increase or lessen the tendency to the repetition of any particular action; and this, together with the means of elementary instruction is all which is commonly termed education. But the true science of education is something far more than this. It implies a skilful observation of the past, and that long foresight of the future, which experience and judgment afford. It is the art of seeing, not the immediate effect only, but the series of effects that may follow any particular thought or feeling, in the infinite variety of possible combinations,—the art often of drawing virtue from apparent evil that may arise from apparent good. It is in short the philosophy of the human mind applied practically to the human mind, enriching it, indeed, with all that is useful or ornamental in knowledge, but at the same time giving chief regard to objects of yet greater moment; averting evil for which all the sciences together are as nothing. * * To tame those

passions which are never to rage, and to prepare at a distance; the virtue of other years, implies a knowledge of the mental constitution, which can be acquired only by a diligent study of the nature, and progress and successive transformations of feeling. That art which has the charge of training the ignorance and imbecility of infancy into all the virtue and power, and wisdom of mature manhood, cannot but be admirable itself; and it is from observation of the laws of mind, that all which is most admirable in it is derived.

Taking into account the laborious character of what may be called the simple routine duties of the Teacher's office, it may seem out of place to enjoin you to seek after excellence in any other studies, and yet, hard wrought, as teachers are, there are none, but may by diligence and economy devote certain leisure hours to the improvement of their minds, and the enlargement of their store of knowledge. A teacher above all men shall be characterized by punctuality and order, and with these faithfully observed it is wonderful what can be accomplished. Speaking of the economizing of time, Hannah Moore says: "It is just as in the packing of a trunk—a good packer will get twice as much in as a bungler." Such is really the fact. By a wise distribution of your leisure hours, and the faithful application of the mind to some special study, you may gain not simply mediocrity but rare excellence. I do not counsel you to engage in any branch of study, that will tend in the smallest degree to lessen your interest in that vocation to which your life has been devoted. Still less would I lead any one to foster the idea, that he can become truly learned, in more than one branch of science or literature. "*Nec scia fas est omnia*" says Horace. We cannot know everything—all our boasted knowledge is but to know how little can be known. As no man then can be a universal scholar, so no student should attempt to include within his range of study,

more than he can thoroughly and successfully investigate. The most accomplished and well finished scholar, is after all what Sir Isaac Newton said of himself at the close of life,—"Like a boy playing by the seashore, amused by finding a smother pebble and a prettier shell than ordinarily; while the great ocean of truth lies all undiscovered before him." The great evil of our day, is the mass of superficial talkers and thinkers that abound—inflated egotists and self-conceited sciolists who profess to lead public opinion, and mould the character of society, while destitute themselves of any fixed principles of thought or action. It is not the amount of a man's learning, nor the variety of his studies that makes him really useful to the world. All this he may possess and yet be no more than what Pope describes:

"A boastful blockhead ignorantly read,
With loads of learn'd lumber in his head."

It is the perfect mastery of some one department of knowledge, so as to make it available for broader generalisations in the future, and practical value to the world that makes a man truly learned. Life is far too short for the thorough study of every department of literature, science, or ethics; all that you can possibly accomplish consistent with other duties, is to select some few topics out of the wide field of learning which you have traversed, and probe them to their foundation, bringing to bear upon them all the strength of your intellect and the resources of your mind. Go to fundamental principles—know accurately that which you are desirous of knowing, and however little that may be, upon that basis you will more easily build up a future superstructure.

If I were asked what branch of study should specially engage the attention of Teachers at the present day, I would unhesitatingly say *Natural Science*. From what has been already advanced as to the value of the classics, I shall not be accused of any unfriendly feelings towards them, in pressing upon your notice, another department of

study. I do so for a two-fold reason: For some time to come in this country at least, the larger proportion of those brought under your instruction, will be such as are to engage in agriculture or commerce, and in both of these pursuits the value of a knowledge of the sciences cannot be overestimated. But still further Natural Science is so closely allied with religion, that in the hands of a christian teacher, it becomes indirectly one of the best arguments for the truths of scripture, and one of the best methods for inspiring the youthful mind, with a loving reverence for both the works and word of God. The battle of the evidence, as Hugh Miller said many years ago, must now be fought on the fields of physical science, and unless the friends of truth are prepared to accept the challenges so frequently put forth by emissaries of infidelity we cannot estimate the evil that must accrue to the best interests of humanity. None I apprehend, are better able to make the mutual relations of science and scripture a special study than the teachers of Canada; on no profession does there rest stronger obligations to show the beautiful harmony that exists between the natural and the supernatural, and reconcile those seeming discrepancies between nature and revelation, that superficial critics and skeptical philosophers prate so much about at the present day. I should like to see such studies more popular in all our common schools. Hitherto, both here and in the old world, they have been to a great extent ignored in the course of study. While boys have been drilled in the classics, and taught after a fashion to read and write in dead and foreign languages, they have left the school-room to enter upon the business of life, lamentably ignorant of the great questions that are exciting the world around them. A change is being wrought in the higher seminaries of learning in Great Britain, but not by any means what is demanded. I find that in such institutions as Eton in England, where the sciences have hitherto been

unknown, it is recommended that two hours per week be devoted to that department, while ten or eleven are still devoted to the classics. Now, while we are thankful for the bare recognition of the value of natural science that is thus implied, we cannot but condemn the disproportion of time allotted to these different branches. For granting that classical studies must ever remain the foundation of scholarship, surely some slight consideration is due the interests of that large class in every community, whose lives are spent in the active labors of the world, and not in cloisters or under the shade of cathedral spires.

Whatever be the defects of our common school system, and however little the higher branches of science and art may as yet be cultivated—things incidental to a new country—this much we can say, that as regards providing instruction for all classes of the land, of a most healthy and profitable kind, we are unquestionably far in advance of Great Britain. This is not the language of boasting. It is more than borne out by facts brought before us from time to time in parliamentary reports. Sir John Pakington, in a recent speech delivered in England, frankly confesses that Great Britain has fearfully neglected the intellectual cultivation of the great masses of the people, upon whose intelligence and character the prosperity of that great empire mainly depends. The result has been (he asserts) that England is lagging behind many parts of the world in the intellectual cultivation of the people—in the appliances of education, and the means required to cultivate the intellect. They are behind, he goes on to say, the United States of America—they are behind some of their own colonies and dependencies—those young communities which are now springing up into active life, have learned to know that with the liberal institutions we have granted them, those institutions could only be safe if carried out by an instructed and enlightened people. And

turning to the report presented by the royal commission appointed to enquire into the public schools of England—such as Eton, Harrow, Winchester and Westminster, we find a condition of affairs most deplorable. Schools that have been considered unsurpassed for scholarship are now, in many cases, shown to afford an education far less profitable and solid than that of many of the common schools in Canada. There are exceptions, such as Rugby, connected with which is the name and fame of Dr. Arnold; but the great majority of those endowed institutions, where the flower of the English aristocracy are educated, produce neither thinkers nor scholars. Speaking of Eton, the royal commissioners tell us, that position and influence in the school were gained chiefly if not exclusively, in the cricket field or on the river—that intellectual distinction has little weight—that a boy has no chance of becoming one of the leading boys of the school by work—that of all the public schools in England, Eton is one at which the British parent pays most for the education of his child, and from which he receives the smallest denominational return for his money—that the great majority of the boys lead easy, pleasant lives, spending their time chiefly in the playing fields, and on the river, and not a little of it in the public houses and taps of the neighborhood. If they are so minded they may acquire a smattering of the classics in the intervals of play. If this is the case with the education of the higher classes, we know too well from daily observation, how lamentably deficient is the instruction of the working classes. Large numbers of emigrants arrive daily on the continent of America, from every part of the United Kingdom, whose grown up children are unable so much as to sign their names. The pressure upon the families of working men is so great, that their children from the earliest age are sent to work, to assist in eking out what is at best a miserable subsistence. They are thus deprived of the

blessings of education, without which, man is a burden to society—growing up ignorant, and debased, unfitted to discharge the duties of parents, or the obligations of citizens. From all such evils long may our common school system save us! Regarding the welfare of the poor man's child as precious as that of the millionaire—sending forth health-giving and refreshing streams of pure instruction to the remotest corners of the land, and encircling our homes and fire-sides with intelligence and virtue, the best and cheapest of all defences. Teachers, to you has been entrusted the noble work of laying the foundation of our future greatness

as a nation. May you enjoy great success and happiness in your labors, living in the affection of your pupils, and the honor of your fellow-citizens, and at last may you all merit the honest eulogy passed upon.

“MY OLD TEACHER.”

“We feared, and yet we loved him—feared his wrath,
At fault of ours; and loved the pleasant smile,
Which when we zealous strove, his features bore;
And if in leading us along the path
To truth and knowledge, he was stern the while,
'Twas not he loved us less, but learning more.
Green be the grass in which he sleeps for aye,
Green be his memory to our latest day.”

PRIZES.

BY SAMUEL WOODS, M.A., HEAD MASTER KINGSTON COLLEGIATE INSTITUTE.

Whether prizes should be given or not has long been a point upon which many good teachers have agreed to differ. Nor are there strong and substantial reasons wanting for the thorough enforcement of the arguments employed on both sides. Leaving those who are opposed to the system to bring forward such arguments as they may think best suited to their peculiar idea, I would simply remark that a somewhat extended experience has fully convinced me that prizes in schools not only are beneficial, but when judiciously bestowed are the greatest incentives to work that can be held out to pupils. It may be all very well to urge that a consciousness of duty will lead the young to put forth all their energies to master the details of any subject. This may do in some cases, but it will hardly work well in all. Regard it as you will; call the motive mercenary; brand it as an evil symptom of a deteriorating age; the grand fact will still remain, that a tangible reward exercises a more powerful influence on the youthful mind, than all the apophthegms of past

ages, or even of the present, on the dignity of labour for the sake of securing a prospective benefit.

Nor are the devious ways to be trodden by the young aspirant for knowledge so exceedingly pleasant that every inducement of what some may call a sordid nature should be carefully removed. The old story of Euclid and the Egyptian king is no less true now than it was upwards of two thousand years ago; and, while there may be no royal road to a liberal education, let it be the aim of every one whose privilege it is to serve as a guide by the way, to make it as lovable as possible, as free from rugged inequalities as the nature of things will permit, and as much adorned with pleasant episodes as will somewhat wile away the tedium of the onward march.

We are frequently rejoiced to see that men of liberal ideas are earning a noble heritage of praise by endowing scholarship and founding institutions for efficiently aiding the advanced stages of a liberal education. Why is it that no doubt ever arises in

regard to the wisdom of giving these pecuniary rewards to the higher students, and at the same time withholding them from those who are just entering upon the course? Will the argument hold good that "the sense of duty" is less strong in young men and women than it is in their younger brothers and sisters? Or is it necessary that the struggles of more advanced years up the hill of knowledge are to be sweetened with a golden bait, while the first faint attempts at toddling o'er the unknown, and often uninviting, fields are to be encouraged only by "the sense of duty." In every way, common sense would lead us to aver that the richer view of the Beulah of knowledge, attained from each upward point, should compensate enough for the hours of deep thought, and invigorate for continued effort. But it seems this is wrong to some minds, for while the lower strata are to be trodden without one cheering vista, the upper ranges must line each distant prospect with a golden tint in order to attract the eager throng.

But when we come down to the real facts of the case, it will almost invariably be found that the (supposed) reason why the University and the College are *right* in giving prizes, and the school *wrong*, is to be found in a conviction that the prizes in the higher institutions are so conferred that no doubt of the justice of the award is ever entertained, and in the schools it is generally far otherwise. There is truth in this, and yet it is but a half truth. Prizes can be so conferred in *both* that justice herself cannot observe the least variation in her traditional scale. But, some may ask; "How is this to be done," and how are you to please all parties?" The answer is simple, and the result unquestionable. I have worked a scheme for over five years, and my experience of it has been of such a nature that on no account would I change it, having found the amplest satisfaction from it in every case.

The scheme is exceedingly convenient in practice, though somewhat difficult to explain concisely. It requires two books, one, a common blank book, for noting the errors made, and one for recording the marks received. It has the very excellent effect also, of being applicable to every system of teaching, and can be extended among any number of masters in a school.

The names of all the pupils in each class are entered in the "error book" under each other, and lines ruled perpendicularly to afford spaces to enter the errors to be marked. If the teacher pursues the interrogative style of examination to satisfy himself of the acquirements of his class, he can, with pencil in hand, place a dot opposite the name of each pupil who fails in an answer. If he adopts any other system of examination, he can with equal ease mark the names of those pupils who have not acquitted themselves to his satisfaction. Various teachers will of course adopt a various standard, but I have in my experience invariably given no mark *for the day* to any pupil who has made *three* errors in a single class. And by so doing, there is no danger of encouraging any one branch of the curriculum to the undue depression of any other. A pupil may have prepared all the lessons required, but may attach little importance to History or Geography, or any other single subjects. If home exercises are required in any class, a failure to bring them is simply a loss of the mark for the day. In the case of such subjects as writing, drawing and book-keeping, a somewhat different test is applied. The work is examined every Friday, and, if satisfactory, a separate mark is given for each, over and above the other marks for the daily work. Still further, a pupil who has not been *absent at roll call* at any time during the week receives two marks for "attendance," and one mark for each day is also given for "good conduct."

When the pupils assemble at the close of

the day's exercises, the master reads off the names of all pupils who are to receive marks for the day. And this is the secret of the success of the plan. Each pupil by this means knows, every day, whether he has done his work to the satisfaction of the masters, and can thus accurately forecast his chances for a prize.

But the teacher's work is not yet done. There is still the "Recording Book." This is ruled with a space for each teaching day in the month, and the name of every pupil in the school is entered exactly as in the roll book of the school. Each day, after the pupils leave, the mark (or marks) gained by each successful pupil is entered in this book opposite the name, and the then vacant spaces are filled up with noughts. *No appeal must be allowed from this record.* It is more binding than a Medo-Persic law.

It will thus be seen that each pupil can obtain a fixed number of marks weekly, and after a teacher has had an experience of one month, he can easily announce from a simple calculation of the average that every pupil who receives a certain number of marks for the year will be entitled to a prize. The number fixed in my experience of a school with three masters was 400 marks, and with four masters 480. Although these figures seem small, we have never had more than twenty-five per cent. of our pupils who have reached the required standard. And no pupil ever yet got a prize who failed to reach the prescribed mark. In a school having one master, I should say that 350 marks would be a fair average, and with two, 400 would be the proper number; for it must be remembered that a mark is given by *each* teacher, if the pupil is in one class with him for the day.

Such is an outline of the system which has been in successful operation in the Kingston High School for five years, and experience has proved that in no case has even the echo of a complaint been heard from either pupils or *parents*. The whole

scheme is so simple, so easy, and at the same time so satisfactory, that one reason for my taking this opportunity of explaining it is the frequent application to me from teachers to send them an outline of the scheme. Of course it demands great care on the part of the teacher, and involves a considerable amount of labour; but when such a thing as universal satisfaction, and a constant spur to exertion is secured, he is no true teacher who will grudge the few hours per month which it costs. The heaviest part of the work is carrying forward the names and totals from month to month.

But will the system work for shorter periods? Certainly. If 400 marks for a year will secure a prize, 200 will suffice for six months, and 100 for three months, and no pupil deserves a prize for a less period. It obviates another difficulty. In most schools, if prizes are given, they are given for each separate subject, and thus the prize is sure to be gained in all by one or two pupils, the *duces* of the school. But by the scheme I have used, while the leading pupils deservedly obtain the most valuable prize, that does not dwarf the energies of others in seeking the reward of their labours. In part it is simply bringing down into the school, the principle of rewarding "general proficiency," which is now claiming so much attention in our Universities, whose authorities are gradually finding out that it is better to encourage an average knowledge on every subject embraced in the curriculum, than to continue the old plan of rewarding success in any particular branch.

I offer no apology for this paper. If the ONTARIO TEACHER is to be a success, and I hope it will, it will gain that "coigne of vantage" best by proving to the profession throughout the country that it is worthy of support. And among the many useful ways of gaining this proud position will be the exhibiting of such improvements in school management as have stood the test of trials. Two years in a large school ought

certainly to prove the merits of any particular plan ; and when I say that not only have the masters found better and steadier work, and a greater zeal for accuracy and neatness in the lessons, but have also found the utmost satisfaction in every case, then I think a case has been made out where prizes in a school

have not produced a single instance of bickering or ill feeling between any of the pupils, a single complaint of partiality against any of the masters, or a single ill-natured remark from a *parent*. Will anybody say as much for the old plan, or rather lack of any plan ?

TWO METHODS OF TEACHING READING.

BY A. F. BUTLER ESQ., B. S., INSPECTOR OF PUBLIC SCHOOLS, COUNTY OF ELGIN.

Perhaps extremes both, but which would you prefer to follow? Teacher No. 1 sits in his chair and calls upon the pupils of the primary classes to come to him and read, one at a time of course, as this is the least trouble. Each reads in his own way, the only requirement being that he utter the words in *some* manner. One little fellow with considerable native force pitches his voice at a very high key and delivers the words at regular intervals with much more sound than sense—another with less quickness of perception, wades slowly through the sentences, occasionally dropping his book and receiving a sharp word or a blow for his “carelessness”—another finds it difficult to call the words at sight, his mind wanders to his top, his marbles, or his dinner, and the only assistance he receives is the oft repeated command to “be smart,” which he does not understand, or considers it an accomplishment beyond his reach. A few words are pronounced to be spelled, and progress is expected with these little ones because the ceremony takes place four times per day.

With the higher classes, teacher No. 1 gives further proof that he does not teach but *keeps* the school. The reading lessons are taken in course through the book, each lesson being treated in the same manner, and receiving the same amount of time and attention whether interesting or not, appropriate or otherwise. Each pupil reads to a

“stop” and when asked the name or significations of the pauses, exhibits a slight knowledge of the comma and the period only, which last he calls a “full stop.” The members of the class may be requested to point out mistakes, but they see none unless words were miscalled, a correct pronunciation being the highest excellence aimed at. A few questions are asked of the class, testing only the *memory* on what was read—a lesson is assigned for the coming day, and then again occurs the same unproductive and unmeaning routine. What wonder that with such treatment, expressive and graceful readers are the exception and not the rule?

Teacher No. 2 calls the infant class without books to the tablet lessons, and pointer in hand, he exhibits such earnestness, sprightliness and true friendliness in his manner as to put each pupil entirely at his ease, call forth his best energies, and make the exercise a pleasant and a profitable pastime. A variety of methods is introduced to break monotony and awaken emulation—each pupil spells the lesson through, pointing to each word—another reads without spelling, pointing in the same manner—another points that his fellows may read—easy and instructive questions are asked which win answers from the very tone in which they are put—then the class find their seats, not to spend the interval between lessons in irksome idleness but to

copy perhaps columns of figures, words, lines, or easy drawings from the blackboard. With the second class, the same principles are acted upon, and a nearer approach to correct expressions sought for. A discrimination is made in the selections to be read. As an artisan uses his best tools to do his best work, so this teacher turns to the "Child's First Grief" as an example requiring pathos and tenderness of expression, or "The Little Boy and the Cows" for modulation and naturalness, explaining of course the nature of each, but touching lightly on such lessons as "Little Bo Peep" and "Betty Pringle." Teacher No. 2 finds many difficulties in the way of making good readers in his higher classes. One pupil has one fault—another a different one, and the highest ambition of any is to pronounce the words correctly and "mind the stops." All this instead of discouraging, only prompts to higher exertion. He says to himself, "Good reading is a priceless accomplishment; no subject within the range of school duties is more fruitful for the acquisition of knowledge and the cultivation of the intellect and heart than this, and therefore, whatever ingenuity, ability, constancy, and zeal I may command shall here be brought to bear for the attainment of success."

His theories and explanations are always plain—and forcible—not minute to weariness, or continued when inattention sits upon the brow, but so well-timed and clear as to act as sure helps and guides in practice. His first object is to secure on the part of each pupil, a beautiful, finished and complete articulation. This he insists on patiently and kindly, but firmly. When a reader enunciates arctic, "artic," consul, "counslé" United States, "yenite states," Cold and brilliant, &c. "Cold an brillyan streams the sunlight, On the winter banks o Seine. Glorously the imperial city, Rearsits pride o'toweran fane," he is shown the difference, forcibly by precept, but more forcibly by example. I say more forcibly, for who

does not know the efficiency of a comparison, or rather contrast between the correct, and the incorrect, the magic of the two models held up before the class? A little good natured ridicule also sometimes assists, but in this great care must be taken that it be ridicule of faulty actions and not faulty individuals, and that nothing be said or done to hurt the feelings or pride of any member of the class, for in the reading class, more than any other, it is essential that good will, good feeling, and hopefulness prevail.

These efforts are continued with special stress upon the importance of bringing out the vowel sounds in their purity, until the words of pupils uttered in reading are like finished works of art—of due weight, properly struck by the organs of speech, and faultless as silver dollars just from the mint. Is it said that this is too high a standard, and that time will not allow of its being reached? The reply is this; if half the time now half wasted in the wearying routine of *hearing* pupils read, each in his own way were taken, the work would not fail for want of time. It is outside of the beaten path that the best berries are found.

In connection with defective enunciation the teacher also observes a lack of flexibility and depth in the voices of his pupils, their tones being chiefly mouth tones, and not throat or chest tones. Attention is called to this fact, the physiology of the larynx is explained, and the fact made plain that this wonderful musical instrument is susceptible of improvement by proper use, as its muscles and cartilages become more flexible and more completely under the control of the will, and further that all vocalists, orators and elocutionists have thus practiced and by the most painstaking care have succeeded in engrafting upon their voices the eloquence of sound.

I will next speak of Pitch, Force, Time and Emphasis, and their relation to the art of vocal expression.

TO BE CONTINUED.

GOD BLESS THE LITTLE ONES!

BY WILL. HENRY GANE.

They gather around in the sunny hours,
When the work of the day is o'er,
And we feel a pleasure higher far,
Than we ever felt before;
We feel that a heavenly task
Has been given to us to do,
To pilot these loving little ones,
The waves and the billows through!

We ask no work of higher repute,
We crave no greater renown
Than winning a harp for every hand,
And for every brow a crown;
Of making the boisterous way,
Smooth for the little feet;
They will find enough of sorrow and care,
In mingling life's bitter with sweet.

We pray the God of nature's realm,
For a christian heart and true,
The better to work the task divine,
Which our Master gave us to do;
To give us a kindlier heart,
And a happier smile alway;
Better let love on her airy wings
Chase the shadows all away.

God bless the loving little ones,
That meet us day after day,
Give them hearts as pure and free
As the silvery billow's spray;
And when their journeys are o'er,
Their classes forever dismissed,
Gather them home to thy loving arms,
Beyond the old ocean's mist!

SELECTIONS.

CHARLEY BENTON'S FIRST SCHOOL.

He was 18 years old, made up of Nature's own vitality, and developed by the gymnastics of farm life—a clean, blue-eyed young fellow, with a broad white brow, and fun lurking around his honest lips. He was pitching off cornstalks from a hay rigging in his father's barnyard, when trustee Bancroft came along and, leaning over the barnyard gate, shouted staunchly:

"Charley what do you say? We want you to teach our school this winter."

"O yes, I'll teach the school for you," came the response, carelessly.

"How much will you teach for?" asked the trustee, beginning to cut notches with his knife in the top of the gate.

"Forty dollars a month, and board myself."

"O, you can't mean that, Charley," said the trustee, with assurance. "We've never paid much over half of that. We ought to get you for less. You're a beginner, you know."

At this Charley Benton turned about and looked at the man he had been talking with. He took off his hat, and throwing his brown curls in a summersault over the back of his head, he said pointedly:

"You don't mean, Mr. Bancroft, that you are in earnest in this talk?"

"I am most certainly. Why not?"

"I'll tell you why. I've been to school all my life with these boys and girls, and we've been children together. Moreover, I've arranged to go to D— Academy next week, for the winter."

"Well, that can be dispensed with, you know. We've been talking the matter over, and thought we'd like to have you teach for us. How much will you take?"

"Just what I said, Mr. Bancroft. If I teach I must be paid for it." There was no half-way house in the boy's disposition. A sad face would send a tear down in his heart, and a niggardly insult would feel the tonic of his fist.

Mr. Bancroft whittled away at the notch awhile, and then said;

"You'll give me till to-morrow to decide, I suppose?"

"I'll give you until sundown." And at sundown Charley Benton was hired to teach the winter school in which he had been part and parcel, and which was famous for its advanced scholarship as well as for having one of the worst boys in the world to deal with. That was Harvey Raymond, the Deacon's son. He had been expelled from school for the past four or five successive winters, and was a conceded reprobate. The Deacon was an odd old fellow, with enough of Puritanic notions in his head to spoil a dozen ingenuous children, and foster a race of spiritless blockheads that did not possess enough energy or genius to storm a snow-castle. Seeing Charley a day or two later, he hallooed to him:

"You expect to teach our school this winter, Charley?"

"Yes, sir, I expect to," was the reply.

"Well, what are you going to do with Harvey," growled the Deacon.

"Do with Harvey? Why, he and I have always been good friends."

"Yes, I know that. But you know he always disturbs the school. What are you going to do with him?"

"You think Harvey a bad boy, don't you, Deacon?"

"Bad? Of course I do. He is one of the worst boys I ever saw, and he'll never know anything. He will give you trouble." And the Deacon shook his head ominously.

"Deacon, I don't think Harvey a bad boy. He's the smartest and biggest boy you've got, and I am going to treat him accordingly, and advise you to do the same. I don't think you do right by Harvey, deacon;" and Charley Benton turned his blue eye straight on the deacon, who might have thought the lad a conceited young adviser if he had not known him from a child.

Monday morning came, and school opened with half a hundred pupils. There were half a dozen young women Charley had flirted with, and twice as many boys about Charley's age, and some older ones. And heretofore he had been their playfellow and companion. It was altogether a trying time for the young teacher, and his face might have been a shade paler when he made his opening speech. He stood up quietly for a moment, and after sending a look straight into each individual's face said:

"SCHOLARS—You and I have been playmates and pupils together. You know all about me, and I know all about you. The trustees have hired me to teach the school this winter, and have pledged themselves to sustain me in whatever I undertake, right or wrong. I intend to help you as best I can, and I want you to help me. More, if there is a single scholar here who does not come with the intention and desire to learn, I want him to leave at once; but I hope none will leave. In school I am Mr. Benton. Out of school I will be Charley, if you like, and your playfellow as heretofore."

He had been such a jolly, fun-loving young fellow that the girls, with whom he had always been such a favorite, had cackled over the fun they should have in school, and the boys had crowed in a proportionate manner. But his speech suggested other possibilities, and they at once recognized the feeble foundation of most of their prospective mischief. They knew him well enough to know that he never failed in anything he undertook without a big reason for it.

The morning session passed off orderly and well. In the afternoon, one of the girls whom Charley had flirted with, and had been on intimate terms of acquaintance, took the initiative in the "fun." He allowed her to enjoy it for a short time, and then, walking to where she sat, bent his head down to her ear, and whispered very confidentially, "Maria, I wish you would step to my desk a moment; I want to speak with you."

Maria immediately arose, while a vision of proffered gallantry flitted through her mind. Charley took up her book, following her, and requested her to take a seat until he should have time, as he was busy just then. He gave her a seat behind a high-fronted desk, where she could see no one, and where she sat until Charley found time

to talk with her, which was after the scholars were dismissed. The girls went out giggling under their hoods, and one or two felt a little jealous of Charley's preference. But they never found out what he said to her, and as he didn't take her anywhere, it remained a mystery. That Charley did talk to her we know of a certainty—talked until tears stood in his eyes, as in hers, and she never thereafter displayed any inclination for that kind of "fun."

Affairs passed off smoothly for two or three days after, with the exception of Harvey Raymond. Charley took notice in a negative sort of way of the boy's behavior, but said nothing until, at the fourth day, he tapped him on the shoulder with "Harvey, I wish you would stop after school a moment. I want to talk to you."

After the boys and girls were all gone, Charley passed around to the stove, where Harvey stood tapping the top of it with his leather mitten.

"Harvey, you and I have always been good friends, haven't we?" asked the teacher.

"Yes, first-rate, Charles. There isn't a boy in the neighborhood I like better than I do you."

"Then you believe I am your friend, and honest in what I say?"

"Yes, I do that, Charley."

"Well, now, see here, Harvey.—You think you are a bad boy, and stupid too?"

"Yes, I s'pose I am; everybody says so." And the boy's chin went down towards his jacket.

"Harvey, I don't believe one word of it. I think you are about the smartest boy in your father's family. Which of your brothers do you think smarter than you?"

"Joe. He reads in History, and I'm only in the First Reader."

"That is true; but you can beat us all in playing ball and wrestling. And you can outrun us all, too, can't you, Harvey?"

"Yes, I can; but that ain't like readin' and cipherin'," he urged strongly, looking up again.

"But you have never tried to excel in those. Now, I believe, if you will resolve to study with all your might, you will be ahead of Joseph before next spring. Harvey, I want to be proud of you. I believe you have the stuff in you that men are made of, and I want you to convince your father and everybody else

that you are not the stupid boy they have thought you were. I want you to study hard in school, and if you need any help that I can not give you during school hours, I'll help you after, or at any time you will come to me at my room at father's. There's too much of you, Harvey, to waste your life to satisfy some people's desire, for you haven't an enemy in the neighborhood who wants you to know anything. But I do. Will you try it, Harvey?" And the strong, true hand of Charley Benton went towards that of Harvey, with his heart in it.

A strange look came into Harvey's face—first of despair, then of hope, then of triumphant resolution; and taking the teacher's hand with a grip like life, he said, "I will, Charley, I will!" And the resolution was never broken.

The scholars began to wonder among themselves what had come over Harvey Raymond, for he had good lessons for the first time in his life, and was so quiet. About a week later, the Deacon made a positive demonstration:

"Charley, what's the matter with Harvey?" he blurted, half savagely.

"Why, I didn't know anything was the matter with him," was the reply.

"Well, something is the matter. He sits up night after night until midnight, poring over his books. Now I want to know what's the matter—what you've been doing with him?"

"Only treating him as he deserves, and as you ought to have treated him years ago;" and the winner of souls passed on.

It need hardly be added that Harvey realized his teacher's prophecy, and is to-day one of the finest lawyers in the Western States. His brother Joe runs a livery establishment; another brother tied himself to live weight, in the way of marrying a foreign girl of less mental calibre than his own; and his other brother peddles stencil tools.

As for Charlie Benton, he is still young; and a stronger, braver, truer soul does not exist out of heaven. His first school was typical of the man within him, and the man within sits enthroned in a face I see just over my shoulder, and which I honor and love above all others.

MICHIGAN TEACHER.

THE STUDY OF PENMANSHIP.

If there is one branch which is being neglected more than any other in our primary schools, it is Writing. The question naturally suggests itself, Why is this very important branch of primary education so generally treated with indifference by the teachers? One is a want of taste for the business; another is a feeling that they have not the requisite time to devote to writing without interfering with other duties. One teacher says, "I can not teach penmanship;" or a pupil says, "I can not learn to write;" and the parent chimes in and says, "Writing is not taught in our school as it should be." Bring the necessary enthusiasm to bear upon the subject; show the same amount of zeal in this as in other branches, and these cries will no longer be heard. But I did not set out intending to theorize, but to present some practical hints and give my own method of teaching penmanship in a "country school" of forty-five to fifty pupils of all ages and degrees of at-

tainment. It is somewhat as follows, modified to suit circumstances.

The first thing I do, after my school term opens and the pupils have put in an appearance, is to make out a programme of each day's labor, noting the time of each recitation and the number of minutes occupied by each. Among them I aim to give thirty minutes to writing; and for some years past I have had the writing class come just before recess in the forenoon. The programme is posted in some conspicuous place in the school-room, then *rigidly adhered to*. I announce to the school that *each one* will be expected to write at that time, and write just thirty minutes, no more or less, and write at no other time. Those who are not old enough to use pen, ink, and paper, use slates and *long* pencils, and write from a copy which I place on the board for their use. As writing books with copies printed in them cost but little more than blank paper, I always recommend the children

to procure them—at the same time having candor enough to tell them that the books contain much better copies than I can possibly write. They generally comply with my request; but if any do not, I always cheerfully write their copies for them.

In the graded schools, where the teachers have plenty of time to devote to this subject, it may be well to have "monitors," to pass and collect the books, etc.; but, after repeated trials, I have come to the conclusion that a better way in our country schools is to let each one take care of his own property, keep his book or paper, pen and ink, in his own desk, and at a given signal quietly arrange them preparatory to writing.

My first remark, before the class begins to write, relates to position and the holding of the pen. Too much pains can not be taken just here. Do not be discouraged if Minnie's fat chubby fingers at first utterly refuse to straighten, and hold the pen somewhat like a blacksmith's vice, or if Oscar doggedly gets his nasal protuberance so near his writing that what he puts on the paper with his pen he is in danger of erasing with his nose. Persevere kindly but firmly. I seat myself at the table and show them the proper position, and also all the improper ones I can think of. Then, if I still see those who can not get themselves in position without physical assistance, I go to each one and render what instruction and assistance seems necessary.

The next thing in order is form. Here it is very necessary to make a free use of the blackboard, which I do just at the beginning of each day's exercise. All children have ideals of form, size, relations, and proportions, even if they are not born penmen, and by placing the elements before them on the board, it will stimulate them to re-arrange them.

After form comes naturally in order movement. Let form and movement receive due attention, and always combine them, after the form and analysis of each letter has been explained. I am aware that some teachers entirely ignore the analysis of the letter in teaching penmanship, but I can not produce the same results as satisfactorily in any other way, as by analyzing each letter, pointing out each element of which it is composed. It is in this way that I teach the forms of the different letters from the board. The different kinds of movement—

as finger movement, fore-arm-movement, and whole-arm-movement, can each be illustrated from the blackboard.

Correction and criticism of course occupy a large share of my time during each lesson. I make it a point to examine as many of the books at each lesson as possible, and those which I fail to reach at one lesson will be the first requiring attention at the next. In this way all receive a fitting share of instruction. In making any criticisms or corrections at the board, always secure the undivided attention of the whole school before beginning. Never waste your powder. Be sure your enemy is in range. Get "a good ready" before you start. Never pass a serious fault without correction. I find it well to make special correction of faults, taking them one by one, till each, by continued and persistent effort, is corrected.

Frequently draw comparisons between correct and incorrect forms, principles, and movement. In criticising a scholar's work one day, if I see any effort at improvement, on my next visit I always commend it and rejoice with him in his improvement. Do not draw comparisons between scholars' work. They will love you no more for it, and hate their neighbor no less.

Enjoin strict quiet during writing, and when giving instruction to one, do it in a subdued tone of voice, and allow no scholar to stop his own work to hear what you are saying to his neighbor.

As to the incentives to be used in securing success in this very important branch of education, I think one of the strongest is the zeal and enthusiasm which the teacher throws into his work. If he is thoroughly alive and awake to the importance of the subject, it will be easy for him to impart the same stimulus to his school.

Any teacher of ordinary ability, by devoting one half-hour each day to preparation for the work, can make himself so conversant with the principles, forms, and movements in a very short time, that he will be enabled, not only to make the subject interesting to his school, but to have the extra satisfaction of knowing that he is making improvement himself, and will begin to feel that his organs of form, imitation, constructiveness and ideality, are being cultivated and improved.

MICHIGAN TEACHER.

EXAMINATION QUESTIONS AT THE LATE COUNTY BOARD EXAMINATIONS.

ARITHMETIC—SECOND CLASS.

(Total value of paper 200.)

1. Find the length of the longest chain that will exactly measure both the distances 177 yds. 1 ft. 10 in., and 239 yds 1 ft. 2 in.
2. The true year is exactly 365 da. 5 h. 48 min. 49.7 sec., and the common year 365 da; show that the following rule for leap year will render the calendar correct to within one day, for a period of 4000 years:—(1.) Every year that is exactly divisible by 4 is a leap year the centennial years excepted; the other years are common years. (2.) Every centennial year that is exactly divisible by 400 is a leap year; the other centennial years are common years.
3. A & B engage in trade; A invests \$6000 and at the end of 5 months withdraws a certain sum. B puts into the business \$4000 and at the end of 7 months \$6000 more: at the end of the year A's gain is \$5800 and B's is \$7,800. Find the amount that A withdrew.
4. A pound (Troy) of standard gold (22 carats fine) is coined into 45 guineas; if the value of the alloy be 11-239 ths. that of an equal weight of pure gold, find the value of the alloy per pound avoirdupois.
5. Find the square root of 5 to 10 places of decimals, and deduce the values of the square root of 1.5, (the square root of 5) + 1 divided by (the square root of 5) - 1, and the square root of 0.55.
6. A sold to B a lot of tea which cost him \$1,200, B sold it to C who disposed of it for \$1,597.20: if each of the three merchants gained the same rate per cent. find the prices at which A and B sold the tea.
7. When exchange at New York on Paris is 5 francs 16 centimes per \$1, and at Paris on Hamburg $2\frac{3}{8}$ francs per marc banco, what will be the arbitrated price in New York of 11520 marc bancos of Hamburg?
8. If the specific gravity of coal be 1.250, how many tons of coal (28 lbs to the quarter) in a square mile of coal seam whose average thickness is 80 feet?
9. A grocer mixes 70 lbs of tea with 40 lbs of a better quality, and finds that the mixture is worth 62 $\frac{3}{11}$ cents per lb, the difference in the prices being 20 cents, find the price of each kind.
10. A grain dealer expended a certain sum of money in the purchase of wheat, half as much again in the purchase of barley, and twice as much in the purchase of oats: he sold the wheat at a profit of 5%, the barley at a profit of 8%, and the oats at a profit of 10%, receiving altogether \$9,740. Find the sum laid out in each kind of grain.
11. The sides of a rectangular field containing 27 A. 1 R. 8 P., are as 21 to 13: find the perimeter of the field.
12. Two adjacent sides of a parallelogram are 30 yards and 40 yards respectively: one of the diagonals is 50 yards; find the other.

ARITHMETIC—THIRD CLASS.

Time—Three Hours.

2. Bought 1944 feet of boards at \$20 $\frac{1}{4}$ per M, 3150 feet of Scantling at \$2.87 $\frac{1}{2}$ per C, and 17512 of Siding at \$7.50 per M; what did the whole cost me?
3. 40 lbs. of Standard gold, (*i.e.* 22 carats fine) are coined into 1869 Sovereigns; find the weight of pure gold in a Sovereign.
4. Bought 640 bushels of barley at the rate of 32 bushels for \$20.08, and sold it at the rate of 10 bushels for \$8 $\frac{3}{4}$; find my profit on the transaction.
5. A does $\frac{3}{5}$ of a work in 11 days; B then comes to his assistance and, together, they finish it in 4 days; how long would it take each by himself to do the work?
6. B offers C a horse for a certain price and A offers him one for one third less; B then reduces his price $\frac{3}{10}$, and A reduces his price $\frac{1}{5}$, at which prices C buys both horses for \$296; find each man's asking price.
7. Define Ratio and Proportion. Show how to state and solve a question in simple proportion, giving fully the reasons for the different steps.
8. An Agent receives 10 shillings commission for every £9 19s. 11 $\frac{3}{4}$ collected; he receives altogether £9 19s. 11 $\frac{3}{4}$; find the amount collected.

9. A speculator bought stock when it was 18% below par, and sold it when it was 10% below par, find his rate of gain.

10. If 4.35 lbs of bread can be bought for 20 cents when wheat is \$1.15 per bushel; what weight of bread can be purchased for \$3.45 when wheat is \$1.80 per bushel.

11. Find the cost of papering a room 12 ft. 4 in. high, 16 ft. long, and 14 ft. 3 in. wide, the paper being 2 ft. 6 in. wide, and costing 60 cents a yard.

12. The profits of a garden for two years were \$456; the profits of the second year being 8% more than those of the first: find the profits for each year.

HISTORY—SECOND AND THIRD CLASS.

Time—Two Hours and a half.

Candidates for Third Class Certificates will confine themselves to the first ten questions of this paper.

Candidates for Second Class Certificates will omit questions 1, 2, 3, 4, and 9.

1. Give a sketch of the reign of Edward I. of England.

2. Under what circumstances did the first of the Tudors come to the throne?

3. What was the Act of Uniformity, passed in the reign of Charles II., and to what did the passing of the Act immediately lead?

4. Describe the circumstances under which the seven Bishops were committed to the Tower in the reign of James II. Give an account of their trial, and its result.

5. When did the Treaty of Union pass the Scottish Parliament? Mention some of its principal articles.

6. Describe the circumstances which led to the American War of Independence; and write brief notes of the War, connected with the following places:—Lexington, Saratoga, Yorktown.

7. After the death of Alexander the

Great, what division of his empire was made?

8. Write brief historical notices of Cambyses, Themistocles, and Epaminondas.

9. Notice briefly important historical occurrences connected with the names, Cannæ, Pharsalia, Actium.

10. Give a sketch of the first settlement of Canada.

11. Describe the first capture of Quebec. How did Quebec come again into the possession of the French?

12. Describe the state of public affairs in England during the eleven years from 1629 to 1640.

13. Give an account of what was done at the Convention called in 1688 by William of Orange.

14. What led to the war of the Spanish Succession? Mention the principal victories obtained by Marlborough in the course of the war. By what treaty was the war closed? and what were the chief terms in the Treaty directly affecting Great Britain?

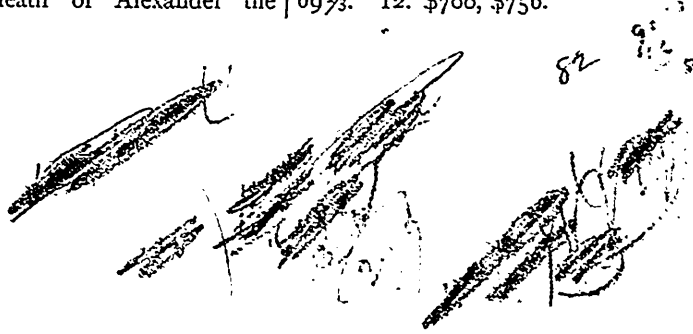
15. Give a brief account of Gustavus Vasa, of Sweden, and as full an account as time permits of the career of Gustavus Adolphus.

ANSWERS—ARITHMETIC—SECOND CLASS.

1. 13-18ths. 2. Book-work. 3. \$2,000.
4. 2 47 54ths. guineas. 5. 2'2360679774,
4490135954, 2'6180339887, 7453559924-
6. \$1320, \$1452. 7. \$4744'186. 8. 77-
7857142-7thstons. 9. 55c, 75c. 10. \$2000-
\$3000. \$4000. 11. 272 rods. 12. 50.

ANSWERS—ARITHMETIC—THIRD CLASS.

2. \$261'268½. 3. 113'00159 grains.
4. \$158.40. 5. 18½, 22. 6. \$160, \$240.
7. Book-work. 8. £199 441601-460800ths.
9. 9 31-41ths. 10. 47'9406¼ lbs. 11. \$59-
69½. 12. \$700, \$756.



EDUCATIONAL INTELLIGENCE.

CANADA.

—Mr. Chauveau will resign the salaried office of Superintendent of Public Instruction for the Province of Quebec.

—The Teachers in the vicinity of Bluevale, County of Huron, meet every Saturday for mutual improvement. An example worthy of imitation.

—Mr. Moir, Teacher No. 8, Blanshard, was recently the recipient of a handsome arm chair, and his wife a china tea set, as tokens of the esteem of the children of his school.

—The third meeting of the Teachers' Association for Glengary was held at Alexandria on the 7th and 8th of February. The following officers were appointed for the ensuing year:—A. W. Ross, Inspector, President; A. Kennedy, 1st Vice-President; Mary Hunter, 2nd Vice-President; J. L. Broughton, Secretary-Treasurer; W. Ruthford, B. A., Librarian. There were about 70 teachers present from all parts of the county, and all took a deep interest in the proceedings.

TEACHERS' ASSOCIATION.—The quarterly meeting of the Huron Teachers' Association will be held at Clinton, on Friday evening and Saturday, 14th and 15th of March. At the Saturday meeting the following two subjects will be discussed, viz: "Are our courses of study and methods of teaching sufficiently practical?" and "What is the natural order of mental development?" Mr. R. Ferguson, of No. 2, McKillop, is expected to read a paper on the former subject, and Mr. Turnbull, of the High School, Clinton, on the latter.

—J. R. Miller Esq., Inspector, South Huron, laid before the County Council at its recent session an elaborate report containing much valuable information. In his Division there are 80 school sections, 2 Roman Catholic separate schools, and one Protestant separate school. 9 new school houses had been built during the year, and Mr. Miller expects 16 will be built during 1873. The school population is 9,156, of which 8,744 were in attendance during some

part of the year, and 403 of other ages making a total entered on the Registers in 1873, 9,147. Boys 4,876; girls, 4,271. The attendance, however was not what it should be, for of these 9,147 scholars, only 1,484 attended from 150 to 200 days, and only 349 more than 200 days during the year. The average salaries of male teachers is \$347 25; females, \$182 50. Mr. Miller adopted largely the system of written examinations, and found most of the schools below his expectations. He enumerates several branches in which there were great deficiencies, particularly composition—but gives most of the teachers credit for a desire to do the best they could, and hopes there may be future improvement. He delivered 55 lectures during the year.

ST. CATHARINES COLLEGIATE INSTITUTE.—At a recent meeting of the Board of Collegiate Institute Trustees, J. C. Rykert, Esq., M. P. P., was re-elected Chairman, and Jas. Douglas, Esq., Secretary. The institution has so prospered under Mr. Hunter's Headmastership that the daily attendance of pupils is now about 200, and the erection of another large wing to the building has become indispensable. As a practical recognition of Mr. Hunter's services the Trustees unanimously resolved to increase his salary to \$1600 per annum, the increase to take effect from the beginning of the present year. Arrangements have been made to add to the Institution a special class in Mercantile Arithmetic and Commercial transactions, somewhat after the model of the best of the American Business Colleges. For this purpose the services of a thoroughly practical accountant will be at once secured. A leading barrister of St. Catharines has also kindly proffered his services for a course of lectures in mercantile law. It is intended to devote the upper floor of the new building to working laboratories for the students in Chemistry, the existing arrangements having proved inadequate to the number of applicants for admission to the Laboratory. Our citizens are to be congratulated on the flourishing condition of the Collegiate Institute.—*St. Catharines News*.

—Mr. Howard Hunter, Principal of the St. Catharines Collegiate Institute, has been officially notified by the London University that his pupil, Mr. Andrew Pattullo, has carried off, from the Lower Province competitors, the Dominion Scholarship for 1872.

PERTH TEACHERS' ASSOCIATION.—The public school teachers of this county met in Stratford, on the 8th ult. The chair was ably filled by the Inspector, Mr. Alexander. The attendance was not so large as usual. Great interest in the work, however, was manifested by those present, in the discussions, and much useful information elicited. The meeting did not favor the adoption of Township Boards of Trustees. Mr. Steele opened the discussion, "What motives and incentives to study should be appealed to?" A long discussion ensued. The following were mentioned as the most important motives: Promotion, usefulness, a desire for information, monthly reports, prizes, and a judicious amount of praise. The following are the officers for the current year: Mr. Alexander, re-elected President; Mr. Geo. Moir, 1st Vice-President; Mr. Laird, 2nd Vice-President; Mr. Hay, Secretary-Treasurer. Messrs. Stewart, Donaldson and Steele, along with these gentlemen constitute the Managing Committee. Mr. Barnes, Auditor. The Association meets again on the 2nd of May.—COM.

—THE Union Teachers' Association met in the Town of St. Mary's, on the 22nd ult. The President, Mr. Tytler, took the chair at half-past one p. m. Mr. J. H. Donaldson was appointed Secretary pro. tem. Mr. D. A. Stewart was elected a member of the Association. Then followed a discussion upon the best method of teaching Arithmetic, opened by Mr. Stewart, followed by Messrs. Stewart, Scallion, Blatchford, Shipley, Donaldson and the President. A reading by Mr. Scallion and an essay on History, by Mr. Moir, upon which an interesting discussion followed. The prize offered by the Association on "How should a teacher render himself Popular," was awarded to Mr. Steele. The next meeting takes place on the 19th of April, when the following subjects will be illustrated: A lesson in Grammar by Mr. Goodboy; Geography to an advanced class, by D. A. Stewart; a reading by Mr. J. H. Donaldson; Essays by Messrs. J. W. Stewart and Doupse. Rev.

Dr. Waters is expected to address the meeting.—COM.

THAMES TEACHERS' ASSOCIATION.—The above Association met for the transaction of business, in the Central School, Chatham, on Saturday, the 22nd of February. During the forenoon Session, the President, Mr. E. B. Harrison, I. P. S., explained the measures he proposed, and supported at last meeting of the Teachers' Provincial Association, in Toronto, with regard to the appointment of members of the Board of Public Instruction, which were: That the present members retain office during pleasure, but, in addition, that Grammar School Masters, Inspectors of Public Schools, and Public School Teachers, should respectively have and exercise the power of electing a member of such Board to represent their interests at its meetings. The explanations of the President were received by those present, and the proposed measures approved by them. The next meeting is to be held in Dresden on the last Saturday in May. The regular subjects for discussion will be, "The best method of teaching Arithmetic;" "The Township system of Trustees, in all its bearings." It was also decided that a second meeting of the Association should be held in Chatham, during the week of examination of Teachers in July next.

THE EAST MIDDLESEX TEACHERS' ASSOCIATION met in the Council Chamber, Feb. 14th and 15th., President, S. P. Groat Esq., in the chair. Minutes of former meeting read and adopted. Report of Committee on Petitions received and adopted. 18 new members were received and signed constitution. Moved by Mr. Hoyt, seconded by Mr. W. D. Eckert, that a committee on questions be appointed whose duty shall be to answer all questions put or addressed to them by members of the Association on School law or School subjects. Committee appointed, Messrs. Groat, Eckert, Lynam, Hoyt and Brown. Illustration of teaching as follows: Mr. Fleming, Geography for beginners; Mr. Hoyt, Mathematical Geography; Mr. Lynam, Singing; Mr. McColl, Reading; Mr. Eckert, Penmanship; Mr. G. Finchamp, Human Physiology. Moved by Mr. Fincharap, seconded by Mr. Morehouse, that this Association having carefully read the scheme of an Elective Council of Public Instruction, as set forth in the ONTARIO TEACHER, take exception to that

clause which restricts the right of voting to first class Teachers only. Carried unanimously. Saturday 15th, President in the chair. Moved by Mr. Eckert, seconded by Mr. A. C. Stewart, that we, the members of the East Riding of Middlesex Teachers' Association, believing the ONTARIO TEACHER will furnish an excellent medium of communication, and thereby fill a want long felt, and also furnish much valuable information regarding the working of our schools, hereby promise to give it our hearty support. Carried unanimously. Programme for next meeting adopted. Six new members admitted. Report of Finance Committee read and adopted. Mr. Groat left the chair which was occupied by Mr. N. Jarvis. A great number of strangers were here admitted and allowed to take part in the discussion on Township Boards. Moved by Mr. Finchamp, seconded by Mr. Fawcett, that whereas it has been agitated throughout the country the necessity and benefit arising from a change from Local to Township Boards, we cordially agree with the arguments used in favor of Township Boards, believing that the adoption of such would be an incalculable benefit to the Public Schools in Ontario. Moved in amendment by A. C. Stewart, seconded by W. H. Eckert, that we regard the substitution of Township Boards of School Trustees as an uncalled for change, and failing to see any benefit to be derived from such change therefore disapprove of it. The original motion was carried by an overwhelming majority. The discussion on the subject lasted over four hours, in which Messrs. Finchamp, Groat, Glashan, Rev. Mr. Gordon, Sec. B. of Examiners, W. Armstrong, Reeve Westminster, E. S. Jarvis, Deputy Reeve Westminster, and many others made addresses in favor of the motion.—COM.

UNITED STATES.

—Newport, R. I., will build a \$130,000 high school house this year.

—The School Board of San Francisco has passed a rule discouraging, but not prohibiting, corporal punishment.

—Compulsory education has occupied the attention of several State Legislatures this winter, but with indifferent success so far. In the Iowa House, a compulsory provision was struck out by a vote of twenty to fifty-four.

—Prof. Tyndall has generously given a good share of the proceeds of his late lectures in this country to establish scientific scholarships.

—It is announced that a generous citizen, of Toledo, Ohio, has bequeathed 160 acres of valuable land, near that city, for the foundation of an institution to which both sexes are to be admitted and taught in the arts, trades, and related sciences. The course will be free to those unable to pay.

The new school code of California went recently into effect. By it only holders of first grade certificates are eligible to the County Superintendency, and in counties containing two thousand people, the Superintendent must give all his time to the schools. School grounds must be ornamented with trees and shrubbery, wherever practicable. Equal pay is allowed to male and female teachers for equal labor.

—The annual report of the Chicago Board of Education, a stout octavo volume, gives some facts which are perfectly characteristic of the city and its people. The fire of October, 1871, destroyed four school-houses in the North Division, but they were all rebuilt within the year; none of the schools were closed more than two weeks; and there are now more than 30,000 pupils in attendance at the public schools—an increase of over one hundred per cent. during the past seven years.

BRITISH AND FOREIGN.

—Australia has just enacted compulsory attendance.

—Paris had a Free School of Political Science in successful operation during the past year.

—The Germans have founded no new university for half a century. Their plan is to strengthen what they have.

—Saxony has lately made attendance of young artisans and others for three years upon evening schools compulsory.

—Prussia now has eighty-eight normal schools, five of them for women alone. In its multitude of technical schools are some for booksellers and printers.

—Austria has just ordered the attendance upon kindergartens of children of four to six years, and all normal students are to be taught Fröbel's principles and practice.

—The directors of Sydenham Crystal Palace have determined to open a School for Practical Engineering, and late advices from London show that this project is about to be put in operation under very favorable auspices. The lectures will comprise all that comes within the province of engineering, such as locomotives, station gear, roofs, and the manipulation of metal and timber; and the Principal promises, by a series of examinations, to test the attainments of his pupils.

—A new association has been formed in England, under the title of the "National Health Society," which has for its object the helping of every person, rich and poor, to know for himself, and to carry out practically around him the best conditions of healthy living. The steps at present proposed are the holding of monthly meetings for the reading of papers; the establishing of classes for instruction in various branches of sanitary science; the delivery of free popular lectures; and the formation of a reference library and an information office.

—Singular news comes from Denmark. The National Parliament has been brought to the verge of a dissolution by a tremendous quarrel over a public school bill introduced by the Minister of Worship and Public Instruction. This bill proposed to retain the system of compulsory popular instruction which has existed in Denmark for more than two generations, by extending the age of obligatory attendance at school from the fourteenth to the fifteenth year; it arranged the courses of study for summer and winter in such a way that the smaller children would have the summer time principally devoted to them; while in the country the principal part of the winter teaching, when no agricultural work lays claim upon them, was left to the elder ones. For young people above fifteen years the bill opened the prospect of voluntary secondary schools in the winter, endeavoring in this way to form a connecting link between the primary schools and the popular high schools.

—The plan for establishing a Technical College in Glasgow is now assuming a somewhat tangible shape. A subscription list has just been issued, in which we find that thirty subscribers have contributed no less than \$56,000. Subscriptions of \$5,000 each have been given by the firm of Robert Napier & Sons, the eminent shipbuilders and

engineers; Mr. W. Mongomerie Neilson, of the Hyde Park locomotive works, and son of the inventor of the hot blast; and Mr. Tennant, the head of one of the oldest and largest chemical firms in the world. Of the thirty subscribers, twenty-two are members of the general committee. It is proposed, when \$100,000 are subscribed, to begin the actual organization of the Technical College, establishing, in the first instance, chairs for naval architecture and marine mechanical engineering, the theory and practice of weaving, and the theory and practice of dyeing and printing on textile fabrics.

—We quote the following particulars regarding the organization of primary schools in Prussia from the full text of Minister Falk's school regulations, as published in the *Reichs und Staats Anzeiger* :—

"In the one-class schools all children of or above the prescribed age shall be instructed during the same hours and in the same school room by one common teacher. The whole number of children must not exceed eighty.

"In the one-class primary schools the children in the lowest division will receive 20 hours' instruction weekly, and those in the middle and upper divisions 30 hours' instruction, including gymnastics for the boys and needlework for the girls.

"When the number of children is more than eighty, and circumstances do not allow the appointment of a second teacher, or when for other reasons it is considered expedient, a half-day school may be established, with the approval of the authorities, in which 32 hours' instruction in all will be given.

"When there are two teachers in a school, the instruction is to be given in two separate classes. If the number of the children in the school exceeds one hundred and twenty, a three-class school is to be established, with 12 hours' instruction weekly for the third class, 24 for the second class, and 28 for the first class.

"The subjects of instruction in the primary schools are: religion, the German language (reading, writing and speaking), arithmetic, with the elements of geometry, drawing, history, geography and natural philosophy; besides gymnastics for the boys and needlework for the girls."

EDITOR'S DRAWER.

—We again solicit items of educational intelligence from all parts of the Province.

—Any friends sending us lists of subscribers will oblige by writing the names and Post offices plainly, so that we may be able to guard against mistakes.

—Teachers are invited to send us any practical hints or queries that may occur to them in the every day work of the School Room.

—We purpose opening our promised department, the "Teachers' Desk," as soon as our readers and contributors will manifest sufficient interest in it to warrant us in making a beginning.

—We would call attention to the advertisement of the Kingston Collegiate Institute in this month's issue. The Principal, Mr. Woods, has a Provincial reputation as a successful and accomplished teacher.

—The *Globe* has lately published some answers to questions at the recent examinations, which, though not very creditable, are not by any means to be accepted as a fair representation of the attainments of teachers in this Province.

—We take pleasure in acknowledging the exertions put forth to extend our circulation by Inspectors and others. Our subscription list has largely increased during the past month, and we have the satisfaction of knowing that the effort we are putting forth to fill a want long felt in this Province is meeting with very general approval. School Inspectors are, generally speaking, in the best position to aid us, and many of them have already nobly come forward, and sent us large lists of subscribers. Inspectors unable to work for us, would greatly oblige by sending the names of active teachers who would act as agents in the several Townships of their School Divisions.

—An esteemed correspondent asks us to open a mathematical department in the *TEACHER*. We are not yet in a position to do so, but will give the subject our attention. The same correspondent sends us the following problem, which we submit for the consideration of our readers, and solicit answers:

"There are 7 debentures, each of the value of \$100, and dated March 1st, 1873, payable in 1, 2, 3, 4, 5, 6 and 7 years respectively, and bearing interest at 6 per cent. payable as each debenture falls due. What must be the purchase money for said debentures, so as to realize 8 per cent. on the investment?
B. R. W."

—We observe a well written communication in the *Toronto Globe* from Mr. McQueen of Kirkwall, in which Township and Local Trustee Boards are very ably discussed. The arguments *pro* and *con* are very clearly stated and worthy of a careful perusal. He closes the article by proposing that Township Councils should be empowered to receive a statement from the Trustees of each section of the amount of money they might require to meet the expenses of the year, then levy the same rate on the whole Township, collect the amount at the same time as other taxes are collected, and hand over to each Board of Trustees the amount they severally required. This he says would give all the advantages of Township Boards without any of their disadvantages.

—The School Bill promised by the Ontario Government was brought down a few days ago and contains no important amendments whatever. It is merely a consolidation of the Public School Acts of former years. We regret that no effort was put forth, as promised in the Lieutenant Governor's address, to introduce the elective element into the Council of Public Instruction. We fail to see any reason whatever for continuing a system of absolutism so much at variance with the genius of our institutions. A council of nine that during a whole year could not muster more than a bare quorum of five, cannot be such a very useful legislative body as to deserve a much longer lease of life. We see also that the much agitated system of Township Boards of Trustees is left optional as before. While we rejoice at the consolidation of our School Laws, we regret that there is no effort made to provide for their administration on a broader basis and to extend to the parties interested more control over matters, which are to them of the highest importance.

—We observe by the Estimates brought down a few days ago by the Treasurer of the Province that the Government propose to deal more liberally this year with the Superannuated Teachers than they did last. The total amount paid in 1872 to Superannuated Teachers was \$11,944.77; of this sum the teachers contributed by their own subscriptions \$10,963.71; reducing the appropriation of the Government down to the small sum of \$931.06. The Estimates for 1873 propose to allow the sum of \$19,608 for Superannuation. Assuming the contributions for 1873 to amount to the same as the

previous year, the Government will be contributing nearly \$9000 of the public funds for aiding worn out teachers—the number of whom receiving aid last year was 142. This will enable the Education Department to appropriate a larger sum for each year's service (unless the number of Superannuated Teachers increases largely,) than they have been able to do heretofore. The largest amount paid any teacher last year was \$170; the smallest \$12. The amount appropriated for the current year will probably bring up the pension to \$6 for each year's service, being the amount originally aimed at. The low salaries received by teachers, in many cases, make it impossible for them to provide against the wants of old age and infirmity, and we hope, not only to see the salaries increased, but a much larger contribution made towards those who have spent their best years in a profession that does not bring much pecuniary reward.

—The article in the January Number of the *ONTARIO TEACHER*, though somewhat severely criticised, has been all but universally approved of, by the friends of education in the Province. A slight objection, however, has been made to the proposition restricting the franchise to First Class Provincial Teachers. The *Mail* has characterised this as "most illiberal." Now while in a certain sense it is not as liberal as might be desirable by some, it is far more liberal than the system now existing. At present neither are teachers of any kind represented on the Council of Public Instruction, nor have First or Second Class Teachers a voice in the appointments made. Our proposal then, is not fairly open to the charge of "illiberality" by those who are opposed to the Elective principle in every shape or form.

We observe that in some cases teachers themselves have objected to our basis of representation. Our reply is that the hints thrown out by us were made, partially to elicit discussion, and we are only too glad to find the profession giving the subject some attention. To us as advocates of the scheme it would give the greatest pleasure to extend the franchise to the widest possible limits, and if it is felt desirable that Second Class Teachers should have a voice in the election of two members of the Council of Public Instruction, there need be no fear that any opposition will be offered by us. But we felt and still feel, that there are many good and valid reasons for the restriction we at first proposed. By maintaining this, we do not by any means cast reflections upon the very large and useful class that would be excluded. Any restriction of the franchise must begin and end at some point. Politically the franchise is now withheld from a large class of our population, many of them just as intelligent and

capable of exercising it judiciously, as the majority of those who enjoy it. Upon those only is it conferred who fulfil certain conditions, and no one is prevented from complying with those conditions. So in our case. The standard of qualification is the holding of a First Class Certificate. This no teacher is prevented from attaining to. And it was to give an additional inducement to all to exert themselves to attain this qualification, that we drew the distinction to which objection is now made.

A similar objection might be made to the selection of Inspectors from First Class Teachers. The mere literary superiority which they possess would not, of itself, qualify them for their responsible positions. In point of experience and skill as teachers they may not be in advance of many holding Second Class Certificates. But the fact that they worked themselves up to the highest round of the professional ladder, gave them a precedence, which we feel satisfied, they fully merit. To confer the franchise upon those attaining similar distinction, but who were not Inspectors, would be carrying out the same principle. And our hope is, that before many years, the majority and not the minority, as it now is, will be men whose scholarship will entitle them to any privilege which the Government in its wisdom may see fit to confer upon them. In connection with the foregoing we insert the following communication :

To the Editor of the Ontario Teacher,

SIR,—I consider the remarks made by you in the first issue of your journal relative to the Council of Public Instruction to be highly pertinent, and I agree with you that a re-construction of that body on the principle of representation is very desirable. I would, however, urge some objections to voting being confined exclusively to First Class Provincial Teachers. Would it, I ask, be fair, that the large majority of the profession, many of whom are doing useful and important work, should be ignored in those matters in which they are so deeply concerned, as for instance the Superannuation Fund to which all male teachers contribute alike? Many teachers who hold first class certificates under the old law cannot expect more than a second on the programme when their present certificates are annulled; some of them are men in the meridian of life, and from family circumstances cannot devote that time which is necessary to prepare themselves for a first class Provincial certificate. There are also a few teachers, not many I believe, who hold old first class life certificates for particular counties, which certificates are perpetuated by the School Act; should these persons be excluded from voting more than the old county Superintendents, who are now Inspectors by virtue of their previous offices, or High School

Teachers who hold certificates and are not University graduates? There is none of this exclusiveness in the medical or legal profession, and why should it be in the case of the Public School Teacher?

If teachers are to be represented in the Council of Public Instruction I would say let that representation be universal to all who have been for a prescribed number of years engaged in the profession, and are therefore likely to make their employment a permanency, and I think I am safe in saying that there are many Public School Teachers in the Province of

Ontario who do not hold first class Provincial certificates, but at the same are not void of intelligence, and are fully competent to form opinions and suggest improvements relative to the School law and its workings, in which all, apart from classification, have a common and united interest.

I am, Sir,

Yours Respectfully,

A PUBLIC SCHOOL TEACHER.

February, 19th, 1873.

SELECT POETRY.

TO THE TEACHER.

Toil, teacher toil;
Prepare the soil;

Go forth to sow the precious seed,
To pluck up noxious plant and weed:
Toil teacher, toil.

Pray, teacher, pray,
Ask God to-day
To fill thy soul with grace and might,
That thou may'st do and teach the right:
Pray, teacher, pray.

Hope, teacher, hope:
The promise take—
Faint not and thou shalt surely reap
In season due. Bear trials well;
Let each day's work thy patience tell:
Hope, teacher, hope.

On, teacher, on;
The joy be thine,
Rightly to instruct from day to day,
To lead one mind in wisdom's way—

The bliss will all thy care repay
On, teacher, on.

A BEAUTIFUL THOUGHT.

BY BISHOP DOANE.

Chisel in hand stood a sculptor boy,
With his marble block before him,
And his face lit up with a smile of joy,
As an angel dream passed o'er him.
He carved the dream on that shapeless stone
With many a sharp incision:
With heaven's own light the sculptor shone—
He had caught that angel vision.

Sculptors of life are we as we stand
With our soul uncarved, before us;
Waiting the hour, when at God's command,
Our life-dream passes o'er us.
If we carve it then, on the yielding stone,
With many a sharp incision,
Its heavenly beauty shall be our own,
Our lives that angel vision.