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THE ONTARIO TEACHER:

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THE NEW SCHOOL BILL.

We purpose briefly to refer to some of the provisions of the New School Bill, now under the consideration of the Local Legislature. One of its leading features is the proposed change in the Council of Public Instruction. We have already treated at considerable length on the desirability of this change, and none more gladly welcomes it than ourselves, inasmuch as we believe it will be an epoch in the educational history of the country. We have no fault to find with the provisions of the Bill with reference either to the parties to be represented, or the mode of their election. We think it is justly due to the High School masters, the Public School Inspectors, and the Teachers of the Province, that they should be represented in the educational Council of the country. We have no fear, considering their standing and general character, that they will either abuse or pervert the power committed to them. We believe further, that the practical legislation which their exper-

ience will enable them to advise, will do a great deal to infuse new life and activity into our educational system.

We are also pleased to see that our higher institutions of learning are not to be over-looked. Our University College, heretofore unrepresented, and the valuable services rendered the country by Victoria and Albert Colleges, deserve this recognition at least. We are aware that in certain quarters there seems to be an objection to the arrangements whereby Colleges possessing Academic power should be represented in the Council. Why this objection is urged we know not. If in England the Universities are represented in the House of Commons, we see no reason why our Canadian Universities should be excluded from all influences in the highest educational Council of the Province. We hope that the government will not allow any alteration in this part of the School Bill, so that side by side with representatives of the

other educational institutions of the country may sit the best men from those excellent and popular Colleges already alluded to.

The provision contained in clause 19, whereby "Interim Committees" of the Council may be vested with all the powers of the Council itself, we believe to, be open to objection. We think it is not wise for any representative body to delegate its powers to a Committee. If regular quarterly meetings of the Council were held, we see no reason why the business could not be so fully advanced as to render this provision of the Bill unnecessary. All that any Committee should be entrusted with is to investigate into any matter referred to it—final action to be always in the hands of the Council.

The time fixed upon for holding the first election we do not consider as quite convenient. The first Tuesday of August falls within the summer holidays. Many teachers are absent from their usual homes, and ballots sent to their regular address would in a great many instances fail to reach them. The first Tuesday of September would certainly be a better time, as it would obviate the difficulty already named.

In the matter of High School Grants we are glad to see that the new Bill requires County Councils to provide a sum at least equal to the Government Grant. This provision will distribute more equally over the whole country the cost of High School maintenance. It has been too much the case heretofore, that the municipality in which the High School was situated had to bear an undue share of the burden.

Clause 25, which provides for the establishment of preparatory schools, we believe to be entirely unnecessary. The High School programme of studies begins with the Fourth Form of the Public School programme. Why it is presumed that our Public Schools are not able to secure a sufficient degree of efficiency to enable pupils to enter the High School,—the

standard of entrance being, as it is, within the reach of those of very average attainments, we fail to see. Any Public School that cannot prepare pupils for admission to the High School, must certainly be very badly conducted. The remedy for this state of things is already in the hands of the Trustees, and the employment of a good teacher would very soon remove all difficulty on this score.

We heartily endorse the plan of uniform entrance to High Schools, and trust under this system they will soon attain a very high degree of efficiency.

Among the other valuable provisions of the new Bill we are exceedingly glad to find one introducing the monitorial system into our Public Schools. Our readers are already familiar with the reasons urged for the adoption of this system. It will prove a source of great relief to many teachers and trustees, and will, we have no doubt, materially aid in the advancement of many schools now temporarily over crowded.

A great deal of acrimonious discussion is now going on with reference to the Educational Book Depository. It is urged that it is a source of detriment to the Book trade generally, and a source of considerable expense to the country. We think it would be well to have a thorough investigation into this branch of the Educational Department, and let the public know the expense connected with the management of the Depository—the amount expended on the purchase of books since it was established—the stock now on hand, &c., &c. So far as the usefulness of such a Depository is concerned we have no doubt. It has done a good work, and we would be sorry to see all checks upon the circulation of literature among the young people of the country removed. We believe also that the inducements offered for the establishment of Libraries and the distribution of Prizes, have done good service to the cause of education. The Map and Apparatu

Branch has been particularly useful, and should not, under any consideration, be abolished.

The concessions proposed by the new School Bill to the "Trade" should certainly be satisfactory. The privilege of purchasing at any Book Store, (with certain restrictions as to the character of the work,) does away with anything approaching to monopoly, and no bookseller is debarred from receiving his share of whatever business Trustees may desire to transact with him.

We are not able to pronounce any opinion upon the recriminatory charges bandied between J. M. Adam, Publisher of Toronto, and the Deputy Superintendent of Education. It is a matter that does concern the public, however, and it would be well to have it thoroughly ventilated in the Local Legislature.

The minor, but not unimportant provisions of the Bill may be briefly summarized as follows:—

In large School Sections two school houses may be built.

Trustees must make an annual census of or return of all the children between 7 and 12 years of age, who have not attended any educational institution four months in the year. Complaints against the parents or

guardians of such may be made before a magistrate or they may be charged a Rate Bill of one dollar per month for such time as they neglected to send their children to school.

Teachers may choose to superannuate at sixty, whether incapacitated by infirmity or not.

Teachers are to be entitled to four weeks' salaries for sickness, on proof by medical certificate.

Teachers are to keep general and class Registers.

Inspectors hereafter appointed are not to hold any other office which may interfere with the full discharge of their duties.

The Council of Public Instruction may issue Second as well as First Class Provincial Certificates.

Examinations of Teachers to be held annually only.

We have thus endeavored to lay before our readers as fully as space would permit the general features of the proposed School Act. We consider it on the whole satisfactory, whatever objection may exist to any of its provisions on mere matters of detail, and we trust it will pass the Legislature without any mutilation that would vitiate its general tenor.

REQUIREMENTS OF OUR RURAL SCHOOLS.—PRIZE ESSAY.

BY J. FRITH JEFFERS, SECOND MASTER, PICTON HIGH SCHOOL.

We conceive this subject as relating to our "Rural" Public Schools, as we find them in the country districts and villages of our Canada, exclusive of those of the general class of Public Schools, which exist in our cities and towns. Taking this view of them, we regard these schools as the source from which the children of Canadian yeomen and Canadian artizans are to derive that instruction, and acquire

that information, which will enable them at the proper time to take up the reins dropped by their fathers, and guide the chariot of their country's progress to the goal of future greatness and stability. Looking among the nations, and comparing one with the other, what do we find to be the chief cause of the greatness of the one, or the abasement of the other? Is it to be found in extent of territory, in the possession or lack of

mineral wealth, or in the favorable or unfavorable position as regards climate? In none of these, which are only accessories to national position, but in the proportionate enlightenment or ignorance of the great body of the nation. Witness France and Germany. Which has the finer situation? Which, the vaster resources? Has not France? And yet, why was it that in the late gigantic struggle between the two empires, the country less favored by nature was victorious? Statistics published since the war reveal the reason, and show to the world that the army of Germany was an army of intelligent men, who knew and felt the importance of the struggle, in which they were engaged, while less than 50 per cent. of the French army was utterly wanting in the first elements of knowledge, let alone any due appreciation of the true position of France, in the contest. We might proceed further and compare nation with nation, antiquity with the present, but we would ever find the same fact evidenced, the same law invariable, namely, that the greatness of a nation is in proportion to the intelligence of its masses. And this intelligence is in proportion to the means adopted by the State for placing its acquirement within the reach of all; not in proportion to its universities or feeders of universities, but in proportion to the number and efficiency of its "Rural Schools." Again we refer to fact to substantiate this assertion. Every nation, especially of Europe, has its great universities; even Ireland and Spain have these, but Germany gives her people the "Kinderschulen." England has for centuries had her noble universities, Cambridge and Oxford, her Rugby, Eaton, and Harrow, and elaborate establishment of Grammar Schools—and they have produced their glorious results, but she is now awakening to a recognition of her oversight in the past, and making worthy efforts to give systematic and wholesome privileges to the millions of her rural population, lying

in ignorance, in many instances deep and gross. Austria and Russia even are also learning the lesson, and making its application. America cannot boast such higher schools as those of the old world, but what has caused the growth of the neighboring republic? Is not the principal reason to be found in the existence of her public schools, and especially her "Rural Schools?" For Canada we can answer this question in the affirmative, with a pride of nation, that sees in the future still more glorious results, which shall place our native land, our Canada, in her position as the new empire of the North. Let us hasten that day, and build upon the corner-stone of the edifice already laid, a national superstructure, firm, because cemented by the intelligent sentiments of each succeeding generation.

Nothing is more interesting than the history of the development of our school system; than a comparison of the past which is hardly passed, with the present which has but fairly commenced. We can remember, for instance, our first "going to school" in a little log school-house, on what was called the Governor's Road, between Paris and Woodstock, where, with hands behind our back, we sang the a, b, c's, and where, later on, seated on a bench with face to the wall, we traced our first "pot hooks." Now doubtless, there, as in other parts of our country, the dear old logs have given place to a structure more in accordance with the times, and the faces of children and teacher have changed; the new books have taken the place of the old spelling-book and English reader, and moral suasion has superseded the ferule. Where there was scantiness in every particular, is now abundance—the abundance of comfort, of books, blackboards, maps, and instruments—abundance of instruction, sympathy and encouragement. The welfare of both teacher and scholar is now studied. Our legislators continually direct their attention to the subject, and frame, reframe, and con-

solidate laws calculated to raise the character of our "Rural Schools." Communities vie with each other in generous emulation to have the best and most commodious edifices, to procure the most successful teachers. Where it was considered a privilege to have three months "schooling" in the year, the law now makes such privilege a compulsory duty. All these points in the history of our school system indicate that the importance of a high standard of rural school education is recognized by all authorities and interested parties.

The effects of these continuous efforts are seen on every hand. Canadian teachers will compare more than favorably in attainments with those of other lands; Canadian youth are in advance in intelligence; while the multiplication of newspapers in every county but indicates the desire of the enlightened farmer and mechanic to become acquainted with whatever may affect them in the commercial or political world. The popularity of the Sabbath-School, and the perseverance with which difficulties are overcome in country places, in order to maintain regular attendance at this means of grace, indicate the "lay" of the vein of rich wealth of sentiment, heart, and mind, running through our country young, and which furnishes the richest talent our nation possesses to utilize her natural resources, guide her helm of state, fill her positions of trust, and from which to produce ambassadors of the Cross. The burden of the country falls upon our farmers and mechanics, not the burden of taxation alone, but the duty of producing its sap and vitality, its sinew and nerve. Our cities and towns do not make the nation in point of character and subsistence, any more than the head makes the trunk of the body. If the trunk be dwarfed or diseased, and the vital fluid impure or of bad quality, the whole head is sick. Sometimes, it is true, we find upon a crippled and diseased body a massive brain producing prodigies of thought, and aston-

ishing in its scintillations of genius; but what is it, after all, but a monstrosity and short lived. In the same manner, in all ages gigantic cities have arisen to gorgeous splendor, or world-wide influence, while the nations they represented were steeped in ignorance and degradation. But their splendor was evanescent, their influence of but short duration, for they had no inherent vitality. Such was the character of the once haughty Rome. But such will not be the fate of our Canada, so long as the present consciousness of duty animates our legislatures and men in authority, and the present hungering after knowledge urges on our youth. It appears therefore that our "Rural Schools" are the heart, arteries, and lungs of the sentiments of the country, and in proportion as they are in a high state of efficiency they fulfil their end, and maintain their energy of growth in the nation.

To understand the "Requirements of our Rural Schools," let us ask, what has been done for them already by law, and in what condition do we find them? The law has divided the country into sections, endeavoring to do so in such a way that every family may be conveniently situated as to distance from the school-house, and yet that the section may embrace sufficient property to support a good school. It provides for the welfare of the scholars by enforcing the building of such school-houses, as shall be comfortable and healthy, and furnished with all the appliances for conveying necessary information and impressing it upon the mind. It also endeavors to make the school attractive to the pupils, by providing a play-ground and times of recreation. It also provides that none but those qualified by attainments and character shall have the charge of the education of the young. It provides for uniform and systematic instruction throughout the Province, by legalizing only certain text-books, and offering a premium for *trained* teachers. And in addition to all this it makes a liberal

support in money to every school in proportion to its attendance, to enable it to carry out the above provisions of the law. What more can legislation do? It is even now proposing further centralization in order to give increased efficiency to our educational system. But whether it be judicious at the present time or not, we leave to the decision of older heads and more mature experience. The only remark we would make upon this point is, that centralization by townships, and counties is a difficult thing to enforce in the comparatively new sections of a young country, yet it may be the "hunting cog" which will make the machinery of our school system work more harmoniously, and to the production of greater results. May there not be such a thing as too much legislation? May it not be overdone? May there not be so much of the letter as to kill the proper exercise of the spirit? Our law as it now stands with its liberal provisions, its high demands for attainments, and careful inspection, together with its increased representation at the National School Board may well be left alone for a time to see how it will work.

What then is the condition in which we find our "Rural Schools"? Information upon this head can be fully obtained from the Annual Report of the Chief Superintendent of Education, so far as information may be required respecting the number of children attending school, the classification of such numbers, the number of teachers employed, their standard of legal qualification, salaries, furniture of school houses, and the total and particular amount of expenditure of our school system, together with other minutiae of information very interesting and instructive. We have also appended to this volume, the reports of the various Inspectors upon the condition of the schools under their several authority. From these remarks especially we ascertain, as nearly as can be

ascertained from such a general and voluminous report, the individual character of our "Rural Schools." For more particular information regarding the "modus operandi," in and about our schools, let any one who takes an interest in the question examine and watch the operation of the schools conveniently within his reach. Let him make comparisons as to working and results of several schools, and their influence upon the neighborhood in which they are situated, and he will more thoroughly comprehend what has been done by this class of schools, and what they need to make them more efficient, than if he studied the bulky annual report alone, and mastered all its details. But the study of both these means of information cannot fail to be of incalculable benefit. He will find that the stereotyped phrase of Inspectors' reports, "that progress during the past year has, on the whole, been very gratifying" is really true, and that parents, teachers, trustees and children, do evince increased interest in the work of mental improvement, and that as a consequence a greater sum of benefits is annually accruing to the country.

Let us suppose an individual thus studying our "Rural Schools," and examining the details of each school in succession. Let us suppose that he can get beneath the surface of school society, and analyze motives and means, causes and effects. He would find some sections entering heartily into school-work, and sparing neither expense nor pains to have a good school, while others would come under his observation as only "keeping up school," because obliged to do so. He would find a class of trustees *doing* the duties of their office, not *executing* them, having regard to the rule of "cheap" rather than to that of results. He would meet teachers with their whole soul in their work, estimating it one more of love than of necessity, profit, or as a convenient stepping-stone to some respectable overcrowded profession; while others would

be met with, mere time-servers going through a routine, and accidentally doing some good because following the groove of Council enactments, time table and Inspectors' directories, but also doing much harm through poverty of sympathy for their occupation, and lack of energy in its performance. He would find some parents unworthy the trust confided to them by nature, who utterly ignored the claims of their offspring, or begrudgingly allowed them the privilege belonging to them; while he would note with pleasure other parents who, impressed with a sense of their duty, and recognizing their own exaltation in that of their children liberally fostered in them any inclination or talent for the acquirement of knowledge. Accompanying these facts our observer would likewise discover circumstances of locality, community, and material, all uniting in various proportions to give character to each individual school, and acting like so many forces of attraction and repulsion to impart a greater or less degree of solidity to the instruction given. And yet the poorest school in our country is doing a good work, from the very force of the fact that it is a school, and from the worthiness of its object, however meagrely attained. How much more good is being accomplished in that community where all, patrons, and teacher, and consequently pupils, are alive to their work!

We have asked the question, "Can there not be such a thing as too much legislation? In the case of the "alive" community, we answer yes, for it may only hamper or mar in some of its details, an otherwise good work; but with reference to the "do as little as we can" sections, law-enacting may have the same effect upon them, as the poker on dozy wood, to make it burn a little brighter. Yet this is only apocryphal.

We have evidently come to a period in our Canadian school legislation, when we ought to pause and ask, what has been the effect of all that has been enacted, and

may we not in some things have passed the point of leaving well enough alone? Now is the time, when our Legislature is about considering the School Law, to be careful and not consolidate in a new form, what has already been an injury, but to expunge or amend what experience has taught to be detrimental to our schools, and especially our "Rural Schools."

There are two great influences which are the cause and effect of all the changes which take place in our educational system. They are Public opinion and Law. On some particular occasion Public Opinion says, "Our schools do not satisfy the requirements of the times, our children spend the probationary period of their life where we expect them to be qualified by proper preparation for the after practical business of life, and when they come to undertake these duties, they are not qualified for them. Something must be done. We want a change." The Law then takes into consideration the demands of Public Opinion, and decides what may or can be done in the premises. Now while there is, according to the annual report of 1871, an average attendance of but 41,342 in the public schools of our cities, towns and villages, there is in our "Rural" public schools an average attendance of 146,952. Yet is there not a danger when new legislation is required, and personal investigation made into the details of actual working, that the minority is taken as the criterion, being more readily at hand, and that the interests of the majority suffer in consequence? May there not be too great a desire in present educational legislation to attain a uniformity in our school system and its working, which will be detrimental to its object? Uniformity is a condition greatly to be desired in schools in like circumstances, but to be deprecated where enforced too generally, for it can only mar the efficiency and beauty of the whole system.

We think our parliament have sincerely

endeavored to do their duty, and have acted liberally in all points, and that if they have erred at any time, it has been in the desire to see results produced in a greater ratio, than the natural order of things would allow. If the centralization of our Rural School interests in township boards be accomplished, it will remedy almost any remaining evils that we can at present discern. This will appear as we further endeavor to develop our subject, which we propose to do, not by criticising laws and programmes, for we consider their intention good—and such a procedure would, at best, be only a negative consideration of the “Requirements of our Rural Schools,”—but to show what are those things demanded, which would make this important class of schools more efficient.

In the first place we think a proper *spirit* of unanimity and co-operation is wanted in every school section. The *letter* of the law is well enough in its place, and is good for all, but the *spirit* in which it is applied and carried out makes all the difference between the school-section which reaps all the benefits of the law, and that which is lean, low, and despised in its educational status. We find in too many sections certain jealousies which work incalculable mischief. These are either family feuds, party strife, or ungenerous carping at even the most necessary duties of the trustees, or, the expense of a teacher is looked upon as something which must be borne, but from which no good is to be derived, or, as is too often the case, trustees forget they are public officers whose duty it is to consult the weal of the public, but who rather allow themselves to be governed by personal grudges, or show a sinful apathy for the responsibility of their important position. What are the consequences of this want of unanimity? Poor school-houses, inefficient and negligent teachers because, perchance they may be cheap, (they are very costly), section quarrels, and

irregular attendance of pupils who are being ruined by the conduct of all who should show them a worthy example. The school in such a case is often worse than none at all, and should a competent and pains-taking teacher happen to get into such a section, all his efforts for good are neutralized, and he is obliged through sheer exhaustion to surrender at discretion.

How different the neighborhood where all are alive to the importance of a good school! Where all are willing to aid the trustees, and encourage the teacher, where trustees drop insignificant motives and throw themselves heartily into their work. How much easier for the teacher to impart instruction, and how much more cheerfully the pupils surrender their wills to be moulded, and their mental powers to be drawn out by his careful training. There is no organization where the Golden Rule is more necessary than in a school section. Will township boards do away with the above evils, and promote this salutary spirit?

As a consequence of this desirable feeling in our school-sections, we should find better school houses. The Act authorizes trustees to build commodious edifices according to the latest improvements, and with all the appurtenances; but what board has the temerity to do such a thing contrary to the subdued grumbings, or vicious howlings of a fault finding community, and even when obliged to satisfy the requirements of the law, they barely do so. It seems strange that there are people who will build splendid mansions to be inherited by their children, who yet have so short-sighted a regard for their children's present welfare, as to suffer them to spend the greatest part of their young days in a rickety, unwholesome, or cheerless school-house. School-houses should be built with special reference to the comfort of the children, for the children and not the parents have to inhabit them. Particular attention should be paid to a

careful site, ready and sufficient ventilation, a proper temperature, and necessary and comfortable furniture. Yards should be such as to allow sufficient room for recreation, and outbuildings so arranged and kept in such order and repair as to induce the vital habits of neatness and modesty. What can be expected of pupils who are forced by illiberal parents and trustees to learn their life lessons in slovenly and forbidding school-houses, but that they will carry habits of carelessness and recklessness into their after life. What description of farmers will they make? What kind of house-wives? Let it be required, not only by the law, but by every consideration of our children's present comfort and happiness; and our country's future weal, that our present able Inspectors who deplore such a state of things where it exists, see that it is remedied, as provided in their directories.

Our "Rural Schools" require *teachers*; as far as possible teachers trained for their work. All our trades, professions, and branches of practical business demand a certain length of apprenticeship; how much more should the highly responsible and honorable profession of the teacher, which has to mould the character, draw out the intellect, and impart instruction which is to shape not only the destinies of nations, but immortal souls. When we think of the vast interests concerned in the management of a little country school, we are struck with amazement at the recklessness with which these interests are often entrusted to inexperienced teachers, no less than at the confidence and self-sufficiency with which such teachers assume unknown responsibility. Young misses and lads with their own characters unformed, and with barely knowledge enough to obtain a certificate, are entrusted with the charge of training young intellects, and of repressing and utilizing volatile dispositions.

A writer on this point says, "A classi-

fication of those we might denominate inefficient teachers would, perhaps, help us to understand the causes of the present inability of our school array for a rapid advance movement.

	Inefficients.
Dont-knows	{ Petrifications,
	{ Nascents.
Do-knows	{ Self-sufficients,
	{ Ignorants.

"Of the ignorants it is unnecessary to say aught save that we have too many that are actually deficient in rudimental and foundation training, and so liable to take the first steps in the wrong direction. To such we recommend a full course of *remedial agents*.

"Of self-sufficients a still larger class claims attention. These are they in 'shining apparel,' 'who utter great swelling words,' who are seldom found at teachers' associations, and then only to criticise and condemn. The advance of such a class, in order to be seen, requires careful scrutiny.

"Petrifications are too well known to call for description. They abound in localities where rudimentary deposits have not been distributed for a considerable period. The only commendable division of inefficients is that portion of *nascents* who are working in the endeavor to become of value to themselves and the world in their chosen profession of *educator*. Nothing of their own or others' experience escapes their analysis, and a pattern is followed here or a mistake shunned there. Upon such, our future hope is stayed. But to their colleagues, who perhaps *fresh* from the university, with no well-formed plans for the future, and none for their present work, seize upon the passing offer as a stepping-stone to something better, we wish them a hearty 'good-speed' out of the ranks, to early promotion."

"By thus reviewing the status of common schools, we of course can see that there are some localities where the school is not so far advanced as it was twenty years ago. The instruction is neither so philosophical

nor of so high an order. But this cannot so remain. Public opinion is advancing, and we of the corps of instruction will do well if we keep pace with its forward movement. The words of Cicero are applicable just here; 'Neither counsel nor authority is wanting; *we*—I say it openly,—*we* are wanting.'

We know our executive is making strenuous efforts to abate the evil, and feel that the present regulations if carried out will be of advantage to the country. We would not discourage the young teachers who are honestly endeavoring to do their duty, but to those who are only 'keeping school' for the purpose of making a 'little' money, we would say, try something else, for you are, in your present occupation, only doing a harm which you can never repair.

He who intends to teach, must commence at some time of his life, and until he does he is an inexperienced teacher, but he should qualify himself as much as possible by previous training. If it is impossible for him to attend a Normal School, let him attend teachers' conventions, institutes, and visit schools, narrowly watching their various '*modi operandi*.' He should note down what he thinks to be excellencies or faults of each school he may visit, and when he commences to teach, he should pursue the same paractice with regard to each day's work. He will thus be continually improving, and prevented from repeating mistakes until they become confirmed habits of bad teaching. We say nothing of the acquirements of the teacher in point of mere learning. That is laid down for him. But he should not be satisfied with the simple requirements of his certificate, but constantly try to increase his stock of knowledge. He should prepare for each day's work, and endeavor to do it well. He should remember 'That he that governeth his spirit is better than he that taketh a city.' Order and punctuality should be the rule of all his actions, and he will thus

become an earnest, live, successful, and profitable teacher. Trustees are apt to think all teachers of the same certificate alike good, and consequently rarely look beyond this qualification to experience. They should endeavor to obtain teachers with experience, but if compelled to take one without experience they should be cautious in the choice, and watchful and helpful in the after care of the school entrusted to them.

Our "Rural Schools" require more of the attention of trustees and parents. How often are visits made to the school? In many places, trustees are seldom seen in a school-house, even on 'examination day,' and parents are not any better. There are of course honorable exceptions to this sweeping assertion, but we are obliged to confess that it forms the rule, painful as it may be to make it. The reason is that people generally go where their inclination points, rather than where their duty directs. Accordingly if the teacher be popular, and can 'get up' something interesting for quarter day he may have a good attendance at his exhibition; but if the teacher happen to be slow to appreciate the feelings and mental hobby of his constituents, few will go near him, little encouragement will be given him; no matter how honest or pains-taking he may be in his exertions to duty,—simply because he has not taste enough to perceive his position or smartness sufficient to remedy it. School-visiting should be systematic, it should be by intention, not by mere accident or inclination. But some may object that they feel no interest in school-exercises, although they wish to see their children make progress. To such we would say, visit your school once a week for one month, not on the same day in each week, but on different days, and at different hours, that you may hear and note something new, and then tell your friends that you have seen nothing to interest you and show you your duty, but for shame's

sake charge them at the same time to keep what you have told them, a profound secret. If there be nothing in a school to recommend it to the interest of parents, what can there be to interest and improve the mental condition of children. Something is radically wrong and should be remedied. We need more sympathy for the teacher,—the sympathy which leads him to study his work, to explain his methods, and draw satisfaction from the knowledge that every honest effort he makes is appreciated. Our Rural Schools would improve in an hundred fold ratio if such were the state of things, and school-work would become a work of love instead of compulsion and necessity. Laws are good but we venture to assert that systematic school visiting would surpass law-obedience, both in its object and results. It is the tonic of our School System.

Following closely upon systematic visitation of our schools and co-operation with it, is the careful inspection and supervision of our schools by responsible agents. If school visitation by interested parents and guardians be the tonic of our school system, the assertion of the present Bishop of Manchester that 'Inspection is the salt of elementary education' is equally true. Such supervision of our "Rural Schools" especially, has long been desirable, but for years not only in Canada but in the States, the evils of the system of township and county superintendents had been multiplying. These evils which resulted principally from the incompetency and irresponsibility of the appointees to the office, were 1st, Lack of interest on the part of teachers and parents in the work of education. 2nd, The employment of untried and unqualified teachers. 3rd, Insufficient school accommodation. 4th, Disregard of existing legislation, and 5th, No adequate return in results for the large expenditure of money entailed. But we have reason to hope for a new era in our educational system, as the effect of the new Act, in its provisions regarding

"Public School Inspectors." The high attainments necessary to gentlemen holding this important office, to be accompanied by evidence of experience, and superior mental discrimination must command the respect of both teachers, parents, and children, while the thorough and energetic manner in which they have already put in operation the new law is calculated to carry with it the rewards due to the faithful teacher, and alive section, at the same time that terror is borne into the ranks of evil-doers. The Chief Superintendent thus speaks of the office of Inspector :

"To perform the duty of Inspector with any degree of efficiency, the Inspector should be acquainted with the best modes of teaching every department of an English school, and be able to explain and exemplify them. It is, of course, the Inspector's duty to witness the modes of teaching adopted by the teacher, but he should do something more. He should some part of the time, be an actor as well as spectator. To do so he must keep pace with the progress of the science of teaching. Every man who has to do with schools, ought to make himself master of the best modes of conducting them in all the details of arrangement, instruction, discipline. A man commits a wrong against teachers, against children, and against the interests of school education, who seeks the office of Inspector without being qualified and able to fulfil its functions."

The benefits which we may confidently expect from a thorough system of inspection of our Public Schools, by gentlemen qualified as above, are thus enumerated in the Report of the State Superintendent for Maine: "It promotes 1st, An increased interest among the people in relation to public education. 2nd, Systematic efforts to improve the schools on the part of educators and school officers. 3rd, An improvement in the scholarship of teachers, and in the quality of their instruc-

tion. 4th, More intelligent supervision on the part of trustees. 5th, A quick appreciation and promotion of those who are likely to prove our best teachers. 6th, Increasing indirectly the average attendance of scholars. 7th, Raising the compensation of teachers. 8th, Furnishing the state with a number of competent Institute instructors. 9th, Elevating and sustaining public sentiment in giving it a higher educational tone, and in general quickening the whole body politic to the mighty necessity of universal intelligence."

For ourselves in Canada we can say that the system of Inspectorship in practice during the past two years, has produced gratifying results. True we had a good deal of grumbling at first, and what else could we expect considering the state of increasing apathy into which our schools had fallen, but grumbling is giving way to approbation of the system, and a growing sentiment of appreciation of its benefits is pervading the country. The most part of the feeling of hardship was, and is still felt among the "inefficients," but the country should rather bless the hand whose surgery, rough perhaps, but still successful, is gradually ridding the patient of old sores. The system may not in its inception be perfect in all its details,—and what system can be?—but let us have patience, and we shall more nearly approach perfection, as we study our ever varying wants.

Perhaps there has been no more fruitful source of discussion, from time to time, than the course of study to be pursued in our Public Schools, and especially in our Rural Schools. The subject is one of vital importance. What shall be taught the sons of our farmers? Is it sufficient for them, that they be able to read their Testament and country news-paper, calculate the price of their market-stuff, and be able to state their wants, or express their sentiments on paper. Are they only to be taught to read, write and cipher? What have our

farmers' sons done, that the door of knowledge should be shut against them? There are some who would say as much as, that it is not necessary for them to be particular how they speak. How fortunate that they live in the country! They need not be troubled with the intricacies of Grammar. It will not teach them to plow any deeper, or to raise any larger crops. To hear some people talk upon education one would think there is something peculiar in the mental condition or outward circumstances of our honest, stalwart country boys; that because their cheeks are ruddy their power of thought is weak; or that, because they are to be trained—the greater number—for the most honorable of God's allotted spheres of action for man, they need less honorable preparation for it. Their fathers now have large holdings in the country, and these boys are expected to succeed their fathers; they will be represented in parliament, will vote, pay taxes, and be affected by the operation of laws, yet it is thought not necessary for them to comprehend anything about what has been done in the past—it is not necessary for them by the study of History to compare their own country with others and feel any national pride that they enjoy the free-est institutions in the world—it is of no consequence whether their minds be stored with any facts of history, and educated to compare men and manners. It will be sufficient that they derive their knowledge of constitutions, and national independence, from the ravings of stump orators, and rabid demagogues in times of political excitement, and thus become the unwilling tools of their country's corruption and degradation. It is very strange that our farmers' sons who use so many varieties of machinery,—threshing machines, reapers, and the like—have such poor mental faculties that they cannot comprehend the least explanation of the mechanical powers in school. It is strange, aye, passing strange, that they have to assist in raising every des-

cription of nature's fruits, multiplying varieties, and maintaining species, as well as having to suffer the loss by blights, flies, and worms, in their crops, and yet receive no information with regard to the cause or cure of these things. Again is it not exceedingly curious to comprehend how they are to become assistant chemists to nature in the fertilizing and management of soils, and not receive a tithe of information upon these important subjects, at the same time when the mind is most competent to understand and apply it?

"Our Rural Schools" are elementary schools, but they are something more. They are the "Rural" colleges of our land. Very many of the most important class of our population are to receive their only instruction in these schools. Every youth in the land has a right to demand of the country, such an education as will enable him to undertake the duties of the state intelligently, and it is to the country's advantage to furnish its youth such a training as will best qualify them to assist in developing her resources. There are those in authority whose duty it is to prescribe what subjects shall be taught in our public schools. It would not do at this transition period to allow each parent to dictate what his child should or should not study, or what books he might or might not use. To witness any results whatever, we must have uniformity as far as practicable. Our youth should learn what will be useful to them in their after sphere of life; and instruction in those things, which are the more generally useful should receive the greater attention. The subjects to be taught in our schools may be classified as Literary and Practical. The instruction under the old system was chiefly Literary, embracing little more than the three R's, but the wants common to the general community have largely increased during the past score of years, and common sense teaches us that

we must extend the scope of our school education to meet those wants.

The recent School Act has laid down what is thought by some to be a rather extended course for our public schools, but for considerations already given we do not think so.

The English Language is the first subject which should receive attention in our Rural schools. And it should be mastered so that the pupil may be able to read, write, speak or spell it correctly. It is desirable that a style of reading should be attained, which will be at once easy, natural, and intelligible, as if the reader were speaking his own sentiments instead of those of another. In fact it should be what may be called the *conversational* style of reading. It is an error to endeavor to make dramatic readers of a whole school. It is a waste of time. But children should be taught to read distinctly and pronounce correctly. Contractions and abbreviations are simply abominable. A common maxim among English masters, and the observance of which will make intelligible readers, is "Long pauses make good readers." We fear punctuation is too much neglected. Our teachers should be constantly on their guard against the use of slang, not only because careless habits of speaking beget other careless habits, but because it will mar the character of their whole work. The error with many of our teachers, especially the younger ones, is that they take a child just as he may come to them, and commence instructing him in the routine of school work, without attempting to correct the many faults of pronunciation he may bring with him from illiterate or careless speaking parents. The consequence is that these bad habits only become the more confirmed. Many inquiries are made by teachers how to teach orthography. We do not think it is the province of this paper to discuss the various methods advised—they all have their merits—but we may remark that these very

inquiries show its importance. Correct spelling should be acquired at all hazards. In writing we need a plain, rapid, legible hand,—nothing more. While children should be taught to express their thoughts on paper, and acquire a knowledge of the correct forms of ordinary correspondence, a practical knowledge of grammar is much needed in our schools. It is a most important branch of an English education,—but how much neglected! We need less of text-book work in our schools on this subject, and more of exercises, calculated to explain the structure of our language, and expose the glaring errors in too common use. The almost unconscious error into which our teachers fall, is that Grammar consists in Etymology alone. They may not say so, but their habit of teaching this subject evinces such to be the case. Orthography and the derivations and structure of the language are taught as separate branches, instead of being combined with etymology, and their connection with it shown. What we require is, more careful instruction in this particular, that our youth may become interested in its practice, and not driven through distaste, into a reckless violation of it. The task, although difficult to the teacher, is still possible.

In mathematics our public schools require more practical instruction. The branches laid down under this head are sufficient in number, but the mistake we think, is in endeavoring to teach them too exhaustively. There is too much time spent in the acquisition of mere dry facts, and the performance of operations, instead of teaching the pupils to think for themselves, to reason accurately, and to deduce principles. Mathematical drawing should receive more attention—it teaches pupils to *look* rather than to *see* only.

But the natural sciences, about which so much fuss has been made by some, should receive particular attention. Physiology which makes known to us all the general

outlines and furniture of the “house we live in,” and the general laws of life and health, should be taught in our schools,—and with it some knowledge of comparative physiology likewise. There should also be taught Chemistry the hand-maid of all the sciences—the most wonderful, as well as the most practical. No one should be ignorant of its general principles and applications, especially in regard to the preparation of food, the care and use of milk, the ventilation and heating of houses, the drainage of land, and the general management and constitution of soils. Botany will naturally follow in course,—a study most interesting to children, and best adapted to draw out their powers of observation, while it is especially serviceable to those living in our rural districts. These should be supplemented by practical instruction in what is more distinctly called Natural Philosophy, as explaining our multiplied forms of machinery.

History with her hand-maiden Geography should also find their proper place in our schools. The lessons of history are valuable, as well as the instruction it gives us with regard to the rise and development of our constitution, the effects of various lines of political action, and the production and distribution of wealth. It makes intelligent citizens, and fosters loyalty without bigotry. Geography to be useful should be taught, in relation to the commerce of our country, its natural resources, and physical aspect in comparison with other countries,—not neglecting the knowledge which is already given under the head of geography.

Where should music come in for her share of attention? It should be the enlivening element of school-work, and a powerful agent for civilization. The moral lessons inculcated by means of school songs are never forgotten. Teachers, give music a place in your time-table. It will make your other work a labor of love and pleasure; it will make yourself and school-house

attractive, and cause you daily to reap some reward for your toil.

Another, and we think the most needed requirement of our schools is moral instruction; not the inculcation of sectarian dogmas, but instruction in the great moral principles, which lie at the foundations of true manhood and national stability. We would not for a moment insinuate that immorality is taught in our schools, but in the greater number of them direct moral instruction is neglected. This should not be so. Youth is the time when habits are acquired and characters formed. While attending school children are absent from parental guidance, and under the mental and moral influence of their teacher, and this moral influence is being exerted by the teacher whether silently and unwittingly, or directly. How much better that this influence be exercised positively by the teacher's example and precept, adding "line upon line," here a little and there a little, and thus not only training the mental faculties, but also cultivating the heart with all that is noble and good.

The Bible is required in our schools. The cause of England's greatness, it must also be recognized as that of Canada's exaltation. It is not enough that it be recommended; it is required. Its character as a book containing the most ancient historical facts, and

the most beautiful precepts of good living, all clothed in the purest diction, and illustrated by the most sublime allegory, sufficiently recommend it. Our fathers struggled too hard, and suffered too much in its behalf, for us to throw it to one side, and thereby lose all advantages we might otherwise reap. Especially do our young need its influence to counteract the influence of the empty, frothy literature bound in pictured paper binding, which too readily finds its way into their hands, pockets, and desks.

We have thus endeavored to remark upon the more apparent "Requirements of our Rural Schools;" but as teachers we must acknowledge that whether rightly or not, whatever be the lack on the part of others we are looked to, to supply what may be wanting, and we cannot do better than remember the answer of a certain divine, who when asked by a teacher, "What shall I teach my pupils?" replied—"Teach them very thoroughly these five things": 1st, 'To live religiously.' 2nd, 'To think comprehensively.' 3rd, 'To reckon mathematically.' 4th, 'To converse fluently.' And 5th, 'To write grammatically.' If you successfully teach them these five things, you will nobly have done your duty to your pupils, to their parents, to your country, and to yourself."

ADVICE TO TEACHERS.

BY A PUBLIC SCHOOL INSPECTOR.

As it will be impossible for me to visit all the schools in my Division as early in the year as I would desire, I take this means of presenting a few hints in regard to matters to which I propose paying special attention, had I the opportunity of visiting the schools. I do this for two reasons:—1st, To assist you in working up your school to that degree of excellency, which I trust you are most anxious to attain, and 2nd, To give additional force to any efforts which you feel disposed to make either in securing the compliance of the pupils, or the co-operation of parents.

The few hints I offer will necessarily be very condensed, but may serve as indices of what I would like to see fully carried out.

CLASSIFICATION. I am anxious to secure a more thorough classification of many of our schools. It is too much the case that scholars are promoted, in reading particularly, before they are quite prepared for such a step. I hope you will see that in the 1st, 2nd, and 3rd reader there will be no promotions but of such as are thoroughly competent. Irreparable mischief is done to the young reader by a too rapid advancement from one book to another. No matter what pressure may be brought to bear upon you, do not fail in standing firm on this point.

In regard to the classification of your school in other branches, the programme of studies, which you will find on the cover of

the Register may be taken. It is very suitable for all our schools as far as the 4th Reader.

In carrying-out what you might consider the requirement of the law in this matter, you may find it necessary to turn some pupils back. While this is, no doubt, a *disagreeable* duty, it must in some instances be done. Whenever, however, you are unable to decide as to what course is best you may leave the matter in abeyance till I visit the school.

DISCIPLINE. It is quite probable that you may consider the standard of discipline which I am anxious to secure, rather beyond your reach, but as too much laxity prevails on this point I would call particular attention to the following:—

1. Pupils should *enter* school *quietly* and in an orderly manner. They should also retire in the same way. Never dismiss your school either at recess, at noon, or at night, without insisting upon its being done, *silently*, orderly, and according to an inflexible rule.

2. During school hours allow no whispering or talking of any kind. Scholars should not communicate with each other on their seats except by permission, and that should be *seldom* given. Studying aloud is *intolerable*.

3. Every movement of a class should be by separate words of command, such as "Stand up," "Out," "Forward." Great care should be taken that these commands should be *promptly* obeyed, and that the whole class should move with something like *military precision*. Sluggishness should be corrected and a sharp, active and decided movement secured. Drill of this kind is a great aid to the maintenance of order.

4. No scholar should be allowed to retire during school hours except when absolutely necessary. The habit of "asking out" as it is called, is but a *habit* after all, and might be entirely dispensed with, except in the case of very small children. Also the habit of constantly running to the water pail for a drink. Better let some pupil at stated times pass the water round, or better still let it be distinctly understood that "drinking" has to be done at recess and at noon. The habit of scholars marching to the teacher to "ask words" at all times and under all circumstances should even be abolished. It tends to the distraction of both scholars and teacher. The better

way would be for the teacher, when a lesson is assigned to read over with the class once or twice, to call attention to the hard words and perhaps write a list of them on the blackboard; then at a stated period call the attention of the class to them a second time, and thus do by *class* what has been done *individually*. The effect would be better, time would be saved, and the school would not present such a scene of confusion. By all means, abolish the practice of "telling words" to individuals, and if necessary to meet the wants of your school in this direction, adopt some more rational and business like plan.

RECITATIONS. Recitations as a rule want to be more *accurate*. Precision is not sufficiently cultivated. Too many errors are allowed to pass uncorrected and undetected. Avoid this, correct every error kindly, but be sure to correct it. This is the only way to get precision and accuracy.

Classes do not give their *united attention* to their work; while one scholar is reading the majority of the class is looking around the school room. This is a loss of time, and really is *individual* and not *class* teaching. No person is benefited but the scholar actually reciting, whereas the whole class should profit by the recitation of each individual. Attention is most important. Secure it at all hazards. Let it apply to *posture* as well as to mental labor—scholars should stand *erect*, not lounge—they should hold their books and slates after some uniform system. There should be no stooping of the shoulders or hanging of the head. A firm, erect position and *nothing else* should be the rule.

PROFICIENCY. The proficiency of your school, will, I trust be your highest ambition. I am aware that laboring for this you are beset with many difficulties—chief of which is irregularity of attendance. Still general proficiency is not an absolute impossibility.

In reading let us have accuracy, naturalness, distinctness, and fulness of tone. While the reading should not be too loud, do not let it degenerate into a low drawing monotone, inaudibly a few feet from the reader.

In your grammar classes, draw out the thinking powers of your scholars and review frequently.

In geography use less text book and more map. In all cases draw skeleton maps on the blackboard—and let our young

Canadians know well the geography of their own country.

In Arithmetic let the foundation be well laid. Let your blackboard exercises be constant. Do not confine yourself to the book exercises. Invent questions. Make them practical. Never tolerate anything like *prompting* or copying. It is most vicious and is fatal to the advancement of any pupil.

But without entering into particulars as to any branch of study, let me say your watchword should be *Review, Review, Review*. It is only in this way that permanent impressions can be made upon the mind. One day's *grinding* is worth more to the scholar than five days studying.

To you finally I would say, study to take care of your health. Your labors draw

heavily upon the nervous system. Keep your school houses well ventilated. Do not neglect physical exercise. Without proper care your energies will relax and your labors become a drudgery, instead of a pleasure—maintain uniformity of temper, combined with firmness and be much more ready to commend than to censure. *Never scold* nor work yourselves into a passion. It will be fatal to all control over your scholars.—Aim to secure a government by love rather than fear, and make every pupil feel that you are what you ought to be—their truest friend.—Keep your own mind active by wholesome reading, and so direct your efforts in the school room that your reflections each night will be such as to fully satisfy the most sensitive conscience.

SELECTIONS.

JOHNNY BECOMES ACQUAINTED WITH SOMETHING HE CAN'T SEE.

The following, which we find in the Young Folks Department of the *Christian Union* is such an admirable specimen of an object lesson, that we insert it as a model for those who wish to do something with lessons in objects in their schools.

Johnny is a seeker; and like every other little boy who keeps his wits about him and watches things, he is continually making discoveries—the best of all things for getting knowledge.

The other morning he found on my table a small piece of painted steel, shaped like a capital U, only there was a short bar of iron across the top, which made it look like a flattened D.

"What a funny little horseshoe!" said Johnny, picking it up. "Why didn't they put some holes in it for nails?"

"That isn't a horseshoe," I said. "It's a magnet."

"Magnet! What's that?"

As Johnny asked the question, he turned the thing over in his hands, and pulled the bar a little to see how it was fastened on. The bar slipped, and when he tried to pull it back into place, one end came off, so that the bar hung only by a corner.

"Never mind," I said, as he looked up with a scared expression that plainly said, "I didn't mean to break it!"

"It isn't broken. Put the bar back."

Johnny put it back, and it sprang into place with a sharp click.

"That's funny," he cried again. "What made it jump so? And what makes it stick? It doesn't feel sticky."

"We call it magnetism," I said. "Now, take hold of the bar, and see if you can pull it straight off."

"I can't. It sticks fast."

"Pull harder."

Johnny braced himself for a strong pull. Suddenly the bar came off, and the little fellow went tumbling backward into the middle of the room.

"Well I never?" he cried good naturedly, picking himself up. "What did you say makes it pull so hard?"

"Magnetism," I said again.

"But what is magnetism?"

"I couldn't tell you if I tried; but I think you could learn a good deal about it with that magnet."

"Could I? Let me try."

This is one of Johnny's ways of amusing

himself. He likes to find out things for himself, as well as most boys like to work at puzzles.

"You will find lots of things in that box of odds and ends that may help you."

Saying this, I went about my business, leaving the young Faraday to pursue his studies as best he might. When I came home in the evening, I found him more puzzled than I left him.

"That's the queerest thing I ever saw," he said. "Some things just jump as though they were alive; some things it pulls; and sometimes you can lift a whole string of things with it, holding on to each other just like a swarm of bees; and some things it doesn't pull a bit."

"That's a very long lesson you've learned," I said. "What things does it pull?"

"These," he said, pointing to a pile of things on one side of the box. "And these other things it doesn't pull?"

"Let us see what you have in this pile," I said, looking at the first little heap, "Keys."

"Trunk keys," said Johnny. "It doesn't pull door keys. I tried ever so many."

"Try this key," said I taking one from my pocket. "This is a trunk key. See if the magnet pulls it."

"No-o," said Johnny, thoughtfully, "it doesn't; but it pulled all the rest of the trunk keys I could find."

"No; try this key to the door of my office."

Johnny tried it, and to his great amazement, the key stuck fast to the magnet.

"Clearly," said I, "the magnet pulls *some* door keys, and fails to pull some trunk keys."

Johnny was puzzled more than ever. He looked at one pile of keys, then at the other, thought a moment, then picked up my trunk key, and said, this is *brass*. The rest are iron."

"That's so," I said,

"And all these door keys that the magnet didn't pull," he continued, "are brass too. May be the magnet can't pull brass things."

"Suppose you try. But first see if there are any brass things in your pile of things the magnet pulled."

Johnny looked them over and found not one. In the other pile he found a brass nail, some brass pins, a hinge, and several other articles made of brass, none of which the magnet would pull. Then we tried the

castors of my chair, and all the other brass we could find, with the same result.

"There's no use trying any more," said Johnny at last. "The magnet won't pull brass."

"Then, there's another matter settled," I said, "The magnet does not pull brass. Is there anything else that it does not pull?"

"Wood," said Johnny, "I tried lots of pieces."

"Anything else?"

"Stones," said Johnny, decidedly.

"What are these?" I asked, holding up a couple of heavy stones he had put among the things the magnet pulled.

"I guess I put those there by mistake," said Johnny, testing with the magnet a number of stones in the other pile.

"Try them," I said.

"Oh!" he said, as the magnet lifted them. "I forgot. It does lift some stones."

"Well what else have you in that pile of things the magnet does not pull?"

"Glass, leather, lead, bone, cloth, tin, zinc, corn, and a lot of other things."

"Very well. Now let us see what the magnet does pull."

"Iron keys," said Johnny, "and nails."

"Here's a nail in this other pile."

"That's a brass nail. The magnet only pulls iron nails."

"Is this an iron nail?" I asked, taking a small white nail from the first pile.

"No that's tin, I guess, or zinc. It oughtn't to be in that pile."

"Why not?"

"Because the magnet does not pull zinc or tin. See!" he added, touching first a bit of tin-foil, then a piece of sheet zinc, with the magnet.

I handed him the white nail, and said "Try this."

"That is queer!" he said, as the nail sprang to meet the magnet.

"Try this strip of tin."

"Oh! that isn't tin; it is just tinned iron. You showed me that the other day. That'll stick."

"May be the nail is only covered with tin, and is iron inside. Is it?" he concluded, eagerly, as I broke the nail in two to look at its interior.

"I think it is," I said. "Try it with the magnet, and try this white shoe-nail that is white clear through."

The shoe-nail did not stick ; the other did, and we classed them accordingly.

"What else have we in this pile ?"

"Needles, hairpins, screws, wire—*iron* wire," Johnny added, quickly, "Brass wire doesn't stick, you know."

"How about this?" I asked, taking a small coil of red wire from my desk.

"I guess that won't stick," said Johnny.

"Why so?"

"Because that's copper wire, and the magnet doesn't seem to pull anything that isn't iron."

Much to Johnny's satisfaction, the copper wire had to be placed with the things not affected by the magnet. Then I took up the two stones, one rusty red, the other quite black, and said :

"What about these?"

"I guess they must have iron in them too," said Johnny. "Have they?"

"They have," I replied. "They are iron stones, as the miners call them, or ores from which iron is made. But what made you think there was iron in them?"

"Because they wouldn't have stuck to the magnet if there wasn't, would they? Anyhow, all these things that do stick have iron in them."

"Quite true. So you have learned another very important fact about the magnet. Can you tell me what it is?—the fact, I mean."

"The magnet pulls iron," said Johnny.

"Good," said I; "and it is also true that the magnet does not pull—"

"Things that are not iron," said Johnny.

"True, again," I said, "so far as our experiments go. There may be things besides iron that the magnet will pull, and there may be times when the magnet will not pull iron; but, so far as we have tried it, the magnet pulls iron always, and never anything else."

"But you haven't told me what makes it pull iron."

"That I cannot do, any more than you. We see that it does pull, and can study generally the manner of the pulling—it will take you a long time to learn all about that; but just how it is that the pulling is done, or what makes it, no one has yet found out. For convenience, we call the power *magnetism*. You can keep the magnet, and study its action further. When you've tried it in every way you can think of, come to me, and I'll show you ever so many curious things you can do with it."

HINTS FOR BEGINNERS IN TEACHING.

The season is near at hand when a new term of schools will commence, and when many, for the first time, will enter upon the business of teaching. Others will change their location and begin their labors in a new field. To a beginner in this work, or to one who finds himself in the presence of a new school, it is vastly important that his first labors should be performed with a degree of wisdom and discretion that shall make his first impression upon the school a guarantee of future success. Young teachers, as a general thing, are sufficiently admonished of this; and perhaps this admonition sometimes bears so heavily upon their spirits that they enter the school with a weight of anxiety that unfits them for a good beginning. It is, indeed, an important moment when the beaming eyes of a school first catch a glance of a new teacher, as he stands before them in his new capacity. The future of the pupil and of the teacher

depends much upon that moment; and upon the impression the teacher then makes. At that time, if he has skill and prudence, it is in his power to pave the way for success. Afterwards, if a mistake has been committed, his success is much less certain, and the error is often difficult of correction, and its consequences unavoidable.

Now it is indispensable that the young teacher should be fully conscious of the importance of such moments; and it is equally indispensable, for his own success and comfort, that he should not betray that consciousness, or convey to the school, in any way, the impression that his anxiety about his duties is such as to leave him in doubt as to what is to be done, or how he is to proceed in his labors in the school-room. Such an impression, if made, will not only fail to inspire the pupils with confidence and respect toward the teacher, but will be very likely to suggest that he may be wanting in

that ability and tact, the possession of which makes one feel at home and at ease in the discharge of his duties.

Therefore, young teacher, when you first enter the school-room, be natural. Act out yourself, and not attempt to move with assumed dignity and reserve. Avoid, also the opposite extreme: that affected indifference and careless, slipshod manner which always shows a want of earnestness and interest in your work, and which is liable to convey the impression to your pupils, that you are more anxious to make a sensation as a buffoon, than to win their esteem by your appearance and demeanor as a gentleman or lady. Be at ease, yet active and in earnest. So far as dignity is natural and becomes you, exhibit it, and no further. Pupils will expect you are to be master of the school, until they discover in you, or your actions, some indication that you have not the ability or intention so to be.

It will be a serious, and perhaps a fatal mistake, if you suppose your pupils will not soon read your character and motives. It will be much easier for you to impose upon your committee, or the parents, than upon those little ones in the school-room. The former will see you but seldom, and will expect to hear of you in the school-room through others, and will judge of your success partly by hearsay; while the latter are like so many sentinels, placed on guard to watch your every movement, and shrewdly calculate the bearing of all your acts, and every element in your character. Especially will they be watchful to see if you are consistent, if you do as you say you shall; if you are the same to-morrow as you are to-day; and if you exhibit in your life the principles and precepts you enjoin upon others.

Make no long speeches or addresses to begin with. The school-room is a workshop, and not a rostrum. In the fewest words possible let your introduction be made; and give your pupils assurance of your interest in them, and of the importance of the work, more by your manner than by the amount of what you have to say.—Avoid a long code of rules and regulations, and have but little to do with laws and penalties until you have occasion for them. It may be necessary to remark upon a few particulars, and to enjoin some rules for the proper order and tactics of the school-room; but let them be brief, and to the point.

They will lose none of their efficiency if they are not given in the imperative mode. Numberless rules are perplexing, especially to young pupils. They give to a school-room the air of a penitentiary, or of a place under martial law. Furthermore, it is impossible to lay down, in advance, positive rules of a prohibitory nature, without suggesting crimes and departures from duty that would otherwise never have been thought of. The best regulation to insure, on the part of the pupils, a full performance of duty, and to prevent little delinquencies and paccadilloes, is to inspire them with a love for their work, and to create such a public sentiment among them, that they shall be ashamed to be found deficient in a sense of propriety becoming their age and station; or in the performance of anything that may reasonably be expected of them.

The sooner your school are at work, the better it will be for all concerned; for one of the best ways to keep children out of mischief is to give them something to do. As a general thing they will expect you to set them to work; or at least will wait for some hint to that effect. Lose no time, therefore, and let the hum of a busy school-room commence with your first morning's labors. But little time need be occupied in organizing a school, and nothing will be gained by delay.

As a teacher, you must have a voice in the selection of studies and classes for your pupils. This is a part of the organization of the school, and it is the part which belongs, to a certain extent, to you. It requires your judgment,—most pupils have their likes and dislikes about studies, but they are more governed by whim and caprice, than by any knowledge of what they are choosing or rejecting. Very few have the judgment to know what is best for them, or the willingness to pursue what will be most beneficial, in preference to what may seem to them the easiest and most pleasing. Let your voice, in this matter, be given in the way of advice, and not by arbitrary dictation. The pupil who has your confidence will heed your advice. Some may, perhaps, do it slowly, but a few weeks will convince them of your better judgment; and it will be better for them to feel that they are pursuing studies, in the choice of which they acquiesced at your suggestion, rather than those to which they were driven without an attempt to convince them of their impor-

tance. In this way, they will engage in their studies with more willingness and a better prospect of success, and their conviction of your superior wisdom, and their deference thereto, will be greatly increased. It gives a great impetus to a school to have the pupils feel that there is constantly a pressing demand for work and the performance of duty. Some pupils will need no stimulus; others may require a little urging, or encouragement; very few will need or bear driving, as that word is generally understood. Inspire pupils who are disinclined to work with a love for study, and let them understand that there is no escape from duty, and they will soon put themselves in a way where no driving will be needed.

Deal with all your pupils alike. In other words avoid partiality, not only in the discipline of your school, but in the fondness you may manifest for your pupils. Some you will like better than others, for the reason that they are more amiable; but that must not allow you to dispense justice unequally, or to show an undue interest in some pupils, while others are seemingly, though perhaps not really, neglected.—Such a course will excite jealousy among many members of the school, and will engender ill-will toward yourself. This, however, you may always do with safety: approve of what is right, praiseworthy and honorable; and express your disapprobation or all that is wrong, unworthy and base.

Fret not. For this there are several reasons. It disarms you of your power over your school, and makes you a laughing-stock before them. It embitters your own temper, and will be sure to provoke a like spirit in your pupils. Fretting does no good, but much harm. Wear a smile upon your countenance, and a glass before your heart. Be self-possessed and calm, yet active and engaged in your work. Do not be jealous of your authority. Insist upon obedience and compliance with all the requirements of the school, if occasion demands; but make allowance for the peculiar circumstances of your pupils, and avoid an imperious bearing that will be repulsive to their better nature. Be mild, yet firm and decided. You will be disappointed if you suffer yourself to be too sanguine of immediate results in your labors. There is a seed-time, and a harvest, but the interval between them is sometimes very long.—

Others may reap what you sow; but your labor should be done as faithfully, and with as much hope, as though you expected to bring in your own sheaves. You labor for the good of others, and your reward is not all here, nor in this present time.

Should two or more persons wish you to pursue opposite or different courses of conduct in the discharge of any of your duties, as will most likely be the case, take no special pains to please either, not even for the sake of peace. By attempting to please one, you may be unsuccessful even in that; and by so attempting, whether you succeed or not, you will be very sure to make an enemy of the other. Listen patiently and respectfully to their advice or their threats, but have an opinion of your own. Do what seems to be right, and abide the consequences; this will give you a clear conscience, and will, in the end, please more than any other way.

Be particular about small things, when such things are important; but avoid fastidiousness about mere trifles. Remember that your time is to be spent principally in the work of instruction, and not in governing your school. You are a leader and a guide for your pupils, rather than a policeman.—Be sure, however, and govern your school; but do it at the expense of little time, and without too much show and demonstration. Keep the machinery of your government out of sight. In the street, take as much notice of your pupils, and treat them as kindly and civilly, as you would a person of your own age, or one older. Always give them a bow, or some sign of recognition.—Visit your pupils at their homes, and observe under what influences they are there. It will throw much light on the course most proper for you to pursue in their management. Moreover, you will, in most cases, secure the interest and co-operation of parents. Each day before you enter school prepare yourself on the recitations you are to hear, that the subjects may be fresh in your mind, and that you may, as far as possible, dispense with a book in the recitation. Finally, endeavor to begin right; and remember that the old adage, "a good beginning makes a good ending" proves true only when you hold out as you begin. Let your standard be high.—*Maine Journal of Education.*

SCHOOL GOVERNMENT.

The interest felt in this subject, especially by all young and inexperienced teachers, and the prominence which it claims at the hands of all educators, suggests at once its great importance.

The ability to secure a quiet and orderly school-room must be ranked first in the order of acquirements in all who would achieve success in the profession of teaching; for without this all other accomplishments, however great they may be, pass for nothing. In fact it will be found that some of the most signal failures in attempts to teach have been by those who were most amply qualified as to both mental and moral acquirements. Now and then, it is true, a teacher may be found who seems to have no power to communicate to others the knowledge acquired, fails in method and manner of instruction; but such cases I am persuaded are comparatively rare. Some also (a few) fail for want of animation, spirit and enthusiasm in the work of the school-room, arising either from ill health or from a constitutional deficiency, and the "trustees," unwilling to pronounce them lazy, and use that rather disagreeable old Saxon word, vote them "incompetent."

Still, it holds true that the great majority of those who make a failure of it do so through inability to secure respectable order and quiet in the school-room. From my experience and observation I should say the ability to govern is both native and acquired. In the first place nature must have furnished a foundation upon which to build, or there can be no superstructure. When nature has failed, the best Normal School in the country will fail in turning out a teacher, in the true sense of the word; for these institutions cannot undertake to furnish capacity. The teacher, born to govern, as poets to sing, is at once at home in the school-room. The very atmosphere that surrounds her breathes of order and quiet. A look, a motion of the finger—these silent monitors are more potent than the thunder of commands or the threatening rap of the ferule.

There is discipline, which means law,

observable in all the movements of the school-room; but it is discipline that enforces itself. The expressed or implied wish of the teacher is all sufficient to secure perfect and prompt obedience. To spend an hour in such a school-room is simple delight. An instance of this native power to govern is in point. In the absence of a teacher of an intermediate grade a lad of fourteen years, from the next higher grade, was placed in charge by the principal. The moment he had taken his seat on the rostrum and the restless eyes had looked him over, he was master of the situation. No greater respect could have been paid or implicit obedience rendered to a college professor than was accorded to that boy in the teacher's chair. As for himself, he maintained the utmost dignity, moving about among the pupils, many of whom were nearly his age, with a self-assurance and gentlemanly ease that was very remarkable in one without experience and withal so young. It is a matter of wonder that forty or fifty boys and girls, many of them restless and turbulent spirits, unaccustomed to submission and obedience at home, are reduced into a condition of quiet and order for six hours a day by a single will that assumes control of them. Any teacher knows that should any considerable number of them choose to defy her authority, she has no power to surround and capture them.—Mere force at such a time would prove sheer impotence. It is a matter of still greater wonder that such implicit obedience should be accorded to a mere boy, and cannot be accounted for but upon the supposition that he was born to rule.

The large majority of teachers, however, are not so fortunate. Endowed with a moderate amount of executive ability, they learn to reduce order out of chaos after many failures and much bitter experience. Self-discipline must do for them what nature has failed to do. And it is only because they have at last come to recognize fully the importance of reigning queen-like in the school-room, and have determined at all hazards to secure quiet and order, that

they have succeeded. Many a teacher who dreaded the examination as if an order to attend it were an order to be "drawn and quartered," has found that the question of the government of her school-room was a far more difficult one to settle.

I am persuaded that the general judgment with reference to the success or failure of the majority of teachers is based upon the question of their executive ability.—What does the general public know about the character of the instruction of any particular teacher? Very little indeed, or possibly nothing. But should her room be disorderly, and noise and confusion reign in it, its paper pellets, beans and potato pop-guns are the order of the day, and her authority is disregarded, the public will vote her a failure, without a single question as to the value of her teaching.

I by no means undervalue methods of instruction. They are of vital importance, but are only of value when order and discipline are supreme. The difficult question;

how this is to be secured, the Editor of this journal is trying to answer; and I commend to all who are in search of a better way to peruse carefully his admirable suggestions and instructions.

In the meantime, let me advise any who have not yet attained to a high standard in the government of their school-rooms, to suspend all efforts at teaching for a day; or even a week, and devote the entire time, if necessary, to the discipline of the pupils, until order reigns supreme and every movement shall be made with promptness and quiet. *Habits* of order should be formed by daily practice, so that when the trustees, with solemn formality, come in to inspect the school, the teacher will find herself able to conduct some recitations, instead of being compelled to traverse her school-room from side to side every few minutes to "settle" the numerous disorderly little rascals, who always seize upon such opportunities to have a "good time."—*S. A. Ellis, in N. Y. Educational Journal.*

ASKING QUESTIONS.

To be successful, the teacher must understand the art of Questioning. He should make it a study. Let him take some little children and practice upon them and he will soon see how much the teacher's success depends upon skillful questioning. It is this that draws out, or educates the mind. It sets it to work, develops its latent powers, and reveals to itself and to others what it knows and what it does not know. Socrates was a great teacher, because he thoroughly understood this art. He taught and imparted knowledge by asking questions.

A few suggestions on this subject may be useful to the young teacher :

1. Do not confine yourself to the questions in the book, nor should you neglect them. Study them before-hand, so that you can give them in about the form and order given in the book, and then look at the scholar and ask them. Vary the form of the question frequently. You can thus ascertain whether the subject is mastered in thought, or the answer merely learned in a parrot-like way to match a certain question.

2. Avoid as much as possible questions

that can be directly answered by "yes" or "no." The following are examples: "Is London the capital of England?" "Is the multiplier an abstract number?" It requires no effort to answer such questions. It would be just as sensible to say, "London is the capital of England, isn't it?"

3. Avoid questions which indicate in any way whatever the answer. The following are examples: "Is the multiplier an abstract or a concrete number?" "In order to divide a fraction by a fraction, what do you do to the divisor?" In the first question, the two words or ideas are given, and the pupil simply has to choose between them. In the second question, a part of the process is suggested by speaking of the divisor. Children are very quick to catch anything in the look, or tone, or words of the teacher that will help them to an answer. They will only partially commit themselves, and then will watch their teacher's face to see if they are on the right track. Avoid everything that will help them to determine whether they are right or not, until they are fully committed to an answer.

4. After you have asked a question, do

not help the pupil by any such device as suggesting the first word of the answer, or the first letter of the word. If he can not give the answer without any such help, he has not learned it, and should not be encouraged to think that he has. Whatever help he can give his memory by associating the answer or its first word with something else he is entitled to, but the teacher should not do the work for him. If a child is studying the map of Italy and trying to fix its outline in his mind, you can tell him that it resembles a boot, and can teach him to trace out resemblances of that kind. But when he comes to recite and you ask him to describe the shape of Italy, it will not do for you to help him to an answer by suggesting a boot.

5. Put your questions in such a shape as will best draw out the pupil's knowledge or reveal his ignorance. To do this you must use all the tact, judgment and common sense which you can command. If you wish to show a pupil that he has given a wrong answer without telling him so directly you can frequently do it by a second question. If he gives an answer that belongs to another question, ask him that other question. A little skillful questioning will show him his blunder, and lead him to correct it, if he knows enough, or else it will reveal to himself and others his utter ignorance of the subject.

6. After you have asked a question clearly and distinctly, do not repeat it, unless it be so long and intricate that the pupil cannot remember it from hearing it only once.

7. Encourage your pupils to ask questions. A child's mind is an interrogation point, and the teacher or parent who does not encourage its asking questions, deprives it of a part of its education. A good teacher will show his skill in the manner in

which he treats questions asked by his pupils. He will frown upon any disposition to ask questions that are intended to puzzle the teacher and create a laugh in the class. He will deal carefully, not generally discouraging, questions that are asked by a pupil to pave the way for telling something that he happens to know on the subject. If any one asks an honest question that is so simple or funny as to make the class laugh, he will, if possible, refrain from laughing himself, repress the laughter of the class, and answer the question so as to remove the difficulty in the pupil's mind. We should all know vastly more than we do, if we were less afraid to ask questions, and one great reason why we are afraid is, because our questions are so often treated with contempt.

If a question is asked which you can not answer honestly, own your ignorance, and let some one in the class answer it, or tell them that you will look it up as soon as possible. Do not pretend to know more than you do. It is hard work sometimes to acknowledge our ignorance, but it is better than to be dishonest. If you are frank about it, your scholars will have more confidence in you when you tell what you do know. It will do them no particular harm to learn that their teacher does not know everything, although it may dispel a natural childlike illusion. But be very careful not to be caught in ignorance on anything that may be known from the text-book. A teacher is very much lowered in the estimation of his pupils if he fails to perform or to demonstrate an example, or to point out a locality on the map; By the most thorough preparation the teacher should guard against being compelled to own ignorance on such points.

—R. T. Cross in *National Teacher*.

CALLING AND DUTIES OF TEACHERS.

EXTRACTS FROM AN ADDRESS, AT A RECENT MEETING OF THE EAST MIDDLESEX TEACHERS' ASSOCIATION, BY S. P. GROAT, ESQ., INSPECTOR.

A teacher should be a person of learning and virtue. Among other attainments he should know something of physical education. A sound, healthy development of the physical faculties, and an improve-

ment of all the senses are things of too great importance to be overlooked in any system of popular education. He should be able and disposed to take a sort of paternal care of the *health, morals, and*

manners of his priceless charge. To govern his school properly, it is essential that he governs himself, subjecting all his passions, desires and affections to the control of reason and of conscience. Industry, kindness and patience should be prominent traits in the character. His moral qualities and bearing should be worthy of the example of his pupils. He should cultivate every moral virtue, show Christian kindness and purity of heart; for no talents, however profound, no genius however splendid, no attainments however ample, can atone for any deficiency in the moral character.

Teachers should be the very embodiment of industry. I think I scarcely need touch on this head, as you know my mind so well on the subject. A lazy teacher is a positive curse to any section. On entering on the duties connected with a school it should never for a moment weigh with him that he is to work but six hours per day. He should be determined to do everything in to advance his school and the educational interest of the neighborhood, and he will find himself compelled to spend many extra hours. Indeed, I never yet found a thoroughly INTELLIGENT and faithful teacher who spent on an average much less than eight hours per day at work for his school. I say *intelligent* teacher, for it is only such who can see the wants of his pupils, and is quick to adapt his work so as to supply them. He should cultivate a taste for literature in the neighborhood. A teacher who is at all master of his business can exercise a most beneficial influence in a section. He should encourage and endeavor to lead social gatherings for the cultivation of literary knowledge. He can, if his deportment is exemplary and he has tact, gain a prominent position in the respect of his section, and this respect which he thus creates for himself will lighten his task in governing his school. While it was true that the parents formed their estimate of the teacher from the place which he occupies in the esteem and affections of the pupils, it is equally true that his pupils will esteem him much higher if he is highly spoken of by the parents and the young people of the neighborhood. He can gain that respect only by showing himself a scholar and a gentleman, and that he is interested thoroughly in the work of educating the youth of the section; and that respect

for the teacher is material to their best improvement and his happiness.

A teacher should be AMBITIOUS. No position in the profession is too good for the true teacher, or too high for him to reach. Let him intelligently and persistently emulate the greatest and the best, and the time must come for him to rise. He should be careful, however, not to be deceived by appearance. It is a true adage, "It's not all gold that glitters." It will be a constant struggle, and cares, anxieties and responsibilities will be sure to increase with the elevation of his position. But remember that responsibilities manfully borne and masterly managed enobles and refines our being, and *that man* is but half educated who has never been loaded with cares and placed in positions of great responsibility. Let him be content with no second position, and in his march upward toward the goal of his ambition let him have his loins girt with love for his profession, and his feet shod with a course of rigid self-discipline. Above all, take the shield of patience and kindness wherewith to quench the darts of envy, ignorance and the thousand and one disappointments that await him, and take the helmet of courage and the sword of irrepresible energy, and over all throw a cloak of trust in God and love to man, and then march forward meeting and conquering every difficulty until he has placed his feet firmly on some rock, at a spot which *now* seems *far*, FAR up the hill of science. How high *that hill* is will never be ascertained; for certain it is that no human being can scale all its peaks, and its top is hidden by the overshadowing glory and wisdom of God, and the nearer we approach that top (with pure hearts) the more will we see of that glory and wisdom, and the more will we reflect it towards those around.

A teacher should be studious. To study systematically and constantly any branch of science has a most beneficial effect on the mind; it enlarges, strengthens and refines it, and it is thoroughly true that after a teacher has been some time in a section the pupils will reflect largely his mind. He cannot raise them above himself, and anything that tends to refine or elevate HIM will soon affect his school. He owes it to himself, to those who employ him, and above all to the minds placed in his charge, to study, and to study that which will be most useful to his school. There is no question but it *will* be

most useful for him to pursue those branches which he has to teach. He will find mathematics, grammar and the natural sciences inexhaustible mines, and the deeper he digs, the more profound his knowledge, the better is he fitted to *teach* even the *rudiments* of these subjects. I do not think a teacher would do wisely to work many hours each day, but let him accustom himself to intense application for say one or two hours a day, and he will accomplish vastly more than by wearying himself by too close confinement.

A teacher should take care of his health. By taking daily and vigorous exercise in the open air, by using proper diet, by practising proper bathing, and never sleeping in a close room, and by being cheerful and trying to make those cheerful around him he will banish disease, and have a strong, healthy frame. You may rely upon it "Providence cares for those who care for themselves." Without a healthy body it is impossible to have a cheerful mind in the school-room. Which of you do not know of black days in school? Get perfect health and be cheerful, and you will never find them.

In conclusion, let us each try to make the schools of Middlesex second to none in the Province. Our pride, our interest, and the interest of our country demand that we should do our utmost to lay a true foundation for an education in the minds of our

pupils; and like men in all professions, our greatest honor, and our greatest happiness will be found in the faithful discharge of every duty. Ours is a calling which requires as much wisdom, as much patience, and as much tact as any in which we could engage; and he who best fulfils the requirements, whose mind is best stored with knowledge, whose heart is most imbued with a love for his work, and who writes the purest and best lessons in the minds of his priceless charge, does a work equal in importance to any God allows to human beings. Let us each remember that the moral impressions we are making on those tender minds are as lasting as the minds themselves, and let us strive to store them with pure and noble principles, whose effects must be to lead them into a high and pure life; and amid all the drudgery and all the care of our work we will be able to reflect with pleasure upon the thoughts that our lives are being reproduced in others, that the all-seeing eye of Him who dwells in eternal light beholds our motives and marks all our efforts; and that in the great future (if our work be well done) when the true book of every man's mind and heart is thrown open to the inspection of the eternal Judge and the assembled world, those pure principles of life and action which we planted in our pupils will be found to have produced, with God's blessing, golden fruit for the great harvest of their eternal happiness.

TEACHING HOW TO STUDY.

We can all of us call to mind failures in school that befell us because we did not know how to grasp our work. We groped blindly in the dark, though there was light enough which we could not find. We can see where a few words of suggestion would have lighted up many weary days of study and made that a delight to us which was at times an irksome duty. Now, teachers have something to do besides inciting to work and drawing out the results of past study. We must guide, and instruct in processes of study, if we are to do the most possible for those under our charge. Just as a mechanic teaches the apprentice how to use the chisel, saw, and plane, or the

drill-sergeant shows the recruit how to handle the knapsack and musket, so we are to teach pupils how to make profitable use of the apparatus for study which we place in their hands.

A child nine years old, who knows the multiplication table and can read pretty well, is going to begin written arithmetic. He brings his new book to school. His class is brought before the teacher and is told to get the first two pages for the next day's lesson. And they are, with no note or comment, sent to their seats to get their lessons. They find words whose meaning they cannot understand; they see a discussion of some abstract principle wholly

beyond their comprehension; they can make no sense of it: the lazy ones give it up, and the diligent try to commit the words to memory. The recitation, when it comes, is a mere answering of questions found, perhaps, at the bottom of the page, or a repetition of the words in the book. So pupils drag on through term after term, and do not know at all what they are about. Now, this is not teaching. It is all a sheer farce. It is not the fault of the book at all that the pupil does not understand the subject when he has committed the book to memory. No book can possibly be written that can convey to the mind of a young person an adequate idea of the first principles of arithmetic or grammar, or any one of the natural sciences. It is the business of the teacher to interpret the book to the learner. So instead of assigning a lesson and leaving the child to work upon with no explanation, he ought to read the book over with the learner, call up the meaning of every word explain and illustrate the meaning, point out the main principle, and show how to get at that principle from the language of the book.

In the first ten lines of one of our best arithmetics are these words: *science, art, computation, unit, collection, employs, operations, different, combined, variously, expressing, relations, figures, symbols, notation, numeration, giving rise*. It is no objection at all to the book that the pupil does not know the meaning of these words; it is a great objection to the teacher that he does not always take time to explain the meaning of the words before he requires the pupil to commit them to memory. We want to teach how to study intelligently, how to gather up all valuable material that lies in the way and apply it to their culture. You can put a man in the cars, close the blinds, and send him from Boston to Springfield in three hours. He has gone his journey and reached his goal, but he couldn't find his way back, nor could he describe any of the country he had passed through. But put him where he can see all about him, tell him what the varying surface of the country means and what the population are about, and he is in the way of making some fresh discoveries to himself, in addition to the knowledge thus acquired. Many youth go through school boxed up in a car; in the din and rattle they don't know where they are, or which way they are going, and when

they reach a stopping-place they know it only because they are told of it. Every lesson should be carefully scanned by the teacher before it is assigned. Frequently it will be the best to omit something on account of lack of time, or the incapacity of pupils: this should be pointed out. There will be need of explanation of certain hard words and obscure passages; this explanation should be given; the lesson will often be studied to the best advantage in an order different from that laid down in the book; there will be need of some hints about the best way to come at the lesson and the time that ought to be given to it, and many other things that will suggest themselves to the teacher. In many branches a fourth part of the time devoted to the recitation can in this way well be given to a preparation for what is coming.

To what is here recommended it will be said, in objection, that there is discipline in finding out for ourselves the best methods and moulding our obstacles into implements without help and advice from others, and that this helping process weakens the pupil and destroys his self-confidence. It is not proposed to lower any standard of diligence, or thoroughness, or self-reliance, or self-restraint. It is only pleaded that the best path of the pupil ought to be pointed out to him, and that he ought not to spend the best years of his life in merely feeling after it. Besides, with the help here advised, there is quite as much scope for invention and incentive to progress, as there is when but little help is given, and more too. The inventive genius of the present age is quickened by the fact that men are born into a world of rapid progress, and early made familiar with things that would have astonished their grandfathers beyond measure. If we want a boy to become a skilful artisan, we place him where he will see most of those things done that he is to learn. This leads him to the greatest acquisition and skill: so let us set our pupils where they can see what has been done, and what remains to do, describe the field in which they are to work, and guide them over it; direct them to hard work and patient investigation; but let this work, this investigation, carry them forward as far as possible, instead of simply bringing them to the entrance of the way they are to tread.—*Massachusetts Teacher.*

EDUCATIONAL INTELLIGENCE.

CANADA.

—We have received the very interesting report for 1873, of J. B. Somerset, Inspector of Public Schools, County of Lincoln, presented at the last meeting of the County Council. The total receipts for the year for school purposes, were \$40,800; total expenditure \$34,351. Increase over last year, receipts \$5,065; expenditure \$3,394. In the seventy schools of the county, 79 teachers were employed: 39 males, and 40 females; of whom 3 held 1st class Provincial certificates; 11 held 2nd class; 45 held 3rd class; and 20 old County Board certificates. The highest salary paid to a male teacher was \$600; lowest \$240; highest salary paid a female teacher, \$360; lowest, \$144. The number of children between 5 and 16 was 5,040; number of these on registers 4,685; number not attending at all 355; whole number on registers, boys 2,618, girls 2,335; total 4,953; average attendance first half year, 2,115, second half year 1,701; average for the whole year 1,908. Mr. Somerset throws out many valuable hints, and records gratifying progress in some particulars, though it is very evident there is yet wide room for improvement in Lincoln, both in the attendance of pupils, and the salaries of teachers.

STRATHROY TEACHERS' ASSOCIATION.—The regular meeting of the Strathroy Teachers' Association was held in the Colborne St. School House on Saturday 21st Feb.—On account of the severity of the weather, and the bad state of the roads, the attendance was not quite as large as usual.

In accordance with the programme Mr. E. Rowland took up his method of teaching Alligation by analysis, which he handled very satisfactorily. After some discussion on Mr. Rowland's teaching, Mr. Bateman followed in his method of teaching Cube Root showing by his manner of treating the subject, that he had given it deep consideration. Mr. Glashan, Inspector, interested as well as instructed the Association by his method of teaching Palpable Arithmetic.—Some discussion then took place on several clauses of the School Bill at present before the Local Legislature.

The following officers were elected for the

current year: Mr. A. M. McEvoy, Reeve of Caradoc, President; Mr. E. Rowland, 1st vice-President; Mr. C. G. Anderson, 2nd vice-President; Miss. Edwards, Treasurer; Mr. Jno. Dearness, Secretary. The first Saturday of June was appointed for the day of the next regular meeting.

LAMBTON TEACHERS' ASSOCIATION.—Meeting of Lambton Teachers' Association held at Sarnia, in Central Ward School, on Feb. 14th, 1874.

The President called the meeting to order. The minutes were read and adopted.

Mr. S. Knight gave his views on visiting, which were listened to with considerable interest.

Mr. J. B. Brown's lecture on "promotion" was remarkably good.

It was carried on motion that this association defray part of the expenses of Teachers' Institute, held in Strathroy.

Mr. J. B. Brown was instructed to consult the Editors of Sarnia about printing "post cards" for Association.

The following subjects were proposed and consented to:—Grammar without text book, Mr. Alex. Wark; School discipline, Mr. T. White; On use of the Globe, Mr. J. Brebner, Inspector; Arithmetic without text book, Mr. G. Kirk; A Reading and explanation on the subject, Mr. S. Knight.

The officers elected were:—President, Mr. J. Brebner, Inspector; 1st vice-President, Mr. Alex. Wark; 2nd vice-President, Mr. G. Kirk; Treasurer, Mr. J. B. Brown; Librarian, Mr. T. White; Recording Secretary, Mr. R. Duff; Corresponding Secretary, Miss. M. Kyburn.

Councillors were:—Mr. S. Knight, for Sarnia; Mr. A. Dickson, for Enniskillen.

The receipts were \$4.50.

The next meeting will be held at Sarnia on the first Saturday in May, 1874.

The above subjects are gratuitous contributions, and all (teachers or no teachers) are cordially invited to attend the next meeting.

UNITED STATES.

—Music in the public schools of St. Louis costs \$28,000 a year.

—Young women are received into California University on the same terms with young men, and have an equal share in all the advantages of the University.

—The whole number of persons enrolled in the public schools of Kansas is returned at 121,690, an increase of more than 15,000 over the previous year.

—The election of women to school directorships is a movement which will probably be soon made in Pennsylvania, the new Constitution permitting such action.

—Among the requirements of Michigan University now enforced are, in Latin, the whole of the *Æneid*, and in Greek the first three books of Smith's History of Greece, exclusive of the chapters on literature and art. The university has now 1,105 students.

—Dr. Leibreich, a distinguished London surgeon, deploring the tendency to curvature of the spine caused by clumsily arranged chairs and desks in schools, has designed a desk and seat, which have been adopted by the London School Board, 100, having been ordered.

BRITISH AND FOREIGN.

—An effort is making in England to meet by subscription the expenses of the recent action brought by the excluded lady students against the University of Edinburgh.

—Bright favors complete secularization of the public schools. Disraeli was elected Lord Rector of the University of Glasgow, over his competitor Ruskin, much to the disappointment of the latter. This rectorship is an honor which is bestowed only upon the best scholar of the kingdom.—Mill, Froude, Cairns, Hamilton and the like have heretofore graced it.

—Prof. Max Muller says there exists a far more diffused culture and interest about science and literature in England, especially among women, than even in learned, scientific Germany; the reason being that the English enjoy a perennial supply of "science made easy" in popular lectures and readable periodicals.

—Mr. Cardwell, at a recent dinner at Oxford, reminded his hearers that, so far from Greek being indigenous at Oxford, it was not known there at all till the Reformation, and that Erasmus records that when it was proposed to teach Greek to the students

they organized themselves against its introduction, and called themselves "Trojans."

—Mr. Gladstone, in his recent address to the electors of Greenwich, after the sudden dissolution of Parliament, alluded to the new educational movement in England. In regard to the Education act, he thought that no main provision of the measure could be advantageously reconsidered without the aid of an experience not yet acquired; but he could not doubt with regard to "one or two points calculated to create an amount of uneasiness out of proportion to their real importance or difficulty," that the wisdom of the new legislature would discover the means of their accommodation.

—Liberal education for women is at present generously provided in England. Girton College is open to those who have gone through the regular course of study in ordinary feminine seminaries. Then there are the lectures provided by the various "Ladies' Educational Associations," now formed in many large towns. This plan originated with a few schoolmistresses in Manchester and its neighborhood, and was soon adopted by the North of England Council for Promoting the Education of Women. The lectures have proved extremely popular, and have excited interest without rousing alarm. Besides these, another most important help to female education has been recently introduced in the form of teaching by correspondence, of which Rugby and Cambridge are at present the centres. On this plan, ladies residing in any part of the country are permitted, on payment of an annual fee of four guineas, (two if they be governesses), to obtain from an eminent professor regular directions for study, exercise, and questions, the correspondence taking place once a fortnight.—Lastly, there is a lesser but excellent little piece of educational machinery at work in the West of England, which owed its origin some years ago to Mrs. Helvar of Coke's Court, Somersetshire. It is called the Society for Home Study. The young members follow out in their own homes the course of reading laid down for them annually, and write papers distributed among them for examination. They also take a yearly trip to London, and go through a little course of sight-seeing under popular *ciceroni*—often a very much more instructive process than "cramming" any number of books.

TEACHERS' DESK.

J. C. GLASHAN, ESQ., EDITOR.

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

1st. To send answers with their questions and solutions with their problems.

2nd. To send questions for insertion on separate sheets from those containing answers to questions already proposed.

3rd. To write on one side of the paper.

4th. To write their name on every sheet.

ANSWERS TO CORRESPONDENTS.

R. G. DUFF—Oban.—The answers to No. 3 should be 30,000. In No. 8 read \$4,800. "The more." See Davies' larger grammar, page 144 17 (3).

THOMAS CHISHOLM.—Will take up the subject, in a series of articles preparing on English.

ANSWERS TO QUESTIONS.

On the Middle Voice.

In the Aryan or Indo-European languages there are too ways of distinguishing voice in verbs, the one by suffixes or inflections called the *formal* or *synthetic* mode, the other by the aid of auxiliary words, generally verbs, called the *auxiliary* or *analytic* mode.

Verbs arrange themselves in two great classes, the symbolic or substantive verbs, and the adjective or presentive verbs. The former are used to join a predicate to a subject; the latter contain a predicate in themselves, and assert it of the subject. Examples of the former class are, "The sign of the Accusative Singular is M in Sanscrit, Teason and Latin." "Selfish, now so thoroughly naturalized in English, was a thorough barbarism two centuries ago." *Tripartite Nature of man*, p. 84, note. "We be twelve brethren" *Gen.* XLII. 32. Of the latter class are, "In the beginning was the word," *St. John* I:1 "Grammar deals only with the literary forms, functions and habits of words; philology deals with the very words themselves." *Earle*. In the former examples the verb may be replaced by =.

The presentive verbs may be sub-divided into

transitive and intransitive, (a synthetical division), and also into active and passive (an etymological division.) The active is either direct or reflexive.

In most of the Aryan languages, verbs can be used with a secondary and peculiar force, and are then said to be used absolutely. Verbs absolute do not, like verbs active, assert doing by the subject or, like verbs passive, assert enduring by it, but they predicate the condition of it during, after or before the doing of an action by it or to it, consequently these verbs generally take a predicate adjective after them; in fact where adverbs are used, it is almost always by a false analogy. Examples are, 1st (participial), "The field ploughs well," = The field is well (good, easy, see Ans. to 51,) in ploughing. "The lines read smoothly" = The lines are smooth in reading. 2nd, (from nouns) "This fruit tastes bitter," = This fruit has a bitter taste or is bitter in the tasting of it, "The rose smells sweet," = "The rose has a sweet smell."

Dr. Davies in his Analytical and Practical Grammar of the English language p. 52, says,— "Many verbs in the active voice by an idiom peculiar to the English are used in the sense nearly allied to the passive, but for which the passive will not always be a proper substitute. Thus we say, the field ploughs well. These lines read smoothly. This fruit tastes bitter. Linen wears better than cotton. * * * Now in none of the examples given above do the verbs mark the doing of an act by an agent, nor the suffering of an act by an object, but something between the two. To this voice the name of the middle voice is given, as most nearly expressing the idea conveyed by the verb. Verbs which admit of this voice, have also both the active and passive voice."

'Tis a pity the learned Doctor before sending forth the above had not made a little use of the Greek and Latin his University must have required of him before granting him his degree. Perhaps, however, he read the assertion somewhere, that is "an idiom peculiar to the English," and it never

struck him to *apply his own knowledge* to test the truth of the statement, than which there could hardly be one more false. "In the sense nearly allied to the passive." All the Indo-European nations contradict Dr. Davies, for *they* all use the active voice for the absolute, *with the neuter or intransitive seen* where such exists. "Something between the two." Something BETWEEN *doing* and *enduring*, truly a fine specimen of the old Scotchman's metaphysics, "Something that neither the writer nor the reader does or *can* understand." What is the nature of that which is *between* doing and enduring? Probably something *between* moving and remaining still. It is easy to conceive of a thing *both* doing and enduring. Verbs in the reflexive or middle voice express this, but this is very different from being affected by *between doing and enduring*. The Doctor seems to have had a somewhat vague and hazy idea that his middle voice had something to do with both active and passive, so he said it expressed something *between* them, but the truth was beyond his grasp. The fact is a verb absolute acts as a symbolic verb in predicating of its subject a condition expressed by a qualifying adjective, and, if such a verb can be called active, is thus far active. At the same time it retains its presentive power, but generally in transitive verbs with a passive force, or rather as already hinted with the **intransitive* meaning, e. g. "The wind blows cold," blows being intransitive not passive.

"Verbs which admit," et seq. What about "The goods arrived safe?"

(To be continued.)

PROBLEMS AND QUERIES.

53. Is the solution and answer of example 3, page 90, of McMURPHY's elementary arithmetic, correct? LEVI PALMER.

54. A man borrows \$1,000, and wishes to pay it off in ten equal annual instalments, including interest at 8 per cent. per annum. What will be the amount of each instalment; also what will be the total amount of interest he pays? W. PIERCE.

55. A Railway crosses a canal by a drawbridge 87 feet long. A train coming along when the draw was open, of course falls into the canal and occasions a great loss of life. At the ensuing inquest it is

*In English the transitive and intransitive forms are the same as, "He moves the table." "The table moves." "He sinks the lead." "The lead sinks." The transitive members of the pairs in Mr. DAVIES' table on page 45 of his larger grammar are really causatives, just as *fecit* is the causative of *fui* and in Gothic *drank-ja* "I cause to drink" is the causative of *drank-a*, I drink, *ja* being the Gothic causal formative "I drench."

found necessary to ascertain at what speed the train was running at the time of the accident, so as to determine the guilt of the engineer who is the only surviving official. The passengers are unable to give satisfactory evidence on this point. But it is found that the point of the cow-catcher, which runs 9 inches above the level of the road struck the opposite pier 25 feet $1\frac{1}{4}$ inches below that level. The road bed being on a level, required the speed of the train, 1st. Supposing no resistance from the air. 2nd. Supposing the resistance of the air is equal to one-ninth of the speed? H. T. SCUDAMORE.

56. Discuss the statements in 5 & 6 of sec 132 page 58, of DAVIES' larger grammar. EDITOR.

57. Then Tristram waiting for the quip to come "Good now what music have I broken fool?"

The Last Tournament.

For when had Lancelot uttered aught so gross.

Ev'n to the swineherd's malkin in the mast.

Ibid.

Explain *quip*, *malkin* and *mast*.

D. R.

ANSWERS TO CURIOSITIES.

For the sake of new subscribers, we repeat the following:—

3. Give the general rule for solving such problems as No. 16 of Problems and Queries; apply it to, Six men start together from the same point to travel in the same direction, in a circuit, at the rates of 3 and 2-15ths, 3 and 5-21ths, 3 and 12-35ths, $3\frac{1}{2}$, 3 and 27-70ths, 4 and 1-42th miles per hour respectively; after how many rounds, and where will they all meet again? Also apply your rule to the problem of the hour and minute hands of a watch, Sangster's Algebra, Ex. XXXIII, No. 26. If the ratio of the rates of travel in a circuit, of A and B, is as the square root of 3 to that of 2, show by your rule that they will never meet a second time at the same point.

Reduce all rates of travel or velocities to the same time.

Divide each rate by the G. C. M. of them all.

Divide each quotient thus found by the G. C. M. of their "first differences."

The latter quotients will be the number of rounds travelled, each quotient corresponding to the rate giving the quotient.

Ex. The rates are already equal-timed.

The G. C. M. of rates is 1-210th. Divide by this.

First quotients; 658, 680, 702, 735, 801, 845.

(These are the number of circuits each will make ere returning all together to the starting point.)

Differences, 22, 22, 33, 66, 44. G. C. M. 11'

Divide first quotients by 11 ; — 59 and 9-11ths, 61 and 9-11ths, 63 and 9-11ths, &c.

These are the number of circuits respectively made before the first meeting which will take place nine-elevenths of a circuit on from the starting point.

Ex. XXXIII, No. 26, Sangster's Algebra. Velocities are 1 and 12.

Difference 11. First conjunction 1-11th and 1 and 1-11th of a circuit.

First opposition at $\frac{1}{2}$ of 1-11th and $\frac{1}{2}$ of 1 and 1-11th of a circuit.

First quadrature at $\frac{1}{4}$ of 1-11th and $\frac{1}{4}$ of 1 and 1-11th of a circuit.

To reduce to *time* it is sufficient to remember that 1 and 1-11th is in *hours*.

Ex. A. B will not meet again at the *same point*, for the square roots of 3 and 2 respectively have no C. M. and the first quotients in the above rule are the number of circuits between first and second conjunction at same point.

CURIOSITIES.

4. Give forms for Perfect Numbers and Amicable Numbers. (See Sangster's Arithmetic p. 121.)

5. Sangster's gives rules for testing the divisibility of a number by 2, 3, 4, 5, 6, 8, 10, 11, 12,—add those for 7 and 13.

EDITOR'S DRAWER.

—Let all interested in the prosperity of our magazine send along brief items of educational intelligence.

—We have received the Annual Report of the Chief Superintendent of Education for 1872. It contains the usual amount of valuable information, but we must defer comment till a future issue.

STATISTICS OF THE WORLD.—We have received the semi-annual issue of this valuable work, by Professor Alexander J. Schem, (G. J. Moulton, Publisher, New York City.) We have seen nothing at all equal to it in compactness, convenience, and the comprehensiveness of its details. It may almost be called a cyclopædia of general statistics.

—Our best thanks are due, and hereby tendered, to our numerous friends for the noble and successful efforts they have made during the last two months to extend our circulation. We again ask all who wish to canvass for subscribers to send for a circular containing our terms to agents.

—Contributors must not be disappointed if we do not always insert their articles immediately after receiving them. We are sometimes obliged to lay over meritorious articles for two or three months. But

let no one be discouraged ; we desire and earnestly solicit articles from all sources. We want the result of the ripest experience of the teaching profession. Teachers and Inspectors can assist us very materially in accomplishing the object we have steadily kept in view in publishing the ONTARIO TEACHER.

—A correspondent writing from Toronto says :—
“ We have a truant officer, whose business it is to visit parents of truants. In addition to this duty, and because it is a comparatively light one—he inspects school premises, and sees after repairs, &c. He was a carpenter, and is a young man of fair intelligence and common education. His salary was \$650, but this week it has been raised to \$800. In contrast with this, understand that the headmasters only receive \$850, and the headmistresses \$550. Thus a common carpenter, with comparatively easy and certainly healthy duties, is far better paid than an educated head-mistress, and nearly on a par with experienced and educated headmasters.”
The action of the Toronto School Board would certainly seem to indicate, that though at the metropolis of Ontario, they do not possess very clear ideas of the comparative dignity and value of the teacher's work.