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THE ONTARIO TEACHER:

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No. 5.

THE BOOK DEPOSITORY.

In calling the attention of our readers to the Book Depository, we would be sorry to under-rate its usefulness. It is beyond doubt that when it was established and for many years afterwards, it was a very valuable appendage of our educational system. Containing, as it always did, many valuable works of a literary, scientific, and historical character, it was a grand depot from which the smaller libraries in school sections and municipalities could be replenished. The inducement offered by the Education Department of furnishing books at half price, no doubt stimulated many Boards of Trustees to a degree of liberality that would not be exhibited under different circumstances.

At the time too, when the Depository was established the facilities for the purchase of books, was comparatively limited. Well assorted book stores were confined to the large cities and towns; trustees were not so well informed in regard to the literature

suitable for libraries, and the limited character of the trade, rendered a great book depot like the Depository a valuable accessory.

With the increase of population, however, the general diffusion of knowledge, for which the Depository no doubt deserves some credit, and the increased facility for the purchase of books, it becomes a question worthy of some consideration whether or not there is any longer any necessity for its existence. There are various standpoints from which this question may be viewed.

It is quite evident, that so far as the public convenience is concerned, there is no longer any necessity for such a Depository. There is not a county in Ontario, but has the facility within itself for supplying any books that may be required either for libraries or prizes.

Again, the *character* of the literature to be distributed, must be considered. It has been one of the best features of the Deposi-

tory, that the books supplied and for which the public were taxed, were of a good, moral and literary tone. The selection, if not so varied, was always judicious, and no injurious effect could follow the perusal of the literature furnished. In dispensing with the Depository it becomes a question of some importance, whether trustees should be allowed to make such a selection as they saw fit or, whether the Education Department should still exercise a sort of paternal *surveillance* over the catalogue from which a choice should be made. We are free to admit that the latter course may be the safest. Doubtless if trustees were allowed full latitude in selecting their own libraries, in some instances the stock might be of an inferior character. It might not be safe to trust the matter entirely into their hands. It is very important that the reading furnished our young people should be of the most chaste and wholesome character, and that nothing should be done to prejudice their minds against universally admitted principles of science and religion. The tone of the public mind depends largely on the mental pabulum in our libraries. It would be a great calamity indeed if this pabulum should be deteriorated, or if anything else but the most wholesome literature were generally distributed throughout the country.

Another consideration is the price at which this literature is furnished to the public. We know it is strongly contended by the advocates of the Depository, that so far as cheapness is concerned, the Depository can furnish libraries much cheaper than the book-stores. We are not able to express an opinion of our own on this point, but submit the opinion of the Convention of Booksellers held in Toronto a short time ago. We might say in regard to this Convention, that it fully represented the *trade* in this Province, and its conclusions are deserving of some consideration. The

following are the remarks of one of the leading booksellers of Toronto:—

“Mr. W. C. Campbell said that though there might have been some reason for the existence of the Educational Depository in the past there could be none now. It had not kept up with the progress of the country. He read statistics from the reports of the Educational Department, contending that they showed either that at their old rates of twenty cents on the shilling they had been making very considerable profits, or that at their rates, since the passing of the late Act, they had been selling at a loss of several thousand dollars per annum to the country, and that in an unfair competition with the regular booksellers who had just as good a right to the trade. (Hear, hear.) The imports of the Depository in one year had been \$20,315 while the imports and home manufactures of the regular trade were in the same year about one million dollars, so it was absurd for those connected with the Depository to arrogate to themselves the right of saying what books were proper for prize-books. He found from their last catalogue that about 500 of their books were entirely out of print and that many of the publishers were long since dead or out of the trade. There were Derby, of New York, who had died fifteen years ago; Ingram, who was drowned in Lake Erie years ago; Day, who failed in business eight years since, and so on. He found also that no less than 175 different books on the catalogue for 1874 were now sold by wholesale dealers in Toronto at about two-thirds of the net price as quoted in the Depository book list. These facts showed that the man who compiled the catalogue did not know his business, and that the booksellers were better qualified to supply books for such purposes than were those connected with the Depository. He found from the statistics published by the Department that they sent out Sunday-school books, public libraries and books

for Mechanics' Institutes to the extent of only \$4,000 per year. This showed plainly that if the Depository were put in competition with the regular trade, with a fair field and no favor, it would be driven off the field by the booksellers. (Hear, hear.)

"He contended that making fair allowances for interest on stock, and taking the salaries of officers at \$4,855, with a fair proportion for Dr. May and Dr. Hodgins' services; contingencies \$3,587, the annual expenses of the Depository would be \$13,242. Taking their net profits at \$4,418 this would show a loss to the country of \$8,825, which was paid by the regular trade. (Hear, hear)."

We are not able to say how far these statements can be borne out by fact, but strongly incline to the opinion so generally expressed at the Convention, that it might safely be dispensed with. The interference of the Depository with the regular book trade of the country, is also worthy of attention. It is not just for any government to

assume work which can be as well done through the ordinary commercial channels. No person need fear now-a-days, when so much enterprise prevails in every department of trade, that any commodity for which there is a demand will be unsupplied. This we find to be the case with every other article of trade, why not in the matter of books? Surely the enterprise exhibited by our Canadian publishers should be a sufficient guarantee on this point.

We have no desire to wage a factious war against this part of our educational system, but we do believe that if it has not outlived its usefulness, we have at least reached a period in our commercial prosperity, when we can with safety dispense with it. In doing so, we can give credit for the benefits it may have conferred upon us, and also render due praise to the wisdom of those who provided through its agency, the people of this Province with much valuable and useful literature.

THOUGHTS ON TEACHING.

BY R. M'CLELLAND, TEACHER, ST. CATHARINES.

(Concluded.)

Wide is the teacher's field, and responsible his mission. How shall he fulfil it, how shall he energize the indolent, control the impetuous, and subdue the perverse? How shall he cultivate sound principles, form good habits, and develop the soul for eternal progress, duty, happiness and heaven?

The indispensable pre-requisites for success are appropriate natural endowments,—such as an innate love for children, aptness to teach, and good talents,—together with a preparatory course of training. If thus commissioned of God for our work, we may

cheerfully summon our energies, and God will help us, working in and through us; for the unfolding of the human soul is His own great work. Good angels, too, will recognize us as their fellow-workers, and lend us their sympathizing aid. Since we labor to develop and train the mind, the weapons of our success should be, "not carnal, but spiritual, and mighty through God."

The first of these weapons is *faith in God*, for faith is a miracle-worker, by which we may draw down and appropriate the divine life; and also *faith in ourselves*; for confidence in ourselves inspires others

with confidence in us; whereas, if we doubt our own ability, our pupils will soon begin to doubt it too. *Truth* is another efficacious weapon, and they who know how to wield it well, have acquired a secret of true sovereignty; for truth sways the intellect and conscience, and bows the will.

Faith and truth are agents of mighty power, and yet there is a mightier, and that is *love*: for love moves, inclines, and subdues the heart. "What the law could not do, in that it was weak through the flesh," what wisdom could not accomplish in the regeneration of man, because its end was self-interest, Incarnate Love has gloriously achieved. Love is of God, and its presence in the teacher's heart is an infusion of divine life, that has power to convert the school-room into a paradise. When love reigns, there, too, reign order, harmony, and peace. Banishing animosity and perturbation from every breast, it diffuses throughout the whole school, sweetness, serenity, and joy like those above. Under its genial influence, the unlovely becomes loveable, the cold heart grows warm, the torpid intellect bestirs itself, and the slumbering moral faculties awake to new life and healthy action. Wisdom enlightens and invigorates the mind, and knowledge enlarges its capacity; but love quickens the affections, vitalizes the moral sentiments, and refines the soul. The logic of the intellect often invites antagonism, and is resisted; but that of the heart is winning and irresistible,—instinct, too, with a vital influence, which can never die.

However coarse and repellent our pupils may be, let us love them still, for they are all the offspring of God. However unworthy and degraded, let us not cast them from our sympathy, for each one is some holy angel's special care, and possesses a soul of more value than the material universe. Let us ever be faithful and kind towards all under our care, remembering that their angels, who "always behold the face of the

Father," will be swift witnesses against us, if we neglect to promote their highest interests, or needlessly inflict upon them pain or sorrow.

High and holy is thy mission, faithful teacher! Thou art not an artificer in brass and iron, or an artizan in wood and stone, nor like the merchant, dost thou grope amid the rubbish of earth, nor, like the artist, dost thou create pictures, statues, and cathedrals. These are but the dim types and veiled symbols of thy work, for thou, too, art an artist, not in the sphere of the material and perishable, but in that of the immaterial and immortal;—a Raphael, whose canvass is the unoccupied mind of childhood, where, with divine help, thou mayest trace pictures of unfading beauty, all glowing with the celestial halo of purity and truth;—a sculptor, who, if the Spirit aid thee, mayest mould those warm, plastic natures, so fresh from their Maker's hand, into forms of angelic symmetry and grace, all radiant with Heaven's own light;—a sub-architect, employed by the Divine, to rear the human soul into a glorious, holy temple unto the Lord;—a melodist, too, whose "harp of a thousand strings" is the heart with its many chords, each of which, at the gentlest touch, may thrill and vibrate forever:—a Mozart, whose mission it is to evoke such harmonies from the spirit's dormant depths, that the psalm of life shall sweetly chime with the seraphim's song, and its anthem of labor ascend as a hymn of praise, responsive to the voice of inspiration and the calls of Providence.

And though no royal blood courses thy veins, yet thou bearest a more royal sway than many of noble birth; for thy nobility is that of the soul, and thy domain the realm of mind. Thou art not called like the artist, to vitalize dull, decaying matter into forms of life and beauty; but to awaken and beautify latent mind, and vitalize and inspire its never-dying energies. Thou art not called to prepare food and

raiment for the frail body, so soon to mingle with its native dust, but to feed the immortal soul with wholesome knowledge, and adorn it with the graceful display of wisdom and truth,—display which can never fade, grow old, or wear out. Thou art not called, like the pastor, to cultivate the hard, rough soil of mature mind, so often pre-occupied with care, indurated by the world, and callous from sin. Thy labor is in the yielding, fertile soil of impressible childhood, and wide is thy field,—too wide for the narrow-minded and bigoted to occupy; arduous and responsible thy duties, too arduous for the inefficient; too responsible for the imbecile; and pleasant is thy labor, for it is in the sphere of the heart, childhood's warm, loving heart,—too bright and sunshiny a sphere to be darkened by the lowering brow of the petulant and vindictive.

High and holy, indeed, is thy mission,—too high for the sordid and grovelling to fulfil, too holy for the gross and irreverent; in moral sublimity surpassed by no earthly mission except the mother's. If such be the dignity and importance of the teacher's mission, should not every teacher be consecrated to the work,—in heart and life, "pure and unspotted from the world?"

The true teacher loves his work. His heart lingers not in Vanity Fair, nor is he engrossed with any idol, but is devoted to his school. There cluster his sympathies, and there centre his warm affections. His school is his flower garden, devoted to the florescence of the soul; his studio, where God is recognized as the Supreme Artist, and each individual form, and soul, is invested with higher dignity, and regarded with deeper interest, because His handiwork, and predestined to embody and illustrate a divine idea; his Bethel, where angels linger, and the child-loving Immanuel abides.

The teacher who is true to his mission receives an abundant reward for his self-sacrificing toil,—not pecuniary remunera-

tion, but the high moral recompense which ever attends a faithful performance of duty, and the conscious fulfilment of a mission; not the fleeting treasures of earth, but the less perishable wealth of childhood's clinging love; not the honor and applause of the world, but the approbation of conscience, and the esteem and grateful remembrance of his pupils. Children never forget a devoted teacher, one who is uniformly gentle and kind, conscientious and faithful. Involuntarily they give him a large place in their hearts, and a generous share of their affections.

And often, in after life, when they suffer from the rude jostlings of a selfish world, and seriously question if there be such a principle in human nature as justice or disinterested love, they fondly revert to the beloved teacher of their early youth, whose character was a living personification of truth and justice, and whose heart was a deep fountain of love, pure and never failing; and check their incipient misanthropy, and forget their sorrows, in the sweet remembrance of his gentleness, fidelity and love.

A yet higher reward awaits him, when he closes his mission, quits the field, and rests from his labor; for then the angels will greet him as their fellow laborer and friend, and welcome him with delight to their society and home; then he will hear a voice from the excellent glory, saying, "Well done, good and faithful servant," and he will enter with triumph into the "joy of his Lord."

Upon his tombstone no panegyric needs be written, for upon the tablet of many a juvenile heart, he has traced his character in a living inscription, more honorable and enduring than was ever written upon the monument of sage or conqueror. Of his life no obituary needs be given, for his surviving pupils are his "living epistles," where may be read, in his own autography, the transcript of himself. Many charac-

ters has he stamped with the impress of his own, in lineaments too deep for time to efface, too abiding for eternity to obliterate. Many has he guided along the pleasant path of wisdom, virtue and piety, towards Heaven; and thither his "works do follow" him. Ages roll away,—still joyfully he gathers in the broad fields of Paradise, the rich harvests of his earthly toil.

A Corsican schoolmaster exclaimed with his dying breath, "I taught Napoleon! I taught Napoleon!! I taught Napoleon!!!" and expired. No fault of his that Napoleon turned out to be a destroyer, instead of a benefactor of his race. If the Corsican school-master had cause for exultation, how much more should the American school-master rejoice, who taught Washington, the father of the United States, or Abraham Lincoln, the rail-splitter, and martyr President; the English school-master, who taught Wilberforce, or Howard; or the

Irish school-master, who taught Emmet, Burke, Moore, or Goldsmith?

I have been offered positions of emolument much more lucrative than that of teaching, but have invariably rejected them. I embarked in the work from the love of it, and I intend to die in the harness. What if I should die, and leave behind me hundreds of thousands of dollars? Would any one of those dollars ever recognize me again, and say, "My esteemed friend, you gave me instructions in my youth, which benefited me through life." I have had similar recognitions on earth, from former pupils who are now teachers, lawyers, ministers, doctors, members of Parliament, and one in the judge's seat, which to me are beyond price; and may it not be that in the "Better Land" similar recognitions may take place?

AMEN.

NOTES FROM A TEACHER'S JOURNAL.

BY WILL WRIT.

V.

December 9.

The three great ends to be sought in educating children: 1st, Teach them to think; 2nd, Teach them to think; 3rd, Teach them to think. A teacher should often ponder well the meaning of the word *Education*. *Educo*, "I lead out." How many teachers seem to act as if they thought the word was derived from a root meaning "I cram in!"

January '12.

Last night a little girl came to me after school was dismissed, and asked:

"Don't the Fourth Reader say that the Indians make fire by rubbing two sticks together?"

"Yes," I replied, "I believe it does."

"Well, I really don't believe it."

"Why not?"

"Why I've been trying ever so hard, and I can't make the least bit of a spark."

And with this she produced two little pine sticks each about the size of a finger!

With an effort I preserved my gravity, and explained as well as I could why her efforts in experimental science had been a failure; and tried to restore her vanished confidence in the veracity of the Reading Books, but I fear the little maid went away doubting.

January 13.

What a nuisance it is to have the authorities continually botching up the

Reading Books. In almost every class there are books that differ, in consequence of this continual correction of errors. Every teacher, no doubt, has had the unpleasant experience of correcting a supposed fault in a pupil's reading, and getting the gratifying answer: "It's so in my book," accompanied by an air of injured innocence. It would have been better to leave the errors until some appointed time for a thorough revision, than to do some correcting in each edition. Notice might have been given of the time, and teachers invited to make suggestions.

January 27.

There are two ways of answering a pupil's question. One way is as follows:

*Pupil, (preparing a grammar lesson.)—*What gender is "table?"

Teacher.—Neuter.

The other way is like this:

Teacher, (in answer to the same question)—Is it male or female?

Pupil.—Neither.

Teacher.—What gender is it then?

Pupil.—Neuter.

This principle should not be lost sight of. We often for convenience's sake answer a question in the shortest way, and so do thinking which the pupil ought to do for himself.

January 31.

The other day two incipient women of six came to me during the recess, and one of them said: "Please may we hit Lucy Brown when she acts ugly?"

I explained to them the anarchy that would follow the establishment of such a summary administration of justice, and pointed out to them, that they ought to return good for evil, as the best means of reforming the erring Lucy.

After they were gone I smiled at their simplicity; but, after all, children of larger growth might do well if they, like the little maid, would "ask" before they strike the erring.

February 18.

It is said, "men are but boys of larger growth." The proverb might have been applied to the other sex with equal truth, for in the school-girl can be seen the characteristics of the woman. I have just succeeded in smoothing the ruffled feathers of my little flock, or rather of the female portion of it; said ruffling having been caused by a little gossip (after the fashion of many of her older sisters) telling her confidential friend "something awful" about one of the others. This confidential friend, as a matter of course, told half-a-dozen of her particular friends, on a pledge of eternal secrecy; who, equally as a matter of course, told the story on a similar pledge to the rest of the school, among whom was the party slandered. The result was a deal of bad feeling, with accusations on the one hand of slander, on the other of breach of confidence. The matter came before me, and after a good deal of reasoning on my part, and a good many tears on theirs, I succeeded in exacting a promise not to mention the matter among themselves, nor to make the remotest allusion to it *before friend or foe*, for twenty-four hours. This promise they faithfully kept, so far as I could learn; and the flame, no longer fanned by angry words, died away. A night's sleep too, served to cool the excited tempers, and the next day peace and harmony were restored.

It is often a good plan to take a day to consider such difficulties. A boy comes to me in a passion, with a complaint against a playmate. I say to him: "Think over it till to-morrow, and then come and tell me how you have been wronged, and who was to blame, and then I will see the fair thing done." He goes away, and when to-morrow comes he has cooled down and perhaps sees that he was in the wrong himself, and generally I hear no more about it.

Writing letters to pupils may be a powerful means of influencing them. I have reached cases in this way that I could not have reached in any other. We may give a word of encouragement to a desponding one when it is most needed, or we may check a wayward one without wounding his self-respect. Particularly may we correct personal faults in a way that is sure to command respect; for if the pupils see that the teacher respects their feelings enough to spare them the mortification of open rebuke, they will show a return of his respect by heeding his wishes.

I reformed an inveterate case of untidiness in this way, not a soul but us two ever knowing that I mentioned the subject at all. A boy who bullied the smaller ones was much improved, though not wholly reformed. One who often hurt the feelings of others by laughing at their mistakes, was wholly cured of the habit.

In these letters the pre-eminent feature should be reasoning. The teacher should not stoop to entreaty; the tone should be that of authority; but great care should be taken not rouse antagonistic feelings.

(To be continued.)

SELECTIONS.

INCENTIVES TO STUDIOUS HABITS.

The desire to be useful and to do what is right, are the noblest incentives of human action—the most praiseworthy principles of individual character. Being the offspring of a good conscience, they are the worthiest preceptors of a personal conduct. United with the anxious desire of advancement and the earnest love of acquisition, they are the fundamental elements on which the teacher must repose his efforts whilst exciting and promoting studious habits amongst his pupils. Emulation is, perhaps, one of the most commendable aspirations which can stir up or influence the human mind. By emulation we mean the love of distinction, the earnest desire to advance in knowledge, to improve our condition in life, to excel others without wishing to depress them. Progress is imprinted on our nature—we were never created to retrograde or remain stationary. “Onward and upward” should be the motto of man in particular, as of Nature in general. Wholesome emulation

will seldom fail to develop progress in youth or manhood, and should, therefore, be judiciously employed by every teacher. It tends to make men and boys better, wiser, or greater than they really are, and (as the saying runs) often “enables them to surpass themselves.” It is, therefore, one of the noblest aspirations which can fire the heart of youth or guide the feelings of man.

Curiosity is the expression of a desire for knowledge—the earliest development of the young intelligence, and since it is “the first motive of sentient, intelligent beings,” it may be regarded as the source and stimulus of attention. Curiosity often “runs wild,” and is then the source of importunity, impertinence, inconsistency, and change. Its development, therefore, requires careful cultivation and guidance. Its energies should be concentrated on a few objects—objects of personal worth or public utility—and these should be pursued in accordance with Nature’s mode of teaching.

The pleasures experienced in acquiring useful and interesting information more than repay the labors of study. This "delicious pleasure" varies in proportion to the age and mental development of the student. Its influence is greatest in infancy, and least in old age. A baby feels more delight in studying the philosophy of a drum, out of which it has just "knocked the bottom," or in contemplating the fragments of a China cup it has just broken, than the aged miser would experience in discovering a gold mine. "The propensity in children to do mischief" is, in reality, a wholesome and commendable curiosity—an intense desire to acquire information. Their mind is conscious of its ignorance and want of experience—it is awake to acquire knowledge of men and things. They have been placed as strangers in a world of wonders, and in exercising their "destructive ingenuity," or in asking "peculiar questions," they are merely seeking to gratify their curiosity—they are fulfilling one of the conditions of Nature, and, in this respect, should be aided rather than discouraged. In after years, he will be the most successful teacher who can most effectually excite and satisfy this curiosity or thirst for knowledge. This laudable propensity once properly aroused, the mind of the pupil shall thenceforth neither slumber nor sleep, and instead of a task, learning will be a pleasure to the teacher and the taught.

The love of approbation is a very powerful incentive to study. Many educators consider it to be a very commendable one; others regard it as reprehensible. We don't. Being a selfish propensity inherent in our nature, its application requires considerable caution, discrimination, and judgment. It is commendable so long as it excites the child or the man to desire the admiration of the good, the pious, and the learned—so long as it incites him to seek the approval of his teacher, parents, and friends—so long as it impels him to increase his own merit without wishing to depreciate that of others. The skilful teacher will seldom appeal in vain to this propensity—the desire of distinction and approval. Indeed, it is the opinion of many old and experienced educators, that the teacher will frequently succeed by its means in governing his pupils, and in awakening a thirst for study, when he would fail to produce the same effects by an

appeal to other motives. Should the skilful teacher appeal to all these incentives in vain, and that the pupil is really indifferent about the approbation of his friends, devoid of curiosity, and careless about being useful and of doing what is right, then indeed will we admit that there is little hope for the improvement of that child—but such a child we have never met, nor do we ever expect to meet with such a hardened specimen of humanity.

Whether it is commendable to offer prizes to be competed for in schools, and whether the incentive to study thus produced, does not more than counterbalance the envy and jealousy it may be supposed to engender, have, for many years, been questions of discussion between the great educationists of the age. On the whole, we believe that the balance of opinion is in favor of their introduction and use. It must be remembered, however, that *when the prizes offered are but few in number, and the candidates numerous, it is often exceedingly difficult to do full justice to the several competitors.* Men are not, and never will be, of one mind; the candidate who would be considered best by one judge, might be rated as second by another, and *vice versa*: so that the examiners may be divided as to the relative merit of the youthful "rivals." Then again the facilities of the competitors in preparation and acquisition may be unequal. The facilities of some of the pupils may be more than sufficient, whilst those of the majority are inadequate. Some may have all the assistance afforded by good text books, kind parents, and intelligent friends, besides having no extraneous matters to attend to after school hours, whereas other children, equally anxious and equally industrious, may have none of these advantages. It is true, moreover, that the prize is often the measure of success, not of effort—of good luck, not of worth; and, in any case, every experienced person will readily concede that success in such a contest is a very unreliable test of a pupil's merit. The most meritorious does not (but should) always wear the crown. Nature and good fortune may have given one child mental advantages superior to those of another who is far more industrious, so that what the one can learn in a few hours, may cost the others as many days or weeks of persevering toil. If the

motive and effort of the latter be taken into account, the former must yield him the palm of merit, and these are the only means by which we can justly measure the virtue and value of an action. Though the intention and effect be the same in both cases, there is a vast difference in the effort.

Some teachers regard prizes as a sort of "literary bribe," and affirm that they tend to make children seek their end by fair means if convenient, and by ignoble means if necessary. It is true that ambition is seldom scrupulous about the character of her servants. Her devotees are often willing to stoop to anything that will ensure success. That "the end will justify the means" is a positive falsehood, and the root of much mischief. But if such ignoble means be used to ensure success, the teachers or examiners may possibly detect the fraud, and punish the guilty by public exposure and forfeiture of privilege. However, it is not at all likely that pupils will resort to such artifices, and, if they do, the prudence and experience of the teacher will be more than a match for them.

A prize or two offered to the best and second best scholars in a class, stimulates only a few. The teacher—and even the pupils themselves—knowing by experience the capabilities of the respective candidates, can tell beforehand who will be the victors at the examinations—or, who are likely to be. Those pupils who have no hope of obtaining a prize, and who feel confident of their inability to win one, will make little exertion, or perhaps be totally indifferent, seeing that persevering toil will bring them no immediate reward—despairing of success, they may in fact pretend to despise "the bauble."

It is obvious that unless the mind of each child in the respective classes be awakened—unless the individual will of all be influenced to increased efforts, to *honorable* rivalry with each other, by awarding prizes, then the system is a failure. If the system fails to arouse the whole school to renewed activity—to increased exertion, to additional efforts, to a higher ambition—and that only two or three or half a dozen really contend for the prize, the remainder being indifferent, then it is a mere gift to this limited number—one of them being sure of it. If it be a gift, why call it a prize? The efficiency of the prize system depends on the uniformity of the competitors in mental

capacity. Prizes are the most powerful, popular, and perhaps the best of all incentives when the members of the respective classes are of the same degree of mental standing, and when the facilities of acquisition are similar, and the services of skilful examiners can be secured.

We are inclined to believe that prizes or rewards should be used in every school. The prize system, in its purity, is more suitable for colleges and universities than for common and middle class schools. Judging by our own experience, and the information gleaned from others, we have no hesitation in stating that, when "prizes" are offered in these schools as an incentive to study, they should partake of the nature of rewards, and be so numerous that every industrious, well-conducted child can receive some token in recognition of his efforts "to become good and great." The number of prizes offered to each class should be in proportion to its size. Prizes should be offered for efficiency in each *individual* subject, and also for proficiency in the *whole* programme of school studies. No pupil should be eligible to compete for the latter prizes unless his character and conduct were irreproachable; but every pupil having his name on the school register should have permission to compete for the prizes for individual subjects. There should also be "good conduct" and "regular attendance" prizes, or rewards, in addition to the foregoing. Unless these things be carefully attended to, the system of awarding prizes or rewards, will fall short of the object in view. If prizes or rewards be introduced at all, they should be awarded to good conduct, diligence, punctuality, amiability, and intrinsic worth, as well as to superior talent, or marked success in certain examinations; and, as aforesaid, they should be so numerous that every deserving pupil shall receive some tangible evidence of the appreciation of his efforts.

An accurate register of scholarship and individual deportment never fails to engender and promote healthy emulation; yet such a journal is seldom kept. If not attended to at the close of each lesson or recitation, it must be made from memory; and, in the latter case, perfect accuracy is impossible. The pupils will, therefore, have little confidence in the record, and its moral force will be nullified.

Taking these things into consideration, many of our experienced teachers recommend the use of merit cards. These "merits" act as a substitute for, whilst securing the good results of, accurate records—and they possess the advantage of occupying less of the teacher's time than would the record system. They also enable the pupil to take home with him every evening witnesses of his daily progress, and therefore command for him a lively paternal interest, whilst securing for the teacher the active co-operation of his pupil's natural guardians.

There are many ways for using the merit cards. We will mention one or two of those commonly used. In the morning each pupil may receive as many merits as will represent the work of one day—the same, or a certain number of them, to be forfeited should the recipient fail in recitation, or infringe any of the rules of the schools, with reference to conduct, diligence, or punctuality. Or, if preferred, the following plan may be adopted, provided the pupils "change places" in their classes. Give a merit to each pupil as often as he may happen to get a head mark in reciting his respective lessons—the recipient to go to the foot of the class each time he receives the same. The less advanced and "more bashful" will thus have "a chance." and the more clever will have an opportunity of winning their way up again. Each time a pupil gets head of his class he is to receive a "ticket" or "merit," and then retire to the foot as before—no pupil to receive a merit for giving correct answers to questions directly addressed to himself, unless pupils "above him" have failed to answer them. According to this plan, as in the former, the teacher may fine any pupil one or more merits should he be guilty of a misdemeanor during the day. It may be remarked that the smaller merits may be exchanged for "fives, tens, fifties, or hundreds." The merits should be "paid into the treasury" once a month, and a receipt for the same handed to the pupil.

A chart or roll merit, containing the names of the pupils, and exhibiting the number of merits won by each during the respective months of the season, should be placed in some conspicuous part of the school-room.

It must, not be forgotten, however, that

the "merit card" system is liable to abuse unless it be supplemented or checked by registration. It is possible that pupils may sell or give away some of their merits to others. Unless such transactions be discovered, the latter would, by such a species of dishonesty, attain a higher standing than that to which they were justly entitled; and the suspicion of foul play thus engendered in the minds of their more honorable companions, would destroy their confidence in the system, whilst paralyzing their efforts to excel.

The number of "merits" handed in by the pupil, and credited to him on the roll of merit, at the end of the month, or at the close of the school session, will show his individual and relative standing; so that, if premiums or prizes are given, there can be no difficulty or mistake in ascertaining or determining to whom they should be awarded. No suspicion of favoritism or foul play can possibly arise, for, by looking at the roll of merit, even the pupil himself can tell to whom the rewards belong—provided the number of merits given to each individual are duly checked or registered.

It is needless to discuss the value of prizes as incentives to study—no experienced educationist will deny their power. When mismanaged, the system has doubtless been the origin of some evil; but when skilfully conducted, it has been productive of much good. Rewards bestowed as indicated (or even prizes) can do no harm—they afford no food for misapprehension, envy, or jealousy, and no scope for deceit or hypocrisy. Every pupil will feel that if he deserves a memento of his benefactor's kindness his teacher's love, or of his own honest, earnest efforts, he will be sure to receive it. Each, perchance, may reason with himself and say—"I have every chance of obtaining a prize or award. If I fail in talent or perfect recitation, I will acquire one for diligence, or for good conduct, or for regularity and punctuality, or for some other individual excellence, if not for general merit. I will persevere in my studies, and carefully avoid giving trouble or offence to my companions, or to my teachers. I will infringe none of the rules of the school, and do everything I find to do 'with all my might,' so that, even should I fail to win a prize, all will admit that my efforts deserved success." It is evident that either

reward or prize system, conducted according to the foregoing principles would secure the due recognition of the merits of each individual pupil, whilst it would prevent the larger pupils from appropriating all the pearls, and incite the smaller ones to press forward to the goal set before them.—From *George Victor La Vaux's new work, on Science and Art of Teaching.*

LIGHT AND AIR IN THE SCHOOL-ROOM.

We can understand, obviously enough, how that mistaken principles may be applied to certain buildings which would result in entirely or nearly deficient ventilation with but little direct injury to a few persons, owing to exceptional circumstances.

A similar defect in the ventilation and cognate appliances of a school-house, however, might be attended with disastrous results. The respiration of the same air again and again by adults, for instance for a couple of hours on a Sunday, is never so mischievous in its consequences as when experienced every day for five or six hours, and sometimes longer, by children of tender years. If the freshness and purity of the air breathed by older persons, as witness the difference between men and youth whose daily occupations confine them much indoors, and those who follow an outdoor occupation, how much more in the case of a child kept long in a school-room with many others?

The temperature and quality of the air which is to enter the lungs becomes then, subjects for hourly consideration in the school-room, as contributing by its purity or impurity to all the vital functions, directly or indirectly.

To rebreathe that which has once passed through the lungs is not agreeable. Nature thus early warns us, through our sense of smell, of a deficiency in the life-giving oxygen, and this warning is continued throughout the further progress of deterioration. The constant breathing of a vitiated or over-heated atmosphere will directly tend to undermine the constitution of a child, and, for the time, even render it more susceptible to sudden changes of temperature when leaving school. And even, as an intelligent writer on the subject says, "when

occurring (vitiation) in less degree, as in rooms where partial ventilation exists, much of the restlessness, inattention and apparent stupidity, often observable among the children, is due more to want of freshness in the air than to dullness in the scholar. A teacher will find his or her task materially facilitated, if carried on in a light, cheerful, warm and airy room. However important in all rooms and collections of rooms, let us understand, once for all, that proper 'warming and ventilation' is seldom of such vital moment as in the school-room, and that education cannot properly be carried on without it" *

Of almost parallel value and importance is the consideration of proper and sufficient lighting and the arrangement of seats in the school-room.

Mr. Robson, the author of an excellent work on school architecture, recently published in London, says:

"Some may think that so apparently trivial a question as that of school desks could not justify much discussion. Medical authorities think otherwise, and lay the greatest stress on the proper shape and proportion to be used in every part, as well as on the admission of suitable light in a suitable manner to the children seated at the desks.

* The principal of Public School, No. 9, in Brooklyn, has recently put into operation a simple and efficient remedy for over-heated class-rooms.

Small blanks, which contemplate the record of hourly observations of the thermometer during the school hours, are placed under the control of the teacher, who is required to fill them up. The effect of thus systematizing a series of observations of this character, has always been notably beneficial in maintaining the temperature of the several class rooms, at a point where the health and comfort of all concerned is subserved.

“According to Dr. Leibreich, the noted ophthalmic surgeon, in London, the change in the functions of the visual organs developed during school-life are threefold—viz :—

“Decrease in range, or short sightedness (Myopia).

“2nd. Decrease in acuteness (Amblyopia).

3rd. Decrease of endurance (Asthenopia), and are owing chiefly to two causes, improper method of lighting and improper shade of the school desk. Confining ourselves to the first, great importance should be attached to the opinion of Dr. Leibreich as an eminent oculist. Is *myopia* developed chiefly during school-life? If it is, and to a greater extent in school, injudiciously lighted, the question assumes a practical aspect. It is easy to understand that eye disease may be on the increase, and that careless or ignorant arrangements may tend to aggravate it, but other causes must surely be at work besides bad lighting and unsuitable desks. Education of almost any kind must to a certain extent affect sight. Civilized man never has the perfect vision of the savage. Constant poring over books and white paper is known to be injurious. When continued through the many years required for completing a higher education, the results may easily become marked, unless the education be conducted with the greatest care and discrimination in suitable premises.

“Diminution of and injury to sight cannot be entirely attributed, with fairness, to improper position of windows and bad shapes of desks. In no country in the world is there a more complete system of national education, or one which has existed longer in its popular form, than in Germany. And in no country has closer attention been paid to the judicious lighting of school buildings, and to the proper shape of school desks. The light is invariably admitted *from the left side only* of the children. The desks are the results of long study on the part of their anatomical authorities. Yet in no country is *myopia* so common. The short-sighted, spectacle-wearing German is a well-known type on the stage of any London theatre, just as he is in the streets of Berlin itself. Increase of knowledge must have some attendant drawbacks, however comparatively slight,

and impaired eyesight and crooked shoulders may be among them if due care be wanting. This is one reason why instruction in the hall for gymnastics has become an inseparable part of the regular school course in Germany.

“The second change in quality of eyesight (*amblyopia*), occurring during school age, may well be left to take care of itself. Decrease in the acuteness of vision must always rank in the same category with decrease in usefulness, as one of the ills which flesh is heir to.

“The third abnormal state of the eye arises, we are told, principally from two causes—one, a congenital condition which can be corrected by the use of convex glasses—another, a disturbance in the harmonious conditions of the muscles of the eye, often caused by unsuitable arrangements for work. Insufficient or ill-arranged light obliges us to lessen the distance between the eyes and the book while reading and writing. We must do the same if the desks or seats are not in the right position or of the right shade and size. When the eye looks at a very near object, the accommodation apparatus and the muscles which turn the eye so that the axes converge towards the same object, are brought into a condition of greater tension, and this is to be considered as the principal cause of short-sightedness and its increase. If the muscles of the eye are not strong enough to resist such tension for any length of time, one of the eyes is left to itself; and whilst one eye is directed on the object, the other deviates outwardly, receives false images, and its vision becomes indistinct—*amblyopic*—or perhaps the muscles resist these difficulties for a time, become weary, and thus is produced the diminution of endurance. How can these evils be prevented? The light must be sufficiently strong, and fall on the table from the left hand side, and as far as possible from above. The children ought to sit straight, and not have the book nearer to eye than ten inches at least. Besides this, the book ought to be raised 20° for writing and about 40° for reading.

The question of lighting has been much discussed in Germany for some years. The recent researches of Dr. Cohn give us the fact that, of 410 students whom he examined, only one-third were found to possess good sight; nearly two-thirds were short

sighted. Among 224 cases of *myopia*, only 59 were hereditary. He visited many schools, and found generally a large percentage of short-sighted persons. He considered the reason to be the defective lighting of the schools, because the related number of the persons whose sight was injuriously affected was found to be smaller in the better-lighted buildings. It is therefore argued that a class-room is only well-lighted when it has 30 square inches of glass to every square foot of floor space. Taken in conjunction with other considerations, this would show that each scholar should have the advantage of about 300 square inches of window glass.

"The calculation is very rough, and cannot be accepted as a rule, for much depends on the position of the glass. It serves, however, to show the kind of attention now paid to this branch of school planning.

"The taxes on knowledge, payable by children, in the shape of weariness and fatigue, are sufficiently heavy to justify all the pains which are being or can be taken to alleviate them. It is yet difficult to believe that although 20 per cent. of all school boys, and 40 per cent. of all school girls in Switzerland, may have one shoulder higher than the other, the cause is to be found in the improper shapes and positions of seats and position of seats and desks in days gone by. In England, we have, in the past, always neglected the question of lighting our schools scientifically. Provided the quantity were sufficient, little care was used as to its source or direction.

"To summarize the results arrived at on the subject of school desks and their lighting, we may point out :

"(a) That a desk for two, 3 feet 4 inches long, with intervening gangways, 1 foot 4 inches wide, has proved to be the best for graded schools, and that five rows have been found practically sufficient in the direction of depth or distance from the teacher.

"(b) That the full-size section should be carefully studied in every part, and adapted to the anatomy of the human frame in its varying sizes.

"(c) The lighting from the side, especially the left side, is of such great importance as properly to have a material influence over our plans.

"The first and last, tending to determine the specific size of rooms, and to affect the general principles to be followed, have an important bearing on the arrangements of plans, here-after given, and cannot, therefore, be too clearly remembered."

Notwithstanding, therefore, the far-reaching progress in the design and detail of school-house construction and the methods of teaching, etc., cheerfully recognized on every hand, the field for improvement is still a broad one, offering abundant opportunity for intelligent discussion in all that tends to thoroughness in education or contributes to the health, convenience and happiness of those for whom it is a pleasure for us to subordinate every selfish and personal consideration.—*N. Y. Journal of Education.*

THOROUGHNESS IN TEACHING.

Thorough teaching is too often confounded with exhaustive teaching. The teacher should be able to discriminate between them. Exhaustive teaching requires of the pupil knowledge of a subject in all its details. Thorough teaching seeks so to ground him in the elementary facts and principles of that subject, that he may be prepared to go forward in his own strength, if need be, to an exhaustive knowledge of it. The general needs of life require a knowledge, thorough so far as it goes, of

many things; while its special needs require an extensive knowledge of very few. The general education of the individual got in the elementary schools, is to fit him for life's general needs. Hence thorough, not exhaustive teaching, is required in these schools. Thorough teaching then, requires certain definite things on the part of both pupil and teacher. •

THE PUPILS MUST :

1st. Read with the understanding. The

is most

first in true study is to get at the idea contained in the statement of the fact or principle to be learned. But the first step in study as it really is performed in many of our schools, is often a memorizing of the mere words of such statement. In order to get at the idea the pupil must be able—must be taught—to exercise his thought in reading understandingly the statement containing the idea.

2nd. Learn how to study. Too few pupils have any idea of what real study is. It is one of the primary duties of the teacher, to form early in the child's school life, proper habits of study; for success in learning depends upon such habits. There are three successive steps for the pupil to take in mastering a lesson. He is first to study it for the thought; second, for the language in which to clothe those thoughts; and, third, he is to recite it mentally to fix the thought and expression in the mind. Study of this character tells both in the acquisition of knowledge and in mental discipline.

3rd. Master each point before leaving it. One step at a time well taken and then another, should be the course in mastering knowledge. Pupils are too apt to dissipate their mental forces over the entire lesson, rather than to concentrate them upon it point by point.

4th. Study to keep. Knowledge to be of value must be so acquired that it can be recalled at will. Hence the pupil must be led to study to retain rather than to recite. As has been indicated already, the period for the study of any lesson should not immediately precede the recitation of that lesson. If such arrangement is not practicable, thorough and frequent reviews must be had.

5th. Learn self-reliance. Great injury is done to pupils by helping them too much. They should be trained to persistent use of their powers, if they are to do thorough work. Hence help should be given only so far as to enable them to do for themselves. Their work should never be done for them. The measure of the teacher's powers is not what he does for his pupils, but what he leads them to do for themselves.

THE TEACHERS MUST :

1st. Give short lessons. One of the most fruitful causes of superficial work in

the schools is the general giving of lessons too long to be thoroughly mastered in the time allotted to them. The quality rather than the quantity of the lesson should be considered in assigning it. Often there will be found single paragraphs requiring for thought and mastery as much time and mental effort as are ordinarily required by pages.

2nd. Give a lesson but once. Giving the same lesson again and again, because it is not learned at first, is an abomination. For pupils under such a course will grow into the habit of half doing what is set for them to do, depending upon the opportunity for finishing the work afterward. If a lesson is not well learned continue its recitation the next day as a review, but never have the class "take it over."

3rd. Assign to-morrow's lesson before hearing that of to day. This will help to do away with the practice of giving too long lessons and "giving them over." It will also lead to a careful examination of each lesson with reference to its difficulties, previous to its assignment.

4th. Hear the recitation of a lesson before giving instruction relating to it. The teacher should be methodical, doing each thing at the most fitting time for giving the instruction which the recitation of the lesson has shown to be needed, is after the entire lesson has been recited.

5th. Help only when and as much as help is needed. As a general rule we retain longest those facts which we learn with greatest effort. For this reason, if for no other, pupils should be encouraged and incited to overcome difficulties by their own unaided efforts.

6th. Make every point. Every lesson has, or should have in it, some new thing to be mastered—a point to be made. Make this new thing prominent. Be sure that the pupils are aware of it,—know that they have learned something from every lesson. "What is the new thing in this lesson?" is a question that should be often asked.

7th. Call back all new instruction given. It is not enough to make pupils understand a new fact or principle. They must be able to put the fact or principle into words, if they are to retain it as knowledge. Hence, pupils should be invariably required to give back all new instruction. If, for instance, a principle in arithmetic has been

explained to a class, they should be required afterward to go through the explanation themselves.

8th. Be sure that the pupils have positive knowledge. There are three relations in which one may stand to knowledge. First, and most desirable, he knows a thing and knows that he knows it; second, he does

not know a thing, and knows that he does not know it; or third, the most unfortunate of all, he does not know a thing, and does not know that he does not know it. Teach pupils these three relations, and hold them strictly to the first, if you would have them do thorough work.

THE CULTIVATION OF THE MEMORY.

Is there not danger that, in the multitude of radical advisers on the paramount question of school training, the faculty of memory may be quite thrust aside? The daily and weekly press, secular as well as religious, seldom lose an opportunity of thrusting a lance into what is called the most mischievous error of schools, "parrotting." The educational press have occasionally joined in this outcry, without considering that there may possibly be danger in yielding the whole point involved, without earnest protest. For the point covers a great deal more than appears at first sight, and its abandonment may involve that of the training of one of the most useful faculties we possess.

Surely, it may safely enough be granted that the mere learning of verbal definitions, rules, selections of poetry and prose, pages of history, and parrot-like repetition of the same to teacher, under the idea that this is schooling, is the most absurd folly. Any such idea of the teacher's business embracing this and little or nothing besides, ought to show the utter unfitness of the person holding it to fill any position as a teacher of youth. But it may safely be questioned whether there are many persons of any experience in the business of teaching who hold such an idea, and base their practice upon it. At least the number cannot be so large that it should occasion fear sufficient to warrant the attacks we so often read against the prevailing method of instruction. Within the limits of cities, towns and well-organized school districts, it is becoming more and more difficult to find any considerable quantity of school-room work that lies open to such an objection. The whole ten-

dency has been quite otherwise for a number of years.

The complaints that have found utterance through the public press are explainable enough, on another theory than "parrotting." The lessons to be learned at home are in many cases most excessive in amount. They are given out often by pages, but are not intended to be committed to memory word for word. Unfortunately, sufficient care is not always taken by the teacher to show what portions of the lesson are to be committed to memory, what are to be read carefully, and what may be either read hurriedly or left for class-room instruction on the morrow. If this is not done, the pupil has no other way left open to him when he prepares his lesson, than to memorize everything. This he seldom accomplishes. It is often hard, dry, technical and unintelligible. The mere mass frightens him, and unless he has uncommon natural powers, he abandons it unlearned with disgust. Such work presses still more heavily upon girls than on boys, because the young feminine mind seems to commit to memory the school lesson more readily than boys; at least it adheres to its work with a finer conscientiousness than does the average young masculine mind. So it happens that when the hours fly by and the task is unfinished, the girl's pride quite breaks down, and the whole sympathy of the family is evoked by her tears. Is it therefore not wonderful if the paternal and maternal mind, losing all patience, inveighs strongly against memory lessons, and expresses itself when it can, through the avenues of the press, with more force than courtesy, finding a convenient term in the word "parrotting."

The teachers have not been slow to perceive the popular complaint; at least, not so slow as the pungent newspaper articles indicate. The supply is, sooner or later, regulated by the demand, in teaching as well as in other callings, and so it has come to pass that in an anxiety to rectify this subject of complaint, we find a disposition to put the cultivation of the memory in the background, and to elevate to its place the training of the reasoning powers. In that remarkable treatise on Education, the "Emile" of Rousseau, this great educational reformer, in his anxiety to free the minds of children from the pedantic training of the times, opens the flood-gates of his passionate soul in appeals to his readers to free the children from compulsory training of the faculties. It was the revolt of a powerful sympathetic mind against what it believed to be the ignorant oppression of the schools. But, as a revolt, it carried the point quite too far, although unquestionably it served an admirable purpose in releasing educational methods from the choking ligatures of the age. It is the same tendency we notice in the disciples of Rousseau—the German school—to exaggerate this method, or system of methods, which for the time was uppermost in their minds. And precisely because such a reaction must be vigorous in its attempt to overthrow the deeply-rooted wrong methods which have provoked the reaction, arises the danger that the attack will be pushed much too far.

Through just such an anxiety to escape from the evil of excessive use, or abuse, of the memory in the public schools we have been brought face to face with the danger that we may be led to undervalue that faculty in our new methods in the school-room. There is something very fascinating in the cry, "Cultivate the reasoning powers of the children," and something quite as powerful on the teacher's mind in the ridicule and caricature of the memory-work. Unquestionably the child is, to some extent, a reasoning being, and, as such, there can be no doubt as to the propriety of our recognizing this in our educational methods. But it is equally true that the reasoning faculty is very slow of development. The discipline of the intellectual faculties, from the simple habit of correct observation onward to the complex habit of weighing and

testing the value of evidence, which, more or less, becomes the great business of the human intellect, is a well-nigh never-ending process of development. Nor can there be any doubt that this training should be begun at a very early day, both in school and at home. The reasons for right conduct, in particular, in connection with some personal experience, are reasons which a child soon apprehends. The reasons for certain operations in science are much more difficult of apprehension, and must be proceeded with more carefully. But whether in conduct or in school studies, are not attempts by way of excessive explanation or talk very likely to deceive the instructor in his endeavors to develop the reasoning powers? Scarcely any idea is more delusive than that our constant preachments to children, however plain they may appear to ourselves, must appear equally so to them; and look at it as we may, spontaneity in thinking is in great danger of being destroyed by excessive anxiety on the part of the teacher to impress his modes of thinking and reasoning on the pupil under twelve or thirteen years of age. How is this spontaneity to expand itself? Not by the child slipping its mind into the shell that the instructor or teacher has prepared for it.

There are a great many points in morals or conduct, as well as in school studies, that we cannot wait to reason into a young child. These must be accepted through the force of authority and as settled truths. There are some cases where the pupil must be left to puzzle them out for himself, or wait for the dawning of light that sooner or later comes to even the most moderately endowed intellect. These we trust to the operation of well-ascertained mental processes. But the great majority of young instructors, in particular, are in a hurry for results, and think that by constant talk their children will become reasoning, thinking beings. In this way they fancy that in some unexplained way they will be able to meet this new demand for the cultivation of the reasoning faculties, and the abolishment of "parrotting."

These remarks are only incidental to the object of this short article, a plea for the cultivation of the memory in our schools. Youth is the time for the exercise of this faculty. If it be neglected then, it becomes

more difficult to perfect it as the years advance. Besides, the proper training of the memory is our main dependence for correctly-learned lessons. If the use of text-books is to be continued—and there is no prospect in the immediate future that they will be abandoned—what reliance is to be placed on our home work if the memory be neglected? It will be said that it is only the sense of the author that the teacher wants; he will be satisfied with the pupil's own language. But when is the young child to obtain its vocabulary? From clever children of twelve years, or from others of fourteen, there is some prospect of obtaining an approach to a connected, intelligent answer in their own language; but most teachers know that it is frightfully wearisome work to place dependence on that. The truth is that very few children have a vocabulary of any extent from which they can draw, and one of the first things that we ought to do is to assist them in enlarging it. For this there can be no better plan than committing to memory, with the utmost exactness, well-explained, simple language of a good writer. We say well-explained, because it is utterly wrong to require young children to learn what they do not understand. Possibly it was the doing of this that partly created the revolt in public opinion, expressing itself in that forcible word "parrotting." A thoughtful teacher, on speaking of this very matter with the writer, remarked, that if he had the entire training of twelve children uninterruptedly, from seven years of age to twelve or thirteen years, he would undertake to furnish them with such a vocabulary and faculty of expression as would surprise me. He then added that he would do it by requiring them to commit to memory, at first, short pieces of pleasing poetry at least once a week. As the months flew on he would increase the amount. He would review these from time to time. When they learned to write, they should write these as exercises. As the years passed, prose pieces would be mingled with poetical extracts, and in the last two years, perhaps more, he would exercise them in turning the poetry into prose, and in expressing the prose in other prose of their own. Three things would thus be gained, the habit of exact memory, fullness of vocabulary, with facility of expression, and a well-stored col-

lection of short, beautiful, and serviceable extracts for future life. There can be no question but that such a process of training would also powerfully influence the thinking of the children. Just as constant contact with good society influences the manners in youth, so would the habit of memorizing beautiful thoughts in time affect the mind, and weave itself in with all the processes of thought.

There can be no doubt that an exact memory is an immense blessing. The power of producing at pleasure not only the thought but its very form and texture just as it left the writer, every word marshalled in its proper place, instinct with life and vigor and beauty—what would not one give for this in certain moods? But the words have floated away, the form has gone: we are like one who wearily seeks to restore the matchless but shattered ruins, or to carve anew the limbs of the mutilated Grecian torso. With poetry this is still more true than prose. With the latter, it is possible to make some approach to the thought, although we may not be able to repeat the exact words. Much may still be saved. But with poetry, how different! Try it with some extract from Shakespeare, from Byron, from Wordsworth, from Tennyson, or from some of our own renowned poets. The mind wanders, if there be a break; to confusion follows vexation, and what would otherwise be an unpurchasable pleasure, becomes an unsatisfactory as well as demoralizing regret over our own feeble memory. These attempts are, perhaps, in the seclusion of our own thoughts. Of what pleasure are we bereft when we wish to recall, for the enjoyment of our friend, the passages that gave us exquisite satisfaction. In society as well as before the public, to quote incorrectly is to involve us in ridicule. It is not only a mistake, it is a serious blunder. Society did not ask the quotation. If it accept it, it will only take it as a perfect thing, or not at all. The same is true with quotations from Scripture. Woe betide the poor wight who, among Bible-taught people, substitutes a word for the old King James' translation.

This admirable faculty of exact memory touches other things besides society and solitude. It enters into business, and powerfully affects the advanced student; it gives definiteness to our general thinking,

and a consciousness of power, a firm tread to the patch over which the mind travels. Its more immediate training in the school will be further considered when we come to

speaking of the proper use of text-books, in another paper.—*David B. Scott, in Schermerhorn's Monthly.*

BOYS.

Oh! boys, boys, what very pests they are! How have we learned to admire the self-denying spirit of devotion to humanity which can keep men with weak hearts like ours, year after year, in uncomplaining companionship with these wild animals whose teeth have not been drawn! Do not talk to me about generals or statesmen, doctors or preachers, as the heroes of their age and benefactors of their kind; the real, true hero is the school-master, who holds hard to the bridle though the young colt rear and pitch, and almost unseat him sometimes; who never gives up the effort to make him at last a noble animal, strong to bear his burden and wise to obey the slightest check from the hand of the Master whose he is. Yes, we must admire him, for colt-breaking is anything but comfortable (you will find it out some day yourselves, boys), and not many would choose it as an occupation of a life-time were there not a sense of the vast importance of the work to be done, and a recognition of the truth that glory, real glory, is due only to duty done despite the discomforts that attend its doing. And ah! what difficulties and discomforts do attend its performance, difficulties and discomforts often the creation of the parents whose unruly offspring these benefactors of society are seeking to civilize and to enlighten! Material discomforts, pecuniary difficulties often encompass them, because we men, fathers and guardians, grudge the annual payment to the school-master of an amount half as great as we give to furnish an evening's entertainment for our friends.

The man of cultivation, of refinement gotten by years of converse with the greatest minds and hearts of all the ages, he in many cases is not thought fit associate for our parlors, many of whom never had an idea above a glass of wine or a bit of Stilton

cheese, and we grumble that we must pay him to educate, control, civilize, make a man of, our boy, enough to keep from his mind and heart the dread of the wolf of poverty who would destroy his little ones.

Then too we are prone to give attentive ear to every complaint of fancied injury which our imaginative scion may bring home to us. We are quick to offer suggestions and advice about that of which we know nothing, to the man whom we have chosen as "apt to teach," fit by his training to develop the nature of the boy committed by providence to our care, and for whose education we have neither time nor capacity, even if, possessing time and capacity, we should, after the first week's experience, have an expression.

My brother men, hear the advice of an old school-master, who now, the classroom deserted, has other mission and pursuit, and must send his own boys to other men for their training. Choose the best man among those who offer; choose him carefully, after counsel sought from all capable to give it, and when you have chosen your son's master, *let him alone.* Pay, gladly pay, all that he demands for his hard service, and let him perform it in his own way, because he knows how to do it, or ought to know, and you neither know nor are expected to have such knowledge. Let all your effort be of a preparatory kind in the matter of selection. And here there is room enough and need enough for caution; for perhaps the majority of so-called "professors" are utterly incompetent to teach, and are *only professors.*

I knew one lately who admitted that he had sought a position in a great city school merely because he had failed to secure a situation in a dry-goods store, after weeks spent in making application, and because, as he said, he thought anybody could teach.

The name of such is legion; therefore be careful to whom you send your boy; but having given him to the charge of a man in whom you have learned to have confidence, let the man alone, except that you be sure the energy and spirit needed for his work be not impaired by any failure on your part to pay him liberally for his honest work.

Thus, then, speaks the man, in answer to the great question of our text. "A boy is a member of human society, unfortunately for the other members of that complex organization. A boy is a fact, a very hard, quite inexplicable, often utterly stubborn fact; a fact like a toothache which must be endured while it continues, just because there is a good hope that some day the tooth will be better, and do good service to its possessor. A boy is a divine institu-

tion, designed among other purposes for this: to develop the heavenly grace of patience in his elders. Society cannot destroy any one of its members; the aching tooth must not be extracted and thrown away so long as there is the least probability that its disease shall ever be removed. The divine institution must be endured, nay, appreciated, as a blessing in disguise. Such is a boy fundamentally, or as the great Brooklyn preacher would say, in his 'basic qualities.' Meantime let us honor the noble men who are employing all their powers in the search for and the application of some emollient which will make him more tolerable while boyhood lasts, and hasten the time when he shall cease to be a boy and a pest."—*Bishop Dudley, in Morton's Monthly.*

"HE CALLED ME A LIAR."

The little wood-colored school-house was mounted on pegs, as if on tiptoe to catch a glimpse of the unusual scene. The autumn days were shortening and the "sere and yellow leaf" was winging its zig-zag flight from the almost naked boughs to the earth. It was the afternoon recess. Upon the play ground, the ordinary games were abandoned, and the boys had rushed to the corner of the yard where a youthful Hector and Achilles were engaged in mortal combat.

The average boy has an exaggerated, but peculiar sense of honor. This terrible encounter, which was thrilling all the remnants of our inherited barbaric natures, was an affair of honor. No chivalric gentleman of the olden time ever gazed across ten paces into the ominous muzzle of another chivalric gentleman's pistol, with a keener appreciation of the demands of the code, than had these two boys who were valiantly tugging at each others' hair.

The teacher's bell put an unceremonious end to the sanguinary conflict, and we reluctantly marched to our customary places in the school-room.

The troubled face of the teacher showed

that he had been an unwilling spectator of the duel. No anger was manifested in his kindly countenance, but it was evident that the affair cost him more pain than he could well express. Nothing was said, and the afternoon classes were soon at their customary "twice nine is eighteen," or "John is a proper noun, masculine gender, etc." The faces of the combatants began to lose their sullenness, and the hard lines slowly faded away. At last, four o'clock made its tardy appearance, and expectation was alive. The teacher was a new comer. The traditions of the school had never been violated. From the remotest period there had been fights, and the traditional flogging of both was of course expected.

The boy who could vindicate his honor on the play-ground, and take his whipping without a tear, was a hero: it was a glory for us smaller boys to be on familiar terms with him. Even the lad with a bloody nose who stoically accepted his inevitable share of the punishment, was a lesser hero.

"Books aside!" When the rustle of leaves and the thump of sundry slates had

ceased, we sat with beating hearts to see the result of the fray.

"Well, John, what was the trouble?"

"He called me a liar, sir, and I struck him," said John,—and his face flamed with passion. John's air of defiance plainly said, "And I did right, sir, and you can punish me if you wish but I will do the same thing again under the same circumstances."

Mr. G. understood the look. "And were you a liar, John?" "I, a liar, sir? Why—why, no sir," with some hesitation.

"Then why did you strike?" "Why, sir, I allow no one to call me liar," responded John, hotly.

"I do not quite understand your reason John. If you *had* told a falsehood, it would be exceedingly discourteous, to say the least, on William's part to have told you so in such a positive way, and he would have been guilty of a breach of good conduct that must lower him in the estimation of all good people, while you would have but made a bad matter worse. If you were not guilty of falsehood, then William was, and you made yourself a fellow law-breaker by striking him. If a man should so far forget what constitutes gentlemanly conduct as to call me a liar, I should be showing too much respect for his opinion if I resented it."

This view of the case was new to John, and he could but feel that in the eyes of his fellows he was, in some mysterious way losing the glory of the occasion.

"He who is right needs not such vindication, John. Let's leave the fighting to the brutes. Will you be happier with the consciousness that you have been the slave of your temper, that you have set this sad example of wrong doing before your mates, than you have been in the thought that you were right, and that you have overlooked the coarseness of another? The gentlemen are what their name implies. Then, boys, isn't there a better way too, of adjusting your difficulties, than by a disgraceful exhibition of the worst there is in you? Did your fight settle the question of your honor? Think it over boys. That's all. School is dismissed."

We went out into the still streets of the village a thoughtful group of boys.

Twenty years have slipped away, but that little speech has been imperfectly repeated to many a belligerent Young American, with good results. I have forgotten whether Mr. G. taught me the mysteries of Long Division and Greatest Common Divisor, but I remember the lesson, the lesson of that autumn afternoon in the wood-colored school-house. —*Illinois Schoolmaster.*

THE DEVELOPMENT AND POWER OF THOUGHT.

"We live in an age where we can see what is, and what is past."—BURKE.

There was a time in the history of the world when men were sunken in ignorance and barbarism; and indeed even now, with all our boasted civilization, are there not many who give but little evidence of enlightened thought whose minds are to a great extent dormant, who pass through this world like dumb driven cattle, and who come far short of being worthy the appellation of heroes in the great battle of life? But notwithstanding wonderful changes have taken place, the world steadily moves onward and upward; eternal progress has stanped itself on everything

around us; wave after wave of humanity has passed away, each leaving some pearl of great price on the shore of time—each adding something to improve, elevate and ennoble the race. Nations have fallen; empires have passed away; but though we live in an age when we might be led to suppose that nothing remains of their ancient grandeur, yet we still enjoy many of the benefits derived from those who played their parts well in their day, who, though dead, still live, and whose names will never die. What mighty power has been at work accomplishing the grand results we now behold? It is one of the mightiest agencies in all creation. What

it is, it is difficult to explain; how it is connected with our physical organization, the wisest philosopher is utterly unable to tell. But we call that power *thought*. Silently and imperceptibly it works on, changing nature and nations as if gifted with the power of the enchanter's wand, causing the strongest powers in nature submissively to obey its mandates. From the dawn of time when the world was fresh and young, when the mind of man was almost a blank, what was strange in nature excited his thought, and the outgrowth was reason. From that time to the present, all in whose minds this power has had a place, have endeavored to find out the cause of certain phenomena. Think of man, then, in the earliest stages of his existence, with his mind uncultivated, though full of germs. Would not the sun first naturally suggest thought, awakening his eyes from sleep and his mind from slumber, conferring upon him light and heat, indispensable to his existence and comfort? With what wonder would the first dwellers on the earth behold that majestic orb rise slowly out of the darkness, raising himself higher and higher by his own might until he stood in all his splendor on the vault of heaven; then descend, until his fiery glory disappeared from view. So prominent an object would cause strange conjectures to arise in the mind, and these germs of thought soon developed themselves into that stately tree, whose branches tower in majesty and beauty, whose glorious fruit supplies the world with mental food. Besides the sun, the moon and stars, thunder and lightning, the earthquake and the hurricane, in short everything around them, would afford ample opportunity of exercising their reasoning faculties. Having little power of thought, they vainly endeavored to find out the reason why, and in order to satisfy, for a time at least, their curiosity, they invented myths and fables. All that could not be explained on natural principles was ascribed to some deity, whose nature was ascertained by the phenomena he produced. Thus the earthquake, the hurricane, and the pestilence, were represented by a god wicked, revengeful, and malignant, while the god of light, heat and rain, was supposed to be mild and benevolent.

This state of things was not destined to continue. There are always those whose

minds are different from those of the masses—who cannot be forced to follow in the beaten path of their forefathers. Some of these discovered natural causes for a few at least of those things which were supposed to be beyond the comprehension of mortals, and this knowledge they imparted to others. Thus new ideas were spread abroad, and thoughtful activity was roused; and it is worthy of notice that no original thinker who attempted to impress his new ideas on those around him, but suffered persecution at the hands of the ignorant rabble, who are ever ready to check the onward march of light and knowledge, lest some favorite opinion of theirs, however erroneous, should have to be given up. Epithets of the vilest character have been heaped upon the great master-minds. They have been ostracised from society, have been regarded as lunatics, have been persecuted in various ways, many of them suffering personal violence and even death for endeavoring to propagate opinions which were considered erroneous. When Galileo discovered that the earth revolves on its axis, the fanatics amongst whom he lived, caused him to conceal his real opinions for a time; but so strongly was he impressed with this truth, that he was forced to exclaim even in his dying moments, "The world does move!" Bacon was said to be a wizard, and in league with Satan. Dr. Harvey, the great physiologist, was pronounced insane; but he had the satisfaction of living to see some of the truths which he advanced taught in nearly all the universities of Europe.

But the world owes too much to this power to allow it to decay. It has built grand cities, erected magnificent palaces and stupendous cathedrals, and constructed gigantic aqueducts. It has cut canals, erected bridges, supplied the means of transit over land and sea, by means of railways and steamboats, and travelling has become swift, safe, and comfortable. It has gone into the depths of the ocean, and compelled it to yield its treasures. The strata of the earth have been examined, and from them we have obtained proofs of the fact that the earth was at one time inhabited by orders of beings different from those now living upon it. The heavenly bodies have been examined with a great degree of accuracy; their distances, magnitude and orbits pre-

cisely calculated ; " States have been formed, governments established, laws framed; justice administered, and order preserved by it."

What may be effected by it, we cannot correctly determine, Although much has been accomplished, the arts and sciences have not yet attained perfection. But we believe that nothing will be able to materially retard the growth of thought. It has nobly and manfully fought many a heroic battle with error and superstition, and has always emerged from the conflict bearing

the palm of victory. We know that if the primitive inhabitants of our world had endeavored to picture to thierminds the wonderful results flowing from it that have been achieved since their time, their ideas would have been very faint and obscure. The great future will be further in advance of us than we are of them. We therefore can form no adequate conception of it. But this we believe, thought will ever be developing new truths, the results of which cannot but be glorious.

PARTING WORDS FROM DR. RYERSON.

The March No. of the *Journal of Education*, contains parting circulars from Rev. Dr. Ryerson, late Chief Superintendent of Education for Ontario. The first of these is addressed to Municipal Councils. He first reviews the early school legislation passed at his suggestion, and refers to the subject of Text Books, and the Book Depository, and then goes on to say :

" Gentlemen, I thank you most sincerely for the cordial manner in which you have received and responded to the many circulars which I have addressed to you during the last thirty years—on the duties and functions which modifications in the municipal or school laws have imposed upon you. Amongst the most pleasing recollections of my long administration of the Education Department will be the uninterrupted harmony which has existed between you and myself, and the efficient liberal manner in which you have performed your part in the great work of our country's education—having, during every single year, provided larger sums by school assessments than the law itself required. During the year 1874—the last year for which we have complete statistical returns,—the amount of the Legislative School Grant was \$144,933, the law requiring an equal sum to be provided by Municipal Councils as a condition of receiving it ; but instead of limiting your school assessment to the sum required by law, you provided the noble sum of \$606,538—your own zeal and patriotism, in this one par-

ticular alone, being \$361,705 in advance of the law requirements for the year."

Referring to the recent change in the Education Department, he says :

" Feeling that the time had arrived for me to resign the administration of the Education Department to younger and abler hands, I submitted the best provision I could conceive for the future management of the Department, and perpetuation and further development of the School System. I am happy to say that the Government and Legislature have given effect to the plan recommended ; and that an honorable gentleman, whom, in consideration of his principles, character, abilities and attainments, I had for two years pressed to assume my work, has at length been appointed Minister of Education. In his hands I am sure, you will find no change in the administration of the Department, and of the School system, except for the better. Some sincere friends of the school system have expressed apprehensions lest under the new *regime* it might be brought within the pernicious influence of any political party. I do not share in such apprehensions. I have confidence that the administration of the school system will be strictly impartial and patriotic, and will accord in spirit with its inauguration and re-inauguration since 1840. Its first outlines were drawn and embodied in law by one political party led by the Hon. R. Baldwin, in 1841 and 1843 ; it was revised and re-inaugurated

under the auspices of the Conservative party, led by the Hon. Chief-Justice Draper, in 1846; it was revised again in 1850, under the Reform party led by Mr. Baldwin, who re-appointed the same person to the head of the Department and the same persons to the Council of Public Instruction that had been appointed in 1844 and 1846."

In his circular to the Boards of Trustees, he thus refers to the same subject :

"In my successor, the Honorable Minister of Education, I am sure you will find higher qualifications and greater energies than I could ever pretend to, and a corresponding zeal and patriotism in advancing and extending the work which our joint labors have prepared. In my retirement and age, I shall feel no less interest than in past years in the progress of your labors in co-operation with those of the Minister of Education, and shall be ever ready to do what I can to promote this primary and highest work of our country's civilization and greatness."

His circular to Inspectors and Teachers is worthy of being reproduced entire :

"In addressing to you a few words on the termination of my long official connection with you, I cannot address you wholly as *gentlemen* (as I have done Municipal Councils and School Trustees), since of the 5,736 teachers employed in the public schools, 3,135 of them are females. I address you as *friends and colleagues*—having been myself a grammar school teacher two years before I commenced my public life.

"(*Elevation of the Profession*).—In devising a system of public instruction for our country, the first thing needful was to exalt the office of the teacher. To do this two things were necessary: first, to elevate the qualifications and character of teachers; secondly, to provide better and more certain remuneration for their services. I need not say, what so many of you know, how low, a generation since, were the qualifications of by far the greater number of teachers, and how lower still was their moral character, and how poor and uncertain was their remuneration and how wretched the places in which they taught. There were noble exceptions in all these respects—but they were exceptions to the general

prevalence of ignorance, vice, and neglect. Of course much allowance is to be made on account of the infancy of the country, and the sparseness and penury of its hard-working inhabitants. But all the old inhabitants will witness that the state and character of the schools and teachers were such as I have indicated.

"(*Normal Schools, Teacher's Remuneration*).—To improve the qualifications and character of the teachers two things were requisite, a school for the training of teachers, and competent Boards to examine and license them, making good moral character one element of qualification. A normal school trained and could train but a small proportion of the public school teachers; but it has furnished examples, and given a standard for qualifications of teachers and of teaching, the influence of which is felt in every part of the country. With the improved qualifications and character of teachers naturally followed their better remuneration and to aid in promoting and rendering this more certain, the laws were improved, investing trustees with larger powers and securing to teachers the prompt and certain payment of their salaries. Though there is still much room for improvement, a contrast, rather than comparison, may be instituted between the qualifications, character, remuneration, social position and place of labor of the teacher of the present day and the teacher of thirty years ago.

"(*County Boards—Improved status of the Teacher's Profession*).—For several years after the establishment of County Boards of Public Instruction for examining and licensing teachers, it was complained that teachers were subject to examination by Boards the members of which were not teachers themselves, and many of them incompetent for the office. That just ground of complaint has been removed by the qualifications of members of Examining Boards being prescribed by law, and none being eligible for the office except graduates of some English or Canadian University, with testimonial of experience as a teacher, and teachers holding Provincial life first-class certificates. Another just ground of complaint remained, namely, that the schools were superintended and inspected by persons who had not been teachers, and were not qualified for the work. Now, no person is eligible to be a public school inspec-

tor who does not hold a certificate from the Education Department of the highest grade of the highest class in his profession. Thus is the profession of the public school teacher placed upon the same footing as the professions of law and medicine. It now only remains that the school text-books (the copyright of which is public property, under the control of the Education Department) be subject, as occasion may require, to the revision by select members of the teaching profession, and by them only.

"(*Superannuation of Teachers*).—The heart almost recoils at the recollection of years of varied and often discouraging toil required to overcome the prejudices and obstacles in order thus to elevate the teacher's profession to its true standard of competence, dignity and permanence, and you are all aware of the storm of opposition which was raised against the last and most humane step taken to give increased value and stability to the teachers's profession by providing for the relief of its aged and disabled members—a provision now universally popular both within and without the profession. In 1853, the Legislature was with difficulty induced to grant \$2,000 a year, which was afterwards increased to \$4,000 and then to \$6,000, in aid of superannuated or worn-out public school teachers. High school teachers are now included, and the Legislative Grant for the last year reported (1874) was \$23,100, nearly one-half of which was contributed by the profession itself.

"(*Salaries of Teachers*).—I am aware that the remuneration of the profession is not yet what it ought to be. It should be the aim of every teacher to add to the value of the profession and its labors by good conduct, diligence and increased knowledge and skill; and the experience of the past shows that the country will not be slow to increase the remuneration of labors thus rendered increasingly valuable; for while the amount of salaries paid to 2,706 Public School Teachers in 1844 was \$206,856, the amount of salaries paid to 5,736 Public School Teachers in 1874 was \$1,647,750. It is gratifying to reflect that whatever sums are provided and expended for any educational purposes are well expended in the country, and therefore do

not impoverish it in any respect, but tend to enrich it in the highest respect and in various ways.

"(*The High Schools*).—In regard to High Schools, formerly called Grammar Schools the law for their improvement and their administration by the Education Department dates back to only 1852, at which time their number was 84, the number of their pupils 2,643, and the Legislative Grant in their aid was \$20,567; in 1874 there were 108 High Schools, 7,871 pupils, and the Legislative Grant in their aid was \$75,553, in addition to which a sum equal to half that amount was required to be raised by County and City Councils, all of which to be sacred for the payment of salaries of masters and teachers; and corporate powers in Boards of Trustees to provide additional means for the payment of teachers, and the erection, repairs and furnishing of buildings. In 1852 there were no inspectors of High Schools; now there are three very able and efficient High School Inspectors. In 1852 the whole amount of salaries paid High School Teachers was \$37,533; in 1874 the amount of salaries paid High School Teachers was \$179,946. The improvements in the operations and efficiency of the High Schools, have, I believe, kept pace with their financial and material improvements. In no part of our School system have more opposition and buffetings been encountered than in effecting these changes and improvements.

"(*The New Minister*).—In terminating my official connection with the inspectors and teachers of High and Public Schools, I feel that, with all the defects and mistakes of my administration—and no one can be more deeply conscious of them than myself—I have, under very many difficulties, rendered you the best service in my power. In my retirement and advanced years I shall feel unabated interest in your success and happiness, while I shall enjoy the satisfaction of knowing that the honorable gentleman who succeeds me, with the rank and title of Minister of Education, is animated with the warmest zeal and possesses much higher qualifications and greater power than I have been able to command, to advance your interests and promote the sound and universal education of our beloved country."

EDUCATIONAL INTELLIGENCE.

CANADA.

—At a special meeting of the Board of Examiners for the County of Victoria, held at Lindsay, on the 25th March, it was resolved that at the ensuing examination of Public School Teachers, a minimum of 60 per cent. of the marks be required of all candidates applying for a renewal of their Third Class Certificates. It was also resolved, that in examining "writing" candidates shall be required to write in small hand and large hand on paper, and also on the blackboard.—J. H. KNIGHT, P. S. Inspector.

—A correspondent sends us, from the *Advertiser*, a report of the proceedings at the Friday forenoon session of the recent meeting of the East Middlesex Teachers' Association, which was omitted in the London *Free Press* from which our report was taken :

The members of the Association met pursuant to notice in the County Hall Friday forenoon, at 11 o'clock, the President, Mr. Dearness, in the chair.

The Secretary, Mr. McQueen, read over the minutes of the last meeting, which were adopted.

A communication from the Secretary of the Berlin Association, County of Waterloo, wishing us to unite with them in asking Mr. T. Kirkland, Science Master, Normal School, Toronto, to publish a text book on Natural Philosophy.

Moved by Mr. Eckert, seconded by Mr. Falconer, that we (the Association) concur with the Berlin Association in so doing. Carried unanimously.

The Secretary read over the names of several ladies and gentlemen who wished to become members of the Association, after which it was

Moved by Mr. Hoyt, seconded by Mr. McQueen, that they be considered such. Carried unanimously.

The Treasurer, Mr. Lynam, not being in attendance, on account of sickness, it was

Moved by Mr. Hoyt, seconded by Mr. H. McDonald, that Mr. Woodburne be appointed Treasurer *pro tem*.

Moved in amendment by Mr. McQueen,

seconded by Mr. B. S. S. Sheppard, that Mr. Eckert be Treasurer. Original motion carried.

Mr. Eckert, as Chairman of management Committee, read the report, when it was

Moved by Mr. Woodburne, seconded by Miss McColl, that the report be adopted. Carried.

After some discussion in regard to the management of the library, it was

Moved by Mr. H. McDonald, seconded by Mr. Reliham, that Messrs. Eckhart, Lynam, Hodson, Sheppard, and the President, form a standing library committee. Carried.

Several accounts which had been handed in were then read by the secretary. Mr. Eckert moved, seconded by Mr. Woodburne, that the Treasurer pay them. Carried.

Moved by Mr. H. McDonald, seconded by Miss Bertha Westland, that Messrs. McQueen and Stewart be appointed to examine, revise and report on the Constitution, it being rather cumbersome at present, at our next regular meeting. Carried.

Moved by Mr. McQueen, seconded by Mr. Reliham, that we adjourn until 1.30. Carried.

CHANGES IN THE EDUCATION OFFICE.—

The recent transfer of the Department of Public Instruction from the late Chief Superintendent to the present Minister has rendered necessary some changes in the Education Office. Dr. Hodgins, formerly Deputy Superintendent, has been gazetted the "Deputy Minister of Education," and Mr. Marling, formerly Registrar of the Department, and Clerk of the Council of Public Instruction, becomes by the same process "Secretary of the Education Department." The work to be done by both of these officers will be much the same as heretofore. Dr. Ryerson, though freed from official duties in connection with the work of the Department, over which he has presided for thirty-two years, will have a room in the building, where he will be accessible should his advice be desired on any matter connected with the working of

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the education system. The apartment placed at his disposal by Mr. Crooks is the old Council Chamber, where his time will be mostly spent in the prosecution of his literary labors. His farewell circulars to the various bodies entrusted with the carrying out of the system, teachers, trustees, inspectors and municipal councils, are about to be issued.—*Globe*.

BRITISH AND FOREIGN.

—The *London Standard*, of February 8th, gives an interesting account of the annual meeting of the "Woman's Educational Union."

The attendance was very large, principally of ladies. Her Royal Highness, the Princess Louisa, was present. Lord Aberdare and Mr. Stansfield were also present.

The report, which was read by the secretary, Miss Brough, stated that the committee having, at the beginning of the present year, carefully considered the object of the Union as laid down in their prospectus, it was found that the first, both in order and importance, of those not yet carried out, was that of encouraging women to "qualify themselves for the profession of teaching." The importance of this object, had been continually forcing itself upon their attention, but many circumstances combined to prevent effective steps been taken. They resolved to take, as their work for this year, the formation and development of some scheme which should at least be a beginning of a system for giving to teachers help in gaining such instruction and training as would fit them for their profession. The Baroness Mayer de Rothschild,

has assisted them by a donation of one hundred pounds; they proposed to make this sum the nucleus of a fund for that purpose. The report was quite long, detailing various examinations, scholarships, &c.

Sir Chas. Reed expressed his satisfaction with the report, and rendered a tribute of grateful acknowledgement to the ladies who had carried on this work for some years; he felt that their movement was of the greatest value, and their example had been followed in other cities. The effect of the example set in London, was incalculable.

Hitherto, most of the work had been done for boys; he was glad to see that a movement had been made for the benefit of girls, who, in the endowments, had been so greatly neglected.

Lord Aberdare moved, "that this meeting recognizes that the supply of duly qualified teachers for schools, above the elementary, is the most pressing educational question of the day, and pledges the union to continue and extend its efforts to obtain for women the higher education following that of school corresponding to the University education, which confers so great an advantage on male teachers, and also special training in the principles and practice of teaching." He said that while moving the resolution, he had been requested to mention the interest which her Royal Highness felt in the prosperity of the union. It was a matter of gratification to see the daughter treading so worthily in the footsteps of her father. Every one knew how the late Prince Consort felt and acted on the subject of education.

CHOICE MISCELLANY.

—Real education comes from what the child does.

—One self-approving hour whole years outweighs.—*Popo*.

—Too low they build who build below the stars.—*Young*.

—Your dull ass will not mend his pace by beating.—*Shak*.

—The childhood shows the man, as morning shows the day.—*Milton*.

—All things that are, are with more spirit chased than enjoyed.—*Shakespeare*.

—Education consists in the ideas and facts gained and properly classified by the learner. It does *not* consist in the repetition of memorized rules, definitions, and descriptions.

—That which the pupil can clearly represent to others he knows.

—The most valuable knowledge is that which is obtained through personal experience.

—It is the teacher's duty to select suitable materials for the proper development of their pupils' powers, and then to simulate their minds to act upon and work with them, and to guide their personal experience with those materials and subjects, so that a thorough education shall be the ultimate result.

—The real work of the teacher consists in so adjusting the relations between the minds of the pupils and the matter or subject of instruction that the conditions shall become the most favorable for the appropriate exercise of the learner's powers in the attainment of knowledge; then the desired mental development will follow as a natural consequence.

—Neither intellectual nor material food can give nourishment and promote growth and strength until the individual takes and digests it. The passive recipient of facts and definitions cannot make progress in education. Therefore, teaching children how to obtain facts; how to learn properly, is of far greater importance than merely giving them facts to be remembered.

—A boy was asked which was the greatest evil, hurting another's feelings or his finger. "The feelings," he said. "Right, my dear chud," said the gratified priest; "and why is it worse to hurt the feelings?" "Because you can't tie a rag round them," exclaimed the child.

—A pretty little Ohio schoolmarm tried to whip one of her pupils, a boy of fifteen, the other day, but when she commenced operations he coolly threw his arms around her neck and gave her a hearty kiss. She went straight back to her desk, and her face was "just as red."

—Norman McLeod was once preaching in a district in Ayrshire, where the reading of a sermon is regarded as the greatest fault of which any minister can be guilty. When the congregation dispersed, an old woman, overflowing with enthusiasm, addressed her neighbor: "Did ye ever hear one thing sae gran? Wasna that a sermon?" But

all her expressions of admiration being met by a stolid glance, she shouted, "Speak woman! wasna that a sermon?" "Oh, ay," replied her friend, sulkily, "but he read it." "Read it?" said the other, with indignant emphasis, "I wadna cared if he had whusted it."

FORCE DERIVED FROM THE SUN'S HEAT.—According to the best investigations that have been made, there is received in one minute enough heat to raise the temperature of five and one-half cubic miles of water one degree Centigrade. If, now, we compare this with the work done by a given amount of heat, as utilized in a steam engine, it will be found that the heat sent to the earth in the sun's rays during the space of one minute is able to do as much work as would be done by two thousand steam engines of one hundred horse-power each, working continuously for the space of four thousand years.

The results accomplished, are these—the maintenance of the temperature of the earth, ocean, and atmosphere and the stimulating of animal and vegetable life.

READING BY SCENT.—It seems, at first sight, very singular that a blind child should be taught to read; but observe what the common process is with every child. A child sees certain marks upon a plain piece of paper, which he is taught to call A, B, C; but if you were to raise certain marks in relief upon past-board, as you may of course do, and teach a blind child to call these marks which he felt A, B, C, a blind child would as easily learn his alphabet by his fingers as another would do by his eyes, and might go on feeling through Homer or Virgil as we do by persevering in looking at the book. Just in the same manner, I should not be surprised, if the alphabet could be taught by a series of well-contrived flavors; and we may live to see the day when men may be taught to smell out their learning, and when a fine scenting day shall be (which it certainly is not at present) considered as a day peculiarly favorable to study.—*Sidney Smith.*

A NOBLE ACTION.—A London merchant, who, I believe, is still alive, while he was staying in the country with a friend, happened to mention that he intended, the next year, to buy a ticket in the lottery; his friend desired he would buy one for him

at the same time, which of course was very willingly agreed to. The conversation dropped, the ticket never arrived, and the whole affair was entirely forgotten, when the country gentleman received information that the ticket purchased for him by his friend, had come up a prize of 20,000/. Upon his arrival in London, he inquired of his friend where he had put the ticket, and why he had not informed him that it was purchased. "I bought them both on the same day, mine and your ticket, and I flung them both into a drawer of my bureau, and I never thought of them afterwards." "But how do you distinguish one ticket from the other? and why am I the holder of the fortunate ticket more than you?" "Why, at the time I put them into the drawer, I put a little mark in ink upon the ticket which I resolved should be yours; and upon re-opening the drawer I found that the one so marked was the fortunate ticket."—*Sidney Smith.*

WASTE OF LIFE IN SCHOOL-ROOMS.—The report which Dr. Lincoln made to the Social Science Association at its late meeting, on the cause of the disgraceful waste of life in American school-rooms, is singularly complete in its method of denunciation of well-known abuses. It begins as follows: "First.—School work, if performed in an unsuitable atmosphere, is peculiarly productive of nervous fatigue, irritability, and exhaustion. Second.—By 'unsuitable' is chiefly meant 'close' air, or air that is hot enough to flush the face, or cold enough to chill the feet, or that is 'burnt' or infected with noxious fumes of sulphur or carbonic oxide. Third.—Very few schools are quite free from these faults." The remainder of the report is equally pointed, but we call special attention only to that portion of it which is of most interest to undertakers, and to affectionate parents, who are also school committee men, or who are in the habit of raising a voice in town meetings. The cheapness of good air, and the frightful cost of impure air, are here treated according to scientific principles, and according to facts as they exist. No desired reform can be brought about so cheaply as that of the giving of fresh air to school children.—*Christian Union.*

LEARN ALL YOU CAN.—Never omit an opportunity to learn all you can. Sir Walter Scott said that even in a stage coach

he always found somebody who could tell him something he did not know. Conversation is frequently more useful than books for purposes of knowledge. It is, therefore, a mistake to be morose and silent among persons whom you think to be ignorant, for a little sociability on your part will draw them out, and they will be able to teach you something, no matter how ordinary their employment. Indeed, some of the most sagacious remarks are made by persons of this description, respecting their particular pursuit. Hugh Miller, the great geologist, owes not a little of his fame to observations made when he was a journeyman stone mason, and working in a quarry. Socrates well said, that there was but one good, which is knowledge; and one evil, which is ignorance. Every grain of sand goes to make a heap. A gold digger takes the smallest nuggets, and is not fool enough to throw them away, because he hopes to find a huge lump some time. So in acquiring knowledge, we should never despise an opportunity, however unpromising. If there is a moment's leisure, spend it over a good book or instructive talking with the first you meet.

A STRIKING THOUGHT.—The following is the closing paragraph of Principal Dawson's able review of Darwin's "Insectivorous Plants," in the January number of the *International Review*:

"When he closes his long and elaborate investigation of *Drosera* with the words; 'We see how little has been made out in comparison with what remains unexplained and unknown,' we have an admonition to humility and patient inquiry which may well serve us as a closing thought. These words occur at the end of a tersely written record of experiments and observations extending over 270 pages. The whole of these experiments and observations relate to the structure and functions of a little leaf a quarter of an inch in diameter, and they are the work of one of the most accomplished naturalists of our time, extending over a period of fifteen years, and assisted by many specialists in the chemical and physiological questions involved. Yet the impression remains in the mind that, after all, little has been made out compared with what remains unexplained and unknown, even in relation to this almost inappreciable frag-

ment of the great system of nature. There can surely be no plainer lesson than this, either to those who affect to believe any part of nature unworthy of God, or to see in the universe no evidence of design."

THE SCHOOL OF LIFE.—The whole of life may be regarded as a great school of experience, in which men and women are the pupils. As in school, many of the lessons learned must needs be taken on trust. We may not understand them, and may possibly think it hard that we have to learn them, especially where the teachers are trials, sorrows, temptations and difficulties; and yet we must not only accept their lessons, but recognize them as being divinely appointed.

To what extent have we profited by our experience in the school of life? What advantage have we taken of our opportunities for learning? What have we gained in discipline of heart and mind? How much in growth of wisdom, courage, self-control? Have we preserved our integrity amidst prosperity, and enjoyed life in temperance and moderation? Or has life been with us a mere feast of selfishness, without thought for others? What have we learned from trial and adversity? Have we learned patience and submission, or have we learned nothing but impatience, querulousness and discontent?

The results of experience are, of course, only to be achieved by living, and living is a question of time. The man of experience learns to rely upon time as his helper. "Time and I against any two," was a maxim of Cardinal Mazarin. Time has been described as a beautifier and as a consoler, but it is also a teacher. It is the food of experience, the soil of wisdom. It may be the friend or the enemy of youth; and time will sit beside the old as a consoler or as a tormentor, according as it has been used or misused, and the past life has been well or ill-spent.

OUR TEMPTATIONS.—A great many people imagine that if the circumstances of their lives were different, their lives would be better than they are. They seem to think that sin comes from the opportunities of sinning by which they are surrounded, and that if the opportunity were removed sin would die out within them. Well, in some sense this may be true,

and in some cases it undoubtedly is true. This was the old monastic conception, and men fled from their fellow-men, from the sights and sounds and seductions of actual life, and shut themselves within walls of stones, and buried themselves in caverns of the earth. But their experiment was not a success, as the self-scouring they inflicted on their bodies, in their vain effort to eradicate sin and make themselves holy, proved.

The truth is, friend, temptation is in you, and you might as well expect to fence your bodies from the impurities of its own blood as to protect your soul from the seductive tendencies of your sinful disposition. The mind makes its own sins, and the offsprings are of the color and character of the parent. What you need is not that your old wicked heart be kept from evil round about you, but that you have a new heart given to you. "Except ye be born again ye cannot see the kingdom of heaven."

WHAT IT COSTS.—According to the census and internal revenue reports, the evil results of drinking intoxicating liquors in the U. States may be summed up as follows:

It is costing our people a yearly expenditure of over \$1,500,000,000, all of which might be spent for far more useful purposes.

It is making yearly 530,000 confirmed drinkers.

It is sending yearly 150,000 persons to drunkard's graves, and reducing to want and beggary 200,000 children.

It is sending yearly to the prisons 100,000 persons, and is causing a large proportion of the loss of life and property on land and sea.

It is converting millions upon millions of bushels of grain, which God has given us as food to preserve life, into vile stuff that destroys life.

It is engendering the fair and rich inheritance left us by our fathers, a foul blot on the fair fame of America.

The above sum of money would pay off our national debt in two years, or it would furnish to the starving poor 220,000 barrels of flour at seven dollars a barrel.

It would build 50,000 miles of railway at \$20,000 a mile.

It would send a Bible to every inhabitant of the globe.

It would build 150,000 dwellings or churches at \$10,000 each.

It would furnish 150,000,000 suits of clothing at \$100 each.

There are 146,000 saloons in the country, against 128,000 schools, and 54,000 churches. Manufacturers and sellers of strong drink, 560,000—*twelve* times the number of clergymen, *four* times the teachers, nearly double all the lawyers, physicians, teachers and ministers combined.

In a word, if intoxicating liquors were abolished entirely from our land, crimes, poverty and misery of all kinds would be greatly reduced, and our people, sober, industrious, and economical, would soon become the most happy, wealthy, and intelligent of any in the world.

TOO SMALL TO BE WHIPPED.—A few days since a lady teacher in one of the primary schools of the Island Ward was waited on by a couple of the members of the School Committee and requested to explain why she had expelled a little boy, from the school under her charge as the child's parents had lodged a complaint against her for doing so. She stated that the boy was one of those restless, mischievous little fellows upon whom neither threats nor persuasion had any effect, and that in consequence of his freaks and jokes the rest of her pupils were kept in a constant state of reprehensible hilarity. He was too small to whip, and altogether too annoyingly impish to control by any other means, and therefore, in order that the studies of the other children should not be interrupted, she had expelled the boy from the school. The members of the committee then had an interview with the unruly little elf's father, who reluctantly admitted that there was a great deal of truth in what the teacher had said—"for" he continued, "when I first sent him to school there was nothing he admired so much as the big warts some of the boys had on their hands. He was constantly talking about those warts and wished that he had some, and, before a great while, he had inoculated every knuckle on both his hands, and now he has more warts than any other two boys in the school and is proud of it." "But," the other continued, "that is not the worst of it. After the warts had commenced to grow on his hands he came home from school one day, and while the mother was out he actually inoculated the baby's nose, and what we are to do about it we really don't know." Under

these circumstances the committee thought it best not to interfere with the teacher's action, and so they left the matter. We think that the committee did right. We also think that a baby with a wart on its nose is an acquisition to any "well regulated family," but we think in one respect the teacher was wrong, for it is our most solemn and candid opinion that that boy was not too small to be whipped. It is our opinion that he is tough enough for anything, and if he isn't checked in his wicked career before he gets into jail he will be elected President of the United States, and that's wart's the matter.—*Boston Times*.

MARTYRS.

My child, whose soul is like a flame
Within a crystal altar lamp,
Bends o'er an ancient book, its name
Obscured by mildew damp ;

And tracing down the yellow leaves,
Where quaint and crooked letters stand,
Her breath comes quick, her bosom heave
Hard shuts the eager hand.

"Mamma"—I meet the lifted eyes
That, softened, shine through gathering
tears—

"God surely gives them in the skies,
For all these dreadful years,

"Some sweeter thing than others have,
To comfort after so much pain ;
But, tell me, could we be as brave
Through fire and rack and chain ?

I'm glad there are no martyrs now."
Blithe rings the voice, and positive.
"Ah, love," my own heart answers low,
"The martyrs ever live.

"A royal line, in silk and lace,
Or robed in serge and hodden-gray,
With fearless step and steadfast face
They tread the common way.

"Than dungeon bolt or folding blaze
Their cross unseem may heavy press,
And none suspect, through smiling days,
Their utmost bitterness."

"Some sweet thing surely God must keep
To comfort," said my little one ;

"They thank Him now if tender sleep
Comes when the day is done."

God's angel Sleep, with manifold
Soft touches, soothing brows of care,

Dwells not beyond the gates of gold,
Because no night is there.

—Margaret E. Sangster, in *Harper's Magazine* for May.

EDITOR'S DRAWER.

BOUND VOLUMES. — We have a few bound volumes of the "TEACHER" for 1875, which will be sent post-paid to any address for \$1.75 per volume.

NUMBERS WANTED. — Wanted a few copies of the "Ontario Teacher" for January 1873, March 1873, and February 1876, for which ten cents each will be paid.

THE MINISTER OF EDUCATION, Hon. Adam Crooks will be present and deliver an address at the next meeting of the East Middlesex Teachers' Association on the 9th and 10th of June.

BLATTY'S GUIDE TO ELEGANT WRITING. — See the advertisement of this new work on inside page of cover. We believe it will be found very useful by all parties anxious to improve their penmanship.

TO ADVERTISERS. — As an educational advertising medium the "TEACHER" is now unsurpassed in Ontario. Small advertisements for trustees wanting teachers, or teachers wanting situations, inserted for 50 cents each insertion.

SCIENCE AND ART OF TEACHING. — This is the name of a new work by George Victor LeVaux, published by Copp, Clark & Co. We give this month an extract from it, from which some idea may be gathered of its style and merits, and next month we hope to review it more at length.

TEACHERS' DESK. — We regret that owing to pressure of official work, lately increased by his appointment to a new position, Mr. Gashan has not been able to give any "Teachers' Desk" this month. Next month we hope there will be full compensation for the omission.

TO SUBSCRIBERS.

Subscribers are respectfully requested to remember and observe the following rules:

1. When you want your Post Office changed, always let us know at what Post Office you have been receiving the "TEACHER" and save us a great deal of unnecessary trouble.
2. As we have adopted the system of payment in advance, the "TEACHER" is discontinued when the time paid for expires. Subscribers are specially requested to send in renewals promptly. The No. on the label will show how far the time paid for extends.
3. Always register letters containing money. They will then be at our risk.
4. When any number of the "TEACHER" fails to reach a subscriber, we always re-mail a copy, if notified promptly.