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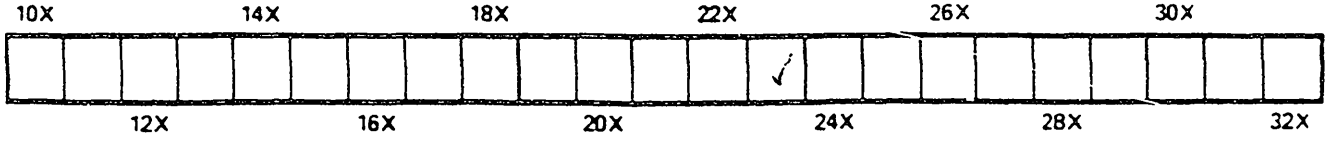

THE ONTARIO TEACHER:

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WHAT THE PROFESSION WANTS.

We have, in a previous No. of the TEACHER, alluded to the great want of the profession as being the scarcity of *trained* teachers—men and women who thoroughly understood how to discharge, to the best possible advantage, the responsibilities of the duties they assumed. While still realizing as much as ever the great loss to the public from this want, we propose briefly to refer to some other deficiencies, which training do not always remedy, but which each for himself can correct with but little difficulty.

Lack of Energy. There is nothing in which the majority of teachers fail more than in the lack of intelligent, well directed energy. In some cases there may be energy, but it is too often exhausted in fault-finding, and a sort of petulance, which renders the teacher obnoxious to his pupils in a very short time. The energy which the teacher requires is a power most felt when least expressed, and which none can misapprehend—an energy which bears down all tardiness, carelessness and idleness by its iron momentum, and infuses into the whole school an activity and industry which is felt in every department of its duties. In the presence of such a power there can be no trifling. Every pupil catches the enthusiasm, and goes to work with a will. The careless wake up to a new life, and dormant minds, as by the influence of magic, exert themselves to a degree surprising to themselves.

Nor is its effect less perceptible in the discipline of the school. Indeed, the only real cause of bad discipline in a school is the lack of *will power* on the part of the teacher. There is no reason why every scholar should not as much acknowledge the teacher's authority to the letter, as does the subject of the psychologist under the mesmeric influence of his art. There is no lack of recognized authority on the part of the teacher. His position invests him with all necessary power, and it is his own fault if, through the neglect of the means at his disposal, he does not fully secure that influence over his pupils which it is his and

their interests he should exercise. The teacher possessing the real will power, or in other words, true force of character, moulds every mind to his own purpose, and sways them at his will. How often do we find, however, where this is wanting, a school becoming disorganized and anarchy sitting in state with chaos as her prime minister, simply because other wills were allowed to usurp the powers rightly vested in the teacher.

Another evidence of this same evil is to be seen in the manner and tone of voice of the teacher himself. Orders are given to do this and so, in such a way that few would suppose they were meant to be obeyed. Every movement is on a par with such orders, and no one would be prepared to affirm solemnly that the teacher was really in a state of consciousness. Such somnolency is most dangerous, as well as most culpable. It is dangerous to the teacher himself, for when indulged, but for a short time, it blights as with a mildew every chance for usefulness or success. It is culpable inasmuch as the teacher's great work is not so much to impart instruction as to quicken the energies of the scholar himself, and excite him to action. How can he do this who has never felt the quickening pulses of activity himself? How can he excite enthusiasm to search for knowledge as for "hidden treasure" whose own mind is wrapped in panoply of dullest torpor? How can he arouse, by the electricity of action, whose every movement is measured and mopish?

2. *Lack of drill.* Teachers are more apt to neglect the retentive rather than the receptive power of the mind. They give enough, but fail to review sufficiently to impress it on the memory. They forget that the memory can only grow by cultivation, and that to make frequent demands upon it is the only way to secure this cultivation. How often do teachers, to their great disappointment, find their classes fail in subjects of which it was thought they were complete masters, and that, not because they were not understood, but because they were forgotten?

"Drill," then, should be the watchword of every teacher. We are profited by what we retain, not by what we receive. To retain, subjects must be reviewed. As Demosthenes said that "Delivery" was the sum and substance of oratory, so "Drill" is the sum and substance of teaching. It should be written indelibly on every page of our school books. It should be practised at every lesson. The day's work should begin and end with it, and all other school labors should be made subservient to this one grand duty of the schoolroom.

In this, as in all other departments of their labor, teachers should remember that every act

Is deathless as the mind from which it sprang;
We do but strike the keys here, while the sound—
The jarring discord, or the harmony,
Rolls and reverberates for evermore
Through the dread chambers of eternity.

WHAT SUBJECTS SHOULD BE TAUGHT IN OUR PUBLIC SCHOOLS?

BY J. TAIT, GEORGETOWN.

This question has been to a considerable degree anticipated by an article in your July No., "Attempting too much," as well as by another in your August No., "High vs. Public Schools," by Mr. Woods of Kingston. But it is one of such vast importance that I cannot refrain from referring to one or two of its prominent features. Many may indeed consider that the Council of Public Instruction, or in other words, Dr. Ryerson, has effectually setttled this matter for us by laying down a very extensive programme. I do not profess to be gifted with the spirit of prophecy, when I say emphatically, that were we to carry out this programme in its integrity for a few years, this school system, of which we declare we are so proud, will be nearly, if not altogether ruined. The people of Ontario take an active interest in educational matters, but let us destroy that interest by a system of complex machinery, and by a slighting of thorough elementary training, and all the bolstering and patching by Dr. Ryerson, or any other person, will avail little.

Granting, in the meantime, that an acquaintance with a great variety of subjects constitutes knowledge, does it follow that there exists in Ontario a necessity for such an extensive programme? We think not. The great majority of our pupils are the sons and daughters of farmers, who intend to walk in the footsteps of their parents, and who are able, as a general thing, to attend school for only a few months in each year. What they want, and what they should have, is a thorough grounding in those subjects which are brought into use in every-day life. What great advantage is there to a young man to know when Troy fell, how many bones there are in the human body, or all the possible combinations of chemical elements, if he is unable to calculate sharply and correctly, if he cannot express himself with something like freedom from grammatical blunders, or if he dare not enter into a business correspondence, from fear of exposing his deficiencies? It may be said here that I am supposing an impossible case; that one acquainted with History, Chemistry, &c., is required, as a matter of course, by the programme to have an accurate and ready knowledge of the more elementary branches. That the case is quite within the range of possibility may be shown by a reference to the reports of the High School Inspectors, to the able article of Mr. Woods, and to the experience of the five thousand teachers of Ontario. Painful as this fact is, it must be admitted. Still further: do not others as well as farmers require a sound elementary training? Most assuredly. The mechanic, the doctor, the lawyer, and all others must work from the same common basis; and all, no matter how various their occupations, find, hourly and daily, practical calls upon their knowledge of the same subjects. What these subjects are is apparent to everyone—namely, Reading, Writing, Spelling, Practical Arithmetic, and Practical Grammar. Apparently a very meagre bill of fare. Still, one that is all sufficient. (I see in your article, "Atempting too much," that Geography is inserted, but after a little thought, I have felt induced to give it a secondary position). I know that every experienced teacher in the country will en-

dorse the statements, that it is the great desire of all parents to have their children well drilled in those branches; and that to give a thorough and practical acquaintance with all the subjects in the authorized programme consumes more time and energy than either teacher or pupil can spare. This being the case, and considering that our Public Schools should be only elementary, let those who wish more take advantage of the facilities our country offers in the shape of Commercial Schools, High Schools, Colleges, &c. It is well indeed that a person should possess knowledge outside of his profession, but it is well also to have the foundation trustworthy. It is well that anyone may have had an opportunity of enriching his mind, but it is not well that the ornamental should take precedence of the useful. It is well that a knowledge of very important subjects may be obtained by all, but it is not well that all should be compelled to acquire this knowledge, when it is not their desire to do so, and when neither their circumstances nor their requirements demand it. That a state should provide for the education of its citizens everyone will allow, but that it should force these citizens to ignore their own judgement, and to spend years of labor in comparatively unimportant points, (to them) no one would care to assert. For instance: there is nothing wrong in a person who intends becoming a doctor or a lawyer, understanding agriculture, but where is the necessity for it, unless it exist in the taste or desire of the person himself. And so of many other subjects, which are important in a way, but by no means essential.

It may here be objected that a necessity for the numerous subjects in the programme being studied exists, if not in their utility, at least in the mental discipline they afford. As only a very shadowy knowledge of these can possibly be imparted, I fail to see the weight of this objection. It is for us to decide whether or no a thorough and intimate acquaintance with a few subjects is not much better than a vague smattering of many.

Even granting that moderately fair intimacy with other subjects than elementary could be obtained at our Public Schools—and this is granting a good deal—should we conclude that the mental culture would be superior to that afforded by the common branches? What feature of the mind receives a particular training from the "learning" of Geography? Is Reason more securely settled on her throne by the rote acquirement of Botany or Physiology? Is the perception between right and wrong made the more acute by attempts to understand turbid "Christian Morals?" Is even memory strengthened by being able, parrot-like, to point out the leading individuals and dates of history—simply the skeleton, and very defective at that? I do not wish to underrate these and other subjects, but I do say that they have been elevated into, and have usurped a position for which they were never intended, and which would be better filled by others more practical and useful.

Supposing that the *necessity existed*, is there a possibility of acquiring a knowledge of all the subjects mentioned in the programme? Upwards of thirty subjects to be mastered in that short period, a schoolboy's life! Can it be done? If it can; if a man can be made an Admirable Crichton, or walking encyclopædia in a few brief years; if the beardless youth of 16 can be reared in a hot-bed to cross blades with a veteran of 60, then we were born too soon—the royal road to learning has at last been discovered! Some years ago, when the writer taught "Common School," he found great difficulty in cramming more than the eight or ten subjects into the legal hours; and he is afraid he would have that trouble yet. What were then considered as extra branches, such as Algebra, Book-

keeping, Geometry, &c., had to be attended to, as a general thing, after the dismissal of the ordinary classes. I know I also speak of my contemporaries. But, alack-a-day, we were slow coaches. Time has been found for *twenty-seven* subjects by our learned dictators in Toronto! By men, some of whom, probably, never saw the inside of a Public School, except as pupils. Oh, teach us the secret of doing three or four things successfully at once; we may not yet be too old to learn. It may be of importance once more to become schoolboys, and in this character receive a grinding in subjects of which we are not ashamed to confess our entire ignorance; to wit, Chr———. But, enough of this just now. Imagining—for I can only imagine it—the possibility of the pupils acquiring a useful knowledge of the various subjects, it utterly passes beyond my ability to conceive of anyone so gifted (?) as to be able to impart this knowledge. I can believe that in towns or cities, the pupil may receive instruction in most of those from a number of teachers, but that one man can do so or even pretend to do so is most outrageous. To successfully teach any subject one requires to be more than darkly groping his way ahead of his pupils; one needs to be able to deal with the most intricate difficulties of the matter in hand without a moment's notice, as well as to meet it and present it in every variety of aspect. One must be able to throw aside the text book, and talk freely, confidently and explicitly. Taking this stand-point. which I think is a reasonable one, we must conclude that he who attempts to teach the whole programme, either as regards time or ability, is in effect imposing upon himself, and upon those who engage him.

Lastly; if one wishes to excel at the present day he *must* strike out some single course and rigidly adhere to it: every energy, every effort must be directed to the same point with undeviating pertinacity. All by-ways must be carefully shunned. That man will never excel who allows his energies to be divided. The man who is great can be great only in one or two points. Gladstone and Disraeli are great orators and statesmen, but are they great in any other aspect? Wellington was great as a general, but as a statesman he was a most miserable and remarkable failure. Brougham was a man of very general information, a man who held at the best only a second place—and even that place he held only by almost superhuman effort. Numerous examples crowd every page of history; and in face of all this shall we dare to persevere in a course that will eventually reduce the brightest minds amongst us to mediocrity or something worse. This result may spring from two causes. The mind, in the first place, is overwhelmed by a disproportionate amount of work, and in the second place it is distracted and dissipated by the variety. If there is anything that has a tendency to strengthen and develope the powers and faculties of the intellect, it is concentration. Select any of our leading men in any position of life you choose, and you will be driven to the conclusion that they concentrated every energy in one direction, became masters in their part, and by this single actuating purpose have made their influence felt. General information is useful, but unless such information is held in its true place as an auxiliary or tributary, it will be a source of weakness and our bane.

By forcing this extensive programme upon our youth we are inflicting an injury which will soon show itself in the abundant production of useless book-worms, and intellectual abortions. I earnestly trust that, ere it be too late, a reformation be effected, and that we return to a moderate list of attainments. The wonder to me is that the citizens of Ontario are submitting so peace-

ably to the arbitrary decrees which virtually declare the incompetency of parents and children to decide what they should or should not know. I wonder too that teachers are generally making every effort to accomplish an impossibility—which, if it could be attained, would be ruinous.

In this hasty sketch I do not pretend to treat my subject as thoroughly as it deserves. Still, I have proved my points, at least to my own satisfaction. And I shall feel that I have done a little good, if what I have said should cause any discussion, or draw the attention of teachers and others to this monstrosity in our educational matters.

THE TEACHER'S MOTIVES.

THE MOTIVES WHICH OUGHT TO ACTUATE A TEACHER TO THE PROPER REGULATION OF HIS CONDUCT, BY DUNCAN CAMPBELL, WARWICK.

To know one's self—to command the restless movements of the spirit—to give a calm commanding dignity to the soul—to elevate the mind to what is noble and good, ought to be the aim of every intellectual being; as it ever has been, and ever will be, the delight of the truly virtuous. That man who has no control over the fiery passions that rave frantic and uncurbed within his bosom, like the unfortunate Phæthon, who, with weak and nerveless grasp, endeavoured to guide the fiery coursers of the sun, shall certainly fall from the sphere in which he was designed to move, and as he falls, like a flaming disordered sun, will spread throughout the moral world confusion and misery. And, since every man on the platform of time, whatever his situation or rank in society may be, by his manners, behaviour, and example, gives an impulse to the powers of vice, or virtue, throughout the world, it becomes the duty of every man, and especially of every teacher, to look to himself and consider what and where he is, and what part he has to act on the stage of time. As the occupation of a teacher is one of the highest importance, therefore, the attention of the whole community is turned towards him, and with keen and scrutinizing eye, they endeavor to read his very soul, and weigh all his actions, each, on the scale of his own unerring judgment. But that teacher who has no higher motive than to endeavor to please the tastes, the whims, and vanities of a motley multitude of men, as different from each other as the colors of the rainbow, and as varying as the chameleon's hue, is unworthy of the name and office which he holds, and can never perform his duty aright, in the eyes of the great Creator of the universe.

A teacher ought to have nobler ends in view; let him look upwards, behold, and consider, that the eyes of the Eternal are upon him, that to him he is responsible, and since he is placed in an office of trust, with the aid of Omnipotence, let him perform his duty as to his conscience and his God: and though he may, as certainly he will, fall short of the standard of perfection, yet he will have the pleasing satisfaction, that amidst the frailties peculiar to his nature, he endeavored to the utmost of his power to do what was right. First, then, a teacher should know himself. That man who investigates thoroughly and impartially the workings of his own mind, with its various affections, propensities, fluctuations and inconsistencies, cannot be ignorant of human nature; and the more carefully he watches the movements of his own soul,

the better will he understand the complicated machinery of the human mind, and the more readily will he admit that the fallen nature of man has a tendency to evil, and without some ethereal spark of heavenly fire to elevate the mind to its true dignity, and point it towards its true excellence, mankind would sink lower and lower in degradation and misery. A teacher should know himself, in order that he may guard against his own weakness, and curb those passions which have naturally a tendency to excite and wrankle his bosom; and let him ever bear in mind, that for man to be master of himself, to have every passion subservient to reason, is his highest strength and dignity; for, as internal war in any kingdom weakens the strength of that kingdom, so, when each raving passion of the human mind seeks for predominance, the powers and faculties of the soul are distracted, weakened and paralyzed, and whatever is undertaken or transacted in this state of mental confusion, cannot be done in a manner befitting the proper dignity of man. But there are times when the mind feels master of itself, when every faculty of the soul is properly braced; then it is that it goes forth in intellectual brightness, grappling with every opposing obstacle, conquering still victorious—and when? Why, 'tis when Reason sits majestic on her throne, and beams upon the placid brow of conquered passion, when every nerve vibrates in unison, and the native genius of the soul rising from the dull turmoil to a brighter atmosphere, shakes the dust from his plumes, and with eagle eye scans the bright realms of science, or with gold gilt wing flies o'er the fairy world of Fancy's bright domain,—then truth flashes on the mind, bright as electric fire, and the venturous soul drinks of the streams of knowledge; or objects dance in pleasing loveliness before the eye of fancy, and waken bright ideas in the soul. Yes! these are times when the mind, uplifted to its proper elevation, when conscious of doing right, can smile over the false accusations of men, and feel as happy amidst unjust censure, as when crowned with the laurels of applause. And every teacher who would wish to aim at true nobility, should endeavor to cultivate such a frame of mind as this. Not that I would have a teacher be indifferent to the opinions of his employers; for as soon as a teacher begins to become unpopular, he would do well to look to himself, for, in all probability, there is something wrong, whether he perceives it or not. A teacher should guard against ostentation and vain conceit, and should be more anxious to diffuse knowledge throughout the world, than to display himself, or his qualifications, be he ever so accomplished, or to astonish and bewilder the ignorant with high sounding words of vanity. To see a teacher strut around, the walking image of affectation and conceit, with handkerchief in hand, snuffing and flourishing as he goes, in all the majesty of pedantic foolery, raising on high the standard of his own praise, and calling to the world, "Behold, and wonder!" looking down from that fancied height, to which he has been raised by the breath of his own vanity, saying to his compeers, "Stand aside, you are naught; behold I come! the Alpha and Omega of every great concern," is, in my opinion, most ridiculous and despicable, and does more to sink teachers in the eyes of a reasonable and enlightened community, than aught beside.

True, all this gaudy show may do very well for a time, to impose on the minds of the ignorant, and shed a dazzling glitter of delight on ltttle souls; but the mind that knows itself and human nature, cannot but penetrate the thin covering of airy vanity, and looking beyond is almost led to weep over the frailties of fallen man. Does it become the earth-born sons of clay, whatever their natural talents or attainments

may be, to lift up swelling eyes of vanity, and walk like demigods within their sphere? No! the greater the mind, and the more filled with knowledge, the more humble, and the less filled with emptiness it ought to be. However, without proper self-respect, a teacher will inevitably sink in the eyes of his pupils, as well as in the estimation of the community. A teacher, therefore, should endeavor to have due respect for his character, for his person, for his school, for whatever he takes in hand to do; and whatever he sets about, to teach, to say or to do, let him do it, not as an infallible being, but as one who is determined to do everything as well as he can, and all the good in his power; he should endeavor to be punctual and exact in all things, and should cultivate his habits, so that decision, firmness, order, zeal, and love would be stamped upon his outward form; and while he is ever ready to welcome a noble action with the smile of approbation, let the frown of indignation wither vice from his presence. In order to calm the excitement of his mind, and soothe to peace the wrankling cares of the day, when still evening approaches, let him walk forth, when nature's glorious banquet is spread, and the mind may feast with delight on the beauteous scenes around. Let him behold the king of day sinking in his golden couch, beaming forth the love of his Creator, as he smiles adieu upon a shadowy world. Let him behold the airy clouds that lightly wing around, bright as the heralds of eternal joy. Let him view the expansive heaven above; and let his soul expand; and as he contemplates the beauty, the grandeur, the glory of creation, and his own insignificance in a world so great, every little fretful anxiety will sink into nothingness, and as he looks forward from the fleeting visionary scenes of time, to the boundless, endless, incomprehensible glories of eternity, if faith and hope shed their purifying light around him, his soul will mingle with all that is lovely, noble and good, and every viler, wrankling, selfish passion will sink into awe. Finally, let a teacher look upon himself as an immortal being, and he will do nothing to debase the soul. Let him look upon himself as a being responsible to his Creator, and he will endeavor to perform his duty—let him look upon himself as an intellectual being, and he will cultivate, improve and expand the powers of mind—let him look upon himself as painted dust, and pride will sink into insignificance—let him look upon himself, not as infallible, but as a being subject to err, and while he teaches he will be teachable—let him look upon himself as a social being, and in every praise-worthy exertion for the good of his species, he will endeavor to benefit mankind; let him look upon himself as a being to whom the rising generation is entrusted to receive instructions, as intellectual, social, moral and immortal beings, and with diligence and energy, by precept and example, he will endeavor to rouse to exertion the youthful mind, and lead it to delight in all that is virtuous, noble and good.

HAVE ENGLISH NOUNS ANY GENDER?

BY H. T. SCUDAMORE, TEACHER, SUTHERLAND'S CORNERS.

The concurrent testimony of the text books, from that of L. Murray to the authorized revision by Dr. Davies, is, that English nouns are possessed of three genders. With equal unanimity they declare that gender is the "distinction of sex;" and that no less than three ways exist whereby to distinguish sex. These three ways of distinguishing the sex, however, do not form the 'three genders,' that is, the three *distinctions of sex*. Grammar does not deal with objects or ideas, but only with the words symbolizing them—that is to say, Grammar deals only with terms, and not with things. Sex is an attribute of a living thing; gender is something pertaining to a word. Words have no sex; consequently can have no gender, as defined above. Goold Brown endeavored to attain perspicuity by expanding the hackneyed definition into "genders in Grammar are modifications that distinguish *objects* with regard to sex." The only objects that possess sex are living objects; namely, either animals or plants. Zoology takes cognizance of the sex of animals, and Botany of the sex of plants. Therefore, Goold Brown in effect declares that Grammar includes Zoology and Botany; which it is not likely that he meant to do. Admitting that the English language at one time was possessed of the inflection termed gender, it by no means follows that it is possessed of it at the present day.

To avoid misconception, it is desirable to ascertain with precision what constitutes gender. This question will require us to examine somewhat into its origin. In imposing names on sensible objects, the great and obvious distinction of sex in the animal world would naturally suggest the desirability of noting such distinction by inventing names, not only for the species, but also for distinguishing their sex. So, accordingly we find father, mother, brother, sister, &c., &c., and vir, femina; fater, mater, frater, soror, &., &c. To mark at once identity of species and diversity of sex, the same word was adopted with a slight change in its form; thus, we have equus, equa; familius, familia, &c., &c., and lion, lioness; hero, heroine; prince, princess, &c., &c. By this course we are relieved from the difficulty of coining separate words, and obtain the advantage of a connection between the terms, corresponding to the obvious relationship of male and female amongst the objects. In most languages this distinction of sex has been marked, not only by the form of the noun, but also by the form of the qualifying adjective. Most adjectives were furnished with two forms, one of which indicated its connection with a noun signifying a male object, and the other its connection with a noun signifying a female object. The one form was called by grammarians the *masculine* gender, and the other the *feminine* gender of the adjectives. Possessing thus a two-fold form, the adjectives must necessarily have appeared under one or the other of those forms, with whatever noun they were conjoined. Even nouns significant of inanimate objects came thus to possess one mark discriminative of sex, as they happened to be accompanied by an adjective of the masculine or of the feminine gender. If any noun was observed to be usually coupled with an adjective of the masculine gender, it was termed by gram-

marians a masculine noun; if it was found to be usually coupled with an adjective of the feminine gender, it was called a feminine noun. Some languages had a third form for the adjective which was usually coupled with nouns signifying objects devoid of sex. This form was termed the *neuter* gender, and the noun with which this form of the adjective was most commonly coupled was called a neuter noun. Thus, a distinction of nouns into masculine, feminine and neuter came to be noted, and this also was called gender; and was quite irrespective of the actual sex of the objects signified by those nouns.

Gender, then, in Grammar, is taken in two different significations. Applied to an adjective it signifies a certain form by which *bonus* is distinguished from *bona*. Applied to a noun, it signifies a certain relation of the word to the attributives connected with it—for example, that by which *amor* is distinguished from *cupido*. As sex is a natural characteristic pertaining to living objects, so gender is a grammatical characteristic pertaining to the names representing objects, whether animate or inanimate. Properly speaking, the gender of nouns is not indicated, but it is constituted by the attributives connected with them. Were there no distinction of gender in articles, adjectives, or participles, there could be none in nouns. When we say, that *amor* is a noun of the masculine gender, and *cupido* a noun of the feminine gender, we do not mean to intimate any distinction between the things signified by these nouns. We mean only to state a grammatical fact, namely, that *amor* always requires its conjoined adjective to be of the same form as when joined to a noun denoting a male, and that *cupido* always requires its conjoined adjective to be of the same form as when joined to a noun denoting a female.

The term gender has been introduced into the English Grammars in an acceptation different from that which it bears in the Grammars of other languages. In English there is no distinction of gender competent to articles, adjectives, or participles. When a noun is said to be of the masculine gender the meaning can only be that the object denoted thereby is of the male sex. Thus, in the English Grammar, gender signifies a quality of the *object* named, while in other Grammars it signifies a quality of the *name* given to the object. The varieties of who, which, and he, she, it, refer, not to what is properly termed the gender of the antecedent *noun* but to the *sex*, real or attributed, of the object signified by the antecedent. That this is so is affirmed, in effect, by writers on rhetoric, who declare that in English the pronouns who, he, she, imply an express personification or attribution of life, and consequently of sex, to the objects to which these pronouns refer. The same thing is more strikingly true of the variations in the terminations of nouns, namely, ess, ine, ix, &c., which are all discriminative of sex and will be found on examination to be neither more nor less than the pronoun 'she' slily incorporated with the noun. Consequently 'lioness' is but a 'she lion,' and not properly an inflection of the noun 'lion,' such as equa, una, &c., are of equus, unus, &c.

It is a compliment commonly paid to the English, that it is the only language "that has adapted the gender of its nouns to the constitution of nature." In fact, the English language has adapted the *form* of some of its most common names of living objects, and of a few of its pronouns, to the obvious distinction of male and female; whilst it has left its nouns without any mark characteristic of gender. The same thing must necessarily happen in any language by abolishing the distinction of masculine and feminine in its attributives. If all languages had been constructed on this plan, it may confidently be affirmed that the grammatical term, gender, would never

have come into use. The compliment, really intended and due to the English, may be more correctly expressed by saying that "it is the only language that has rejected the unphilosophical distinction of gender by making its attributives in this respect all indeclinable."

THE WIFE'S REBELLION.

BY MRS. J. TAIT, GEORGETOWN.

'Tis na that I'm grawn tired o' schules,
Or seekin' for a wrang;
But this I say, I'm fixt upon't,
The laddie winna gang.

He'll ne'er set fit in Public Schule;
I'll set up ane mysel;
An' tho' there's but ane scholar in't,
At hame he'll read an' spell.

The Doctor an' the Board may weel
O'er buiks an' laws agree,
But I hae heart as weel as heed,
Ma bairns are dear tae me.

I see the flesh gaun aff his banes,
An' looking sour wi' cares,
Then what o' their philosophy,
Their moral laws an' prayers?

His wee bit nose turned up an' cauld,
His cheek grawn saft an' bare,
His vera heed looks weezen'd a'—
I canna smooth his hair.

I tell ye, John, 'twill be his death,
'Twill set the laddie wrang,
An' noo I'm sayin' ance for a'
He really canna gang.

His stacks o' buiks upon the stan',
Ower them what nichts he's spent!
He micht hae learnt a history through,
Or he their titles kent.

I wish I saw the Doctor gae'n,
Wi' a' them on his back;
Soon tae the flames where glad they wud
Himsel and subjects mak.

A race for new laws maun be made,
Where bairns like men will be;
When first they open tae the licht,
They'll scraik oot A, B, C.

An man! 'twill be a sicht tae see,
Throughout the hale braid lan.'
Them cacklin i' their cradles bricht
Wi' buik an' slate in han'!

They'd tell us hoo the puddin' biles,
An' hoo the tea is drawn;
An' farmers' bairns'll teach auld folk
Hoo wheat an' corn are sawn!

Ah weel, Ah well, we'll no be fasht
Wi' educated fules;
Our weans are a' like common folk,
No fit for Public Schules.

HIGH VS. PUBLIC SCHOOLS.

BY JOHN PIERCE, TEACHER, AILSA CRAIG.

The readers of the ONTARIO TEACHER for the month of August, are no doubt surprised to find that Mr. Woods, in vindicating High School rights, endeavors to do so by lowering the opinion generally entertained of our Public Schools, i. e., by resorting to the same uncharitable criticism of which he accuses the High School Inspectors. He begins by telling us that the Public Schools are to blame for the ignorance displayed in High School examinations. Now, we cannot see the point here aimed at, and we repeat the question, Why admit a pupil into the High School in such "a state of chaotic ignorance?" Mr. Woods replies, "Because he might remain in the Public School for years and his advancement would be not one whit the better." Is this absolutely true of the Public Schools of Ontario? Is it true of a tithe of them? No! Such a statement is unreasonable. But, admitting even that such a state of things does exist—that pupils of a sufficient qualification to enter a High School cannot be obtained, does it follow that the ignoramuses of the Public School are to be transferred to the High School with all their imperfections on their heads? By no means. If a town or village cannot keep up a High School, by supplying the required number of qualified teachers, then we say, such town or village should not expend money on an institution of the kind, but should lay it out in the support of its Primary Schools. Perhaps, if the too often over-worked and ill-paid Public School teacher were to receive a share of it in addition to his salary of to-day, he would be encouraged to labor more zealously for the advancement of his pupils than he does at present. That the existence of a High School in some of our villages is detrimental to the well-being of the Public School, no one will question; and it is a well known fact that the High School often robs the Public School of an efficient teacher, because the salary of both cannot be raised by the corporation. The High School Master, like many other individuals, is fond of his salary, and we fear, in many instances, would prefer to goad the Public School teacher to greater exertions in doing the most difficult part of the work of teaching, on half pay, rather than do a share of it himself.

It is often pleaded as an excuse that *hu-*

manum est errare, but we are again surprised to find inconsistencies like the following, from the pen of Mr. Woods. He discourses thus: "There is no royal road to spelling, much less to Grammar, and that system is rotten to the core which compels pupils to delve into Grammar, and inter alia, Christian Morals, before they have time to familiarize themselves with the forms and meaning of words in any simple sentence." But in another paragraph he interrogates thus: "How comes it that Grammar is so much neglected, it being a subject eminently calculated to interest pupils, and capable of being taught to even the youngest child who can comprehend a simple idea?" Who will venture to reconcile the two theories? The first tells us that a child should be taught spelling and the meaning of words before he is taught to speak grammatically, or to make any use of Grammar whatever. From the second we infer that a pupil may be taught the use of Grammar almost with the dawn of intellect, as soon as he can utilize words to make known his wants, and long before he knows anything about a written language.

Again, for his subject, Mr. Woods takes up Reading, as taught in our Public Schools, and endeavors to show that the High School master, in eradicating the pernicious influence of the Public School teacher, on the rhetorical proclivities of the unfortunate pupil, has to labor as Hercules did in cleansing the Augean Stable! This is complimentary to the Public School teachers of Ontario! But not content with thus letting us down, he points out to us certain principles of elocution, of which we are blissfully ignorant, and not only are we ignorant of the most important branches of education, and the right method of teaching them, but we are extremely careless and lazy! We would ask in reply, Who made thee a prince and a ruler over us? Is not this "carping criticism," designed to do injury to the schools through which the masses are being reached; schools that are on the whole faithfully working to educate and elevate the people!

In conclusion, I would say, if Mr. Woods would raise the public opinion of the status of the High Schools of this Province, let him not do so at the expense of Public Schools, and their teachers, whose numbers are to those of the High School in the ratio of 40 to 1, and whose difficulties are almost in the same proportion, but let him defend High Schools on the strength of their merits, let him show what High Schools are really doing for the country. We have confidence that our Public School Inspectors will show, in true colors, the condition of the schools over which they have charge.

THE LOVE OF A CHILD.

BY WILL. HARRY GANE.

Methinks there is nothing half so sweet
As the love of an innocent child,
When the morning of life is dawning fair,
And as pure as the roses wild
That deck the forest and meadow land,
That are never plucked by a cruel hand!

There is something pure in the love of a child
That we find in no other thing,
That wins a place in our inner hearts,
Like the songs that the wild birds sing,
Scattering thoughts that happiness mar,
And making us braver and nobler far.

There is something true in the love of a child,
And earnest, and brave, and strong,
That will never leave us to fight alone,
When fortune is turning wrong;
But inspire us with feelings good and true
That will help us to bear the battle through.

There is something grand in the love of a child,
Something sublimely great,
That we cannot express in common words
The depth of its estimate.
But we feel through every day and hour,
Deep in our heart, the wondrous power.

The love of a child! Oh, who could live
Without a little heart to bless,
To meet us at night when day is done,
To end our toil with fond caress.
Thank God that heaven is full of them,
The brightest stars in his diadem!

INGERSOLL, Ont.

SELECTIONS.

METHODS OF CONDUCTING RECITATIONS.

We considered in a former issue the advantages and defects of the several methods of calling on pupils to recite. We propose now to add a brief discussion of the merits of the two methods of testing the pupil's preparation—the *question* or *catechetic* method and the *topic* method. We freely use an editorial on this subject, which we published several years since.

I. THE CATECHETIC METHOD.

The chief merit of the question method is its *thoroughness*. When skillfully used, it may be made a most searching test of the pupil's knowledge. A very superficial knowledge of a subject will enable a pupil to talk on it or about it, but the answering of a few well directed questions is another matter. There is no ignorance which a question cannot fathom and expose.

The question method permits a *systematic unfolding of the lesson*. The teacher has the order not only of the topics, but also of the facts of each under his control, and he can give due prominence to the more important. It is unnecessary to discuss the value of this advantage.

The question method also permits the imparting of much *incidental instruction*. The pupil may be indirectly led to new facts and views, and information of interest and value may be added by the teacher.

That the above advantages may be secured, it is necessary that the questions asked be *clear*, *concise*, and *definite*. An ambiguous or indefinite question causes

hesitancy, and justifies a loose and pointless answer. The character of the teacher's questions largely determines the character of the pupil's answers.

The teacher's questions should be so arranged that they may unfold the subject *logically* and *methodically*, bringing out clearly that which is important and fundamental. The order in which a lesson is unfolded, is a very important matter. The pupil's knowledge may thus be made clearer and more permanent, or it may be confused and muddled. In preparing himself to conduct a given recitation successfully, the teacher must keep these objects before him. His questions must be carefully studied; they must serve as searching tests, and, at the same time, as aids to the pupil in reducing his knowledge to a system—in separating principles from details.

All questions that suggest the answer or lead the pupil to it, technically called "leading questions," are worthless as tests, and should be carefully avoided. The same is true of questions that can be answered by "yes" or "no." The pupil is, indeed, more likely to answer such questions correctly than incorrectly, and this is true whatever may be his ignorance. The manner in which a question is asked, the suggestive look or "nudge" of a fellow pupil, or some other conscious or unconscious hint, may make correct guessing quite easy. It is scarcely necessary to remark that knowledge guessed out in this way is a very doubtful good—a very uncertain possession. Indeed, we look upon the practice of helping pupils through half-prepared lessons by leading questions and otherwise, as not only useless but pernicious. It deceives the pupil respecting his ignorance, and begets vicious habits of study. The requirements of the recitation must rigidly hold the pupil responsible for whatever knowledge is within his reach; and the fact that he has failed in his efforts to reach the same, must be disclosed before the needed assistance is given.

We are thus led to the fact that the thorough questioning of a class on a given subject requires thorough knowledge and careful preparation on the part of the teacher. His questions must bear the stamp of his own thinking—must be the coinage of his own brain, dropping from the mint bright and hot. "The asking of questions from the book" is exceedingly objectionable—what Gen. Garfield aptly calls the feeding of one's pupils on "cold victuals." The author's questions may be models in form and arrangement, but their slavish use in the recitation degrades the teacher to a mere machine, and his teaching to a mechanical and lifeless routine. The proper function of printed questions is to assist both teacher and pupil in preparing for the recitation—the former in modelling his own questions, and the latter in "proving" or testing his knowledge. A teacher must have sufficient command of good English and a sufficient acquaintance with the subject he teaches, to ask his own questions.

The chief defect of the method of conducting recitations by questions is its failure to cultivate sufficiently *the pupil's power of expression.* This defect may be overcome, in part, by requiring pupils to give full and complete answers. Most of the answers received in our schools consist of a single word, or of two or more words not forming a sentence. Catechizing teachers, as a class, use more words in asking questions than their pupils do in giving their answers. Pupils should be required to answer questions in complete sentences.

II. The Topic Method.

What we have said respecting the weakness of the catechetic method will enable us to present in a clear light the advantages of the topic method. It cultivates *expression.* In reciting a topic the pupil is obliged to tell what he knows of it in successive sentences. He thus acquires a command of language, which it is impossible for him to gain in giving brief answers to specified questions.

It forces the pupil to view the subject *as a whole*; to grasp its essential facts and principles, and arrange all that he has learned around them. This affords a fine mental drill, and the pupil who thus studies can not well fail to obtain a clear and thorough knowledge of his lessons.

But the topic method requires a clear-headed, thorough teacher to use it with success. In the hands of a superficial teacher it often degenerates into mere talking, the pupil failing entirely to state what is most essential to be known, and giving instead comparatively unimportant details. As a general rule, the topic method is better adapted to advanced than to primary pupils. It can be used most successfully in

teaching such branches as history and geography, but may be used in all branches, not even excepting spelling.

In our judgment the most efficient method of conducting recitations is to unite these two methods. The pupil's lessson may be prepared, and, in the main, recited on the topic plan. His knowledge should, however, be frequently tested by searching questions. Whenever he discloses an imperfect understanding of the subject, the teacher should ply him with questions.

With advanced pupils the topic method may be so modified as to require the pupil to give a complete analysis of the topic before he attempts to fill up the outline with details. This is, indeed, worthy of being called a third method.—*National Teacher.*

AN OBJECT LESSON ON CONDUCTION AND RADIATION OF HEAT.

POINT OF THE LESSON: *To show that iron radiates and conducts heat.*

METHOD AND MANNER OF GIVING THE LESSON.

I. The teacher brings to the class a hot smoothing-iron, and asks what they can say about this iron, or why they use the holder.

Children. Because it is hot.

Teacher. What made it hot?

C. The fire that was in the stove.

T. What is there about the fire that made it hot?

C. Heat.

T. Thomas, I wish you to close your eyes, and I will hold this hot iron to one side of your face, and you may tell me which side, without looking. (The teacher stands behind the boy.)

C. The flat-iron is on *this* side.

T. How do you know?

C. I feel the heat. My cheek feels hot.

T. Where does the heat come from?

C. It comes from the iron.

T. What can you say that iron does to the heat, then?

C. It throws it out—(gives it out—sends it out).

The teacher here represents on the board the iron, and a short distance from it a face, and asks the children to tell from what part of the iron the heat came.

C. All parts.

T. Did any one ever see heat?

C. No.

T. I know you never did, but perhaps you could represent with the chalk the course the heat would take in going from the iron to the face; and Josie may try.

The girl here draws straight lines from the iron to the face, and says they are lines representing heat.

T. Then we might say they are lines representing what?

C. Lines of heat.

T. Do you know anything else that throws out heat?

C. Lamps, stoves, sun, etc.

The teacher here represents on the board the sun and earth, (child saying they are round), and requires a child to represent the course the heat would take in going from the sun to the earth. As before, they make straight lines, and say they are lines of heat. The teacher in various ways tries to obtain the word *rays*, instead of *lines*; but the children not giving it, they must be told that they are often called *rays*. The children may perhaps say they have heard this term before.

T. What may we call these lines of heat (referring to those proceeding from the iron)?

C. Rays of heat.

T. What did the iron send out, throw out, or give out?

C. It gave out rays of heat.

T. Because the iron sends out, or throws out, rays of heat, people say it *radiates* heat. You may say, Edward, what do you mean when you tell me, the iron radiates heat?

C. Because the iron throws out, or sends out heat, we may say it radiates heat.

This statement must be written on the board. The attention of the children is now called to the terms *radiates* and *rays*, and they are asked to think of other words very much like these.

C. *Radius, radii, radiating.*

The teacher here draws a circle, and requires a child to put in it a radius, which he does. Many of these are now placed in the circle, the children calling them *radii*. They are also exercised in determining why thus named.

II. A spirit lamp, iron wire, pieces of wood and slate pencil, of the length of the wire, are now brought by the teacher before the class.

T. James, Mary and Susan may hold these pieces in this lighted lamp; and if you notice any change, you may speak of it.

C. The wire will burn my fingers. It is hot.

T. What burns your fingers?

C. The iron wire.

T. What is there about the iron wire to burn one?

C. Heat.

T. But why did you not say the same when you first took it?

C. It was not hot then. It got the heat from the lamp.

T. Yes, but how did your fingers feel this heat while they were so far from the lamp?

C. The iron draws the heat. (The iron attracts the heat. The iron carries the heat. The iron takes the heat.)

T. Yes, the iron does carry, or take the heat; but we can also say it conducts the heat, for this means to carry heat. You may now say what you have learned about iron.

C. Iron conducts or carries heat.

T. Although you can not, or did not see the heat go from the blaze of the lamp to the farther end of the wire, yet I wish you to think for a moment of this wonderful thing, the heat, creeping so surely from one end of the wire to the other. Can you think of anything about your houses that conducts or carries some substances?

C. Eave-troughs, eave-spouts—these are made of tin.

T. Were you in need of any, you could ask for them by another name. Think what it is.

C. Tin conductors.

T. Why are they called so?

C. Because they carry or conduct the water from the roof.

T. What might we say of the iron, because it carries or conducts the heat?

C. Iron is a conductor of heat.

T. Why do you say so?

C. Because it carries or conducts the heat.

T. State the whole.

C. Iron is called a conductor of heat, because it conducts heat.

T. Mary, why do you not throw down the wood?

C. Because it does not burn me.

T. How does it differ from the iron?

C. It does not conduct heat.

T. Does the slate pencil burn your fingers, James?

C. It can not, for it does not conduct heat.

T. There are some things that conduct heat and others that do not, and it would be a very pleasant thing for you to find out those that do and those that do not.

The children may be here required to recall instances where they have fallen into trouble on account of this property of iron.

They will probably speak of the handle to stove-covers, and say that the iron carries the heat from the stove to the hand. They will also say that one end is often made of wood, because wood does not conduct heat.

Summary, to be put on the board by the teacher, at the dictation of the pupils: Iron radiates heat. It is called a conductor of heat, because it conducts or carries heat.

We have here given a common object lesson embracing one of the simplest principles of philosophy, such as may be given to any ordinary class of scholars in a district school. The lessons upon general objects, we think are so well understood that it seems hardly necessary to give specimen lessons. These should, of course, precede such exercises as the foregoing; and when a class is prepared to understand these principles of philosophy, much more abstruse exercises may be given; but want of space forbids more than one lesson in the TEACHER. We subjoin below a list of the common objects, with such qualities as they are best adapted to develop.

It is impossible to give here all subjects, or all their qualities: we only append a few for the use of the teacher not very well versed in these lessons.

Glass. — Transparent, brittle, hard, smooth, light.

Slate.—Opaque, brittle, hard, smooth, black.

Paper.—Inflammable, smooth, pliable, white.

Leather.—Tough, smooth, light, flexible, odorous.

Wood.—Hard, solid, rough, inflammable, brown.

Cork.—Compressible, light, opaque, dry, smooth, light-brown, solid, porous, cylindrical, inflammable, vegetable, a natural substance.

India Rubber.—Elastic, light, opaque, black, inflammable, smooth, vegetable.

Water.—Liquid, reflective, transparent, glassy, colorless, tasteless.

Sugar.—Soluble, fusible, brittle, hard, sweet, white, sparkling, solid, opaque.

Sponge.—Porous, absorbent, soft, tough, opaque, elastic, flexible, compressible, vegetable, natural.

Bread.—Porous, absorbent, solid, opaque, edible, nutritious, wholesome.

Ginger.—Pungent, medicinal, hard, dry, fibrous, odorous, tough, opaque, wholesome, jagged.

Milk.—White, liquid, opaque, wholesome, greasy, nutritious, sweet.

Salt.—Granulous, saline, preservative, white, sparkling, hard, opaque, soluble, fusible.

Bark.—Brown, rough, smooth, opaque, dry, inflammable, stiff, solid, fibrous.

Chalk.—Dry, crumbling, white, solid, dull, opaque, natural substance.

Coal.—Inflammable, opaque, hard, solid, brittle, bright, natural, mineral.

Acorn.—I. Parts.—The cup, berry, nut, scales, surfaces, edges, II. Qualities.—The acorn is vegetable, natural, opaque, hard, brown, oval, solid. The cup is rough on the outside, smooth on the inside, concave, hollow, scaly.

These are only a few of the many subjects which the teacher can use with advantage for these lessons. In none of them have we given all the qualities which can be found belonging to them, only a few of the more important ones. The teacher can invent them for herself, and with each subject give as much information in regard to the object as seems advisible—as, "Where and how obtained? "How made?" "Of what composed?" "To what countries is it indigenous?" etc.

We have also here appended a list of pleasant subjects, without their developing qualities, which the teacher can treat as her own best judgment dictates: Basket, needle, pin, chair, table, watch, penknife, pencil, thimble, cup, scissors, orange, lemon, fruits, sealing-wax, whalebone, rice, horn, glue, thread, stone, pepper, nutmeg, cinnamon, cloves, oil, beer, wine, ink, vinegar, grains, seeds, insects, shells; metals—as gold, silver, iron, lead, brass, copper, mercury, tin, zinc; minerals—as lime, mica, etc., etc.—*Miss S. C. Sterling, Michigan Teacher.*

DR. SANGSTER'S LECTURES.

(NOTE. We had intended taking very full notes of Dr. Sangster's Lectures at the Teachers' Institute in Strathroy, but learning that it would not be agreeable, as he intends publishing the whole in book form, we refrained. We find, however, that his lectures have been reported at considerable length in other places, and for the benefit of the readers of the TEACHER, we avail ourselves of the very full reports of the Lectures at the recent Teachers' Institute in Waterloo, published in the Galt *Reformer*. We also avail ourselves of a synopsis of Dr. Sangster's able lecture on Education, published in the Brantford *Courier*.)

MODE OF TEACHING ENGLISH GRAMMAR.

Dr. Sangster proceeded to address the teachers upon this subject. He said that notwithstanding the importanee of grammar as a public school study, there were few subjects that had been worse taught. Learning grammar in our public schools has been for the most part, merely committing to memory a multitude of forms, definitions and rules. The pupil has been kept for long years memorizing matter of this kind, and it is not till long subsequently that he has

been taught to apply it to any practical purpose. He reads for years through a mass of technicality and abstruseness, but dimly, if at all, perceiving the usefulness of what he is learning. There is no inherent reason why grammar should thus be uninviting and uninteresting. Perhaps the great mistake in the teaching of grammar has been the severance of the art from the science. To teach grammar rationally the teacher must not only have a clear conception of the nature of the subject, and the mental characteristics of the beings whom he is to train, but he must remember that this is probably the first instance of the pupil's introduction to the science of abstractions, and it forms the basis on which all his after acquisition in this department of knowledge must necessarily rest. He should make, therefore, his early teaching as simple, interesting and devoid of technicalities as possible. The pupil loves a study just in proportion as he understands it. In the study of grammar your pupils are made or marred during the first year under your instructions. The text books on the subject, no matter how they may be simplified are productive of evil and simply of evil, when placed in the hands of young children. The teachers of the present day make a great mistake with regard to the use of text books on almost all-subjects, but on grammar greatest of all. It is impossible for any teacher to secure on the part of his pupils, by their conning over the dead senseless pages of a text-book, a knowledge of *things* instead of a knowledge of words. This is especially the case with grammar. There comes a period in the advancement of children when you must place text-books on grammar in their hands in order that they may acquire the definitions and rules. If they have been properly taught up to the time they will use the text-books as a chart by reference to which they may review their knowledge. But the essentials of grammar, definitions, classifications of words, grammatical forms and the simpler rules of syntax should be taught by familiar oral lessons, analytical and deductive, in connection with the black-board. Coming now to the more technical part of the subject, how are you to commence the study of grammar with very young children and conduct your lessons so as to secure on their part a knowledge of things rather than of words. Dr. Sangster then proceeded to explain his method of teaching grammar. First discuss with your pupils what is meant by classification. It would be very bad teaching to begin by telling them what classification is. It is for the teacher to draw out rather than force in. His functions begin and end in making his pupils think and ascertain for themselves. To explain classification, he would tell the children with black hair to sit on one seat, those with light hair on another seat, and so on, and then you may tell them you have been classifying them according to the color of their hair. Or you might classify them according to their nationality, or you might take a barrel of mixed fruit and let the children classify them according to their kinds, and so on. You thus develop the idea in your pupils of what is meant by classification. Now you tell them that there are a great many words, but it is found that they can be separated into eight or nine classes according to their uses. Begin with a noun. Do not give the definition of a noun or ask the pupils to name some nouns; but you ask one boy to give you the names of some things he sees in the room, another to name some things he saw at home or on the way to school, and so on. You write these names on the blackboard and then you call attention to the fact that these words that are the names of things are called nouns. That definition is sufficient at this stage. You let them repeat it individually and simultaneously. Now, you ask them not for the names of things, but for nouns. Then you wind up the lesson by taking the reading lesson of the day, and letting them point out the nouns in it, always giving the reason in each case why it is a noun. The lecturer next took up in order, the verb, adjective, adverb, pronoun and preposition, and explained the mode of teaching each, the same principle being followed as in the case of nouns. The characteristic of this plan, he continued, is to lead the pupil to deduce the definitions from his own knowledge; and every step the pupil makes in advance is applied to some practical purpose in the formation of sentences. Having spent six or nine months or longer if necessary upon this course, the text book may be used, but still only as an auxiliary to your oral teaching, The teaching is still largely from the blackboard. You deduce in the same analytical manner the grammatical forms, the simpler rules of syntax and inflection of words. He proceeded to illustrate the mode of teaching the dis-

tinction between common and proper nouns, the number and case of nouns, and the comparison of adjectives. With reference to teaching grammar to advanced classes, he urged them to make it as little technical as possible. It would seem that our recent authors have striven to make the subject as abstract as possible, and to obscure it by the introduction of unnecessary technicality. (Cheers.) Leave out that technicality, and be satisfied if your pupils know their grammar, even if they do not know how to divide every sentence into the multiplicity of kinds that are discussed in the modern text books on the subject. (Cheers)

MODE OF TEACHING ARITHMETIC.

DR SANGSTER next took up this subject. He said the mistakes in teaching arithmetic were manifold, but perhaps the greatest was the too early introduction of the text book. He could not too strongly give utterance to his conviction of the detriment done by placing text books too early in the hands of children. If all the text books were sunk in the lake your teaching would be better; the absence of these books would compel you to devise other means to accomplish your end. The second mistake was want of thoroughness in teaching. The one senseless ambition apparently of many teachers is to carry their pupils through the text book. Do remember that quality not quantity is the test of merit in your teaching. Another mistake made in the past was want of intellectuality in the teaching. Pupils have been taught to take everything on authority. The one all sufficient reason is, the book says so. Another error was the want of practicability. The pupils have been taught in such a manner that they do not see the usefulness of what they learn. He dwelt with considerable force upon this point, and then proceeded to illustrate by the aid of the blackboard the rational method of teaching arithmetic. He attached great importance to mental arithmetic and to systematic reviews. He would give from two-fifths to three-fifths of the entire time to be given to arithmetic to reviews. The reviews must go back to the beginning every time, and every review must be thorough and searching. Rules should be taught deductively from operations on the blackboard.

The next subject taken up was

SCHOOL ORGANIZATION.

Dr. Sangster said he had not time to speak with regard to the question of school houses, which was intimately connected with school organization. Teachers might do a good deal in organizing the rooms properly. The light should not fall upon the back of the pupils, as in that case they would be in their own light. Teachers might also do something to secure improved ventilation and to regulate the temperature of the room. He suggested that the teacher might appoint a curator to see that a supply of fresh air was admitted at stated intervals. Another curator might be appointed to read the thermometer and regulate the fires accordingly. He next adverted to the various modes of classification, and on the subject of grading, said he deeply regretted that public opinion should have determined in favor of keeping the sexes separate in schools.

There was no valid reason why girls should not be taught in the same class. The question narrowed itself down to one of competence on the part of the teacher. If the teacher was what he ought to be there could be no objection to keeping the sexes together, but if he is not he ought not to be there at all. So important did he consider the proper grading of a school that he hoped when they got townships boards, two rural sections might be joined together sometimes and put in charge of two teachers. With regard to the use of monitors, he considered it an almost unmitigated evil. Children did not possess discretion and judgment enough to teach. A monitor might be placed in charge of a class engaged in silent preparation of the lesson. With reference to a time table, three-fifths of the school time should be given to reading, writing, and arithmetic. Let intellectual studies alternate with those which are of a mechanical nature. The same studies should recur at the same hour each day. Provision should also be made for recesses and for opening and closing school. The pupils should be arranged in line before entering school and be marched in in order. They should also be dismissed in regular order. When your time table is made hang it up in your school-room within easy access of all, and remember it is the law of the school-room, and that you are no more at

liberty to set it aside than you can permit your pupils to take liberties with it.

TEACHING COMPOSITION TO JUNIOR CLASSES.

DR. SANGSTER next took up this subject. After a few introductory remarks, he said it was not sufficient that the teacher should exhibit to his pupils correct models of expression, though that was very important. You must insist on those models being followed. Every incorrect expression in your hearing must be corrected. It is not sufficient that you point out the mistake; you must insist upon the pupil there and then correcting the mistake and uttering the correct expression, not only in school but whenever you come in contact with your pupils. It is only by continually doing this that you can hope to weed out the incorrect modes of expression that they may have learned at home. In the answers of your pupils you must correct the mistakes in the form of expression as well as in the answers themselves. By the time your pupils reach the age of 10 or 12 years, and you have taught them by oral teaching to give you readily sentences of any prescribed form, you may commence your formal teaching in written composition. The great difficulty with children, and even with older people is to get consecutive ideas on any subject. So when you do give them a composition give it on a subject they know something about. Take the cow, for instance. Show them a picture of a cow; and get them to tell you all they know about it. Then let them take their slates and write what they know about a cow. Your experience will tell you that certain mistakes will be made. Write some of these on the blackboard and point them out; and afford the pupils an opportunity to correct their mistakes. Then take a few of the best slates, and read the composition, criticising it kindly. Then having pointed out the errors in these slates you give the pupils another opportunity to correct as far as they can their faulty forms of expression. The next step is for the teacher to examine every one of the slates; that work cannot be delegated to another. The work may be done in the evening. He (Dr. S.) never knew a teacher worth his salt that considered his work was over at 4 o'clock. Indicate the errors, but not correct them. That connection is the most important part of the exercise to the pupils. Neither is it sufficient to say it is wrong. Write the faulty sentence on the blackboard and try to draw out from the pupils where the error lies. You may give your pupils certain words and let them connect them so as to form sentences. Or you may take the reading lesson and let them give expression to it in their own language. Or repeat to them some short striking narrative and require them to give it in their words. Or write on the blackboard a short composition of your own purposely making some mistakes, and let your pupils criticise it. Or after an object lesson let them state what they know about the object. As soon as the pupils become tolerably familiar with writing, you should require the corrected forms to be written on paper, or better still in a book. When they become more advanced the rough draft might be written on paper leaving a margin. On this margin you indicate the errors in some such way as this. Write s for fault in spelling; f s, false syntax; c, wrong capital, &c.; leaving it to your pupils to find out whereabouts in the line the mistake is and what it is. Then the pupils should take these exercises, correct them and transcribe them into a book. The writing of compositions should be done at school; the corrections and transcriptions into a book might be done at home. The Doctor concluded with some remarks upon teaching composition to more advanced classes, dwelling upon the importance of teaching letter writing, and the addressing and stamping of envelopes.

OBJECT LESSONS.

Dr. Sangster addressed the teachers on this subject. There has been, he said, a growing conviction on the part of advanced educators that our system of primary instruction has been radically wrong in principle and therefore barren, or worse than barren, of results. There is no doubt that in the past the laws of nature and of mind have been recklessly set at defiance in our system of infant culture. The natural order of the development of the faculties has been ignored, or even the attempt made to reverse it. The whole teaching has been directed to loading the memory with the dry worthless lumber of the text book. Yet the memory is not the first to develop itself; the perceptive faculties are the first to unfold themselves, and it is through these that the mind must receive the pabulum that will nourish the

other faculties. The principle underlying object lessons may be stated somewhat thus. That nature never presents to a child words and after that the things to which the words ars applied; that sensation and perception invariably precede the use of language. It is only after a child has ideas to express that nature attempts to furnish him with language. The mind can never give representation or expression to what it does not possess; and the attempt to compel a child's mind to retain words dissociated with the things to which they are applied is an outrage and a violation of the fundamental principle of education. Further, nature always presents to a child the thing as a whole, never directing his attention to the parts till he has conceived an idea of the whole. These are some of the leading principles that underlie the whole system of object teaching, and if you would make your system of teaching intelligent, rational and modern you will teach with a constant recognition of them. Coming to the more technical part of his subject, he said object lessons were given with a four-fold purpose. In the first place they develop the mind. Secondly, they increase the vocabulary of the pupil. Words to a child mean nothing dissociated with the things to which they belong. Language is only understood in proportion as the child tests it and perceives its application to things and actions that lie around him. Thirdly, object lessons are given to increase the pupil's knowledge of things. But you will not forget that the main purpose is to train faculty rather than to furnish memory. In the fourth place object lessons have a moral aspect. It is not necessary that moral reflections should be explicitly couched in words. All that is necessary is that the teacher's mind should be of such a tone as would enable him to give a moral tone to the lesson and lead him to take advantage of opportunities that will obviously present themselves for inculcating some moral lesson. The lecturer then proceeded to explain the mode of teaching object lessons. He said they need not be of any specified length; even a lesson of one minute might be useful. These object lessons require a good deal of earnest preparation on the part of the teacher. No one can give an object lesson who has not diligently the night before prepared himself for the work. He would prefer to see the infant classes in the hands of the best and most experienced teachers. In the concluding portion of the lecture the Doctor gave a detailed explanation of the mode of teaching object lessons, but we have space only for the general principles given above.

MODE OF TEACHING READING.

Dr. Sangster said our system of teaching reading had been wretchedly unphilosophical. He did not approve of teaching the alphabet as an alphabet at all; but if it was taught in that way, the best plan was to teach it in connection with some picture. He recommended them to teach the alphabet in connection with the reading lessons. The child first sees the word as a whole and it is not till it has become familiar with it as a whole that it begins to separate it into parts. Spelling should be taught from reading, not reading from spelling. Spelling was learned through the eye rather than through the ear. Educated deaf-mutes were invariably good spellers, while the educated blind are invariably defective in that respect. He related an incident told him by Dr. Palmer, Principal of the Belleville Deaf and Dumb Institute. Dr. Palmer was at one time Principal of a deaf, and dumb, and blind institute in Carolina, and during the war was sent for to Charleston to examine a man who claimed to be a deaf-mute, but who was arrested as a spy. Dr. P. asked him a question on the slate, and the prisoner replied in the same way. When the Dr. came to the third word he set the man down as a cheat, and on his evidence he was shot as a spy. The third word, was sure, which the prisoner spelt *shure*. The Doctor knew that no deaf mute would make that mistake. This was an illustration of the principle that spelling was properly learned by the eye, and should therefore be learned through reading. Having stated these principles the lecturer concluded by illustrating their application to teaching reading and spelling to junior classes.

QUESTION DRAWER.

(We select the following from among the answers to questions placed in the Question Drawer.)

Would you use corporal punishment? If so, for what offences? What kind of punishment would you inflict?

A.—I cannot answer that in full. I may say I use very little corporal punishment. I am a strong advocate of moral suasion. I have little sympathy with those who are perpetually flogging. I admit that there are children with whom it is very difficult to get along without the rod,—children who are taught by parents that they are never in earnest unless their words are emphasized with blows. I would therefore strongly recommend that the teacher should have it in his power to use the rod. There is a strong moral power in the very consciousness that the teacher can use the rod. At the same time I would deeply deplore the frequent resort to brute force. I use the word "brute force" advisedly. That is the word. Every time a teacher is compelled to resort to brute force he shows a lack of moral power, and the teacher who habitually uses the rod in the school does not exert in the school a useful influence. You injure your power just in proportion to the frequency with which you use the rod. I am prepared to admit that you must secure order at any cost; and if you unfortunately cannot secure order by moral force then you must secure it by physical force. At the same time I express my opinion that physical force is an infinitely lower and more degrading mode of government than moral power. With regard to what offences I would use corporal punishment for, I would say especially moral offences—using obscene language, swearing, lying and the like. I do not think offences against mere routine or order are so properly punished by that means. As to the kind of punishment, if you use corporal punishment at all, I think flogging with a strap is the kind, It is important to know with what degree of strength to use it. I would recommend you to go to the largest teacher of your acquaintance and get him to lay the strap on your shoulders as hard as he can. (Laughter.) If you are in the habit of making your boys take their coats off, take your coat off. You will then have a feeling consciousness of how it is, and there will be no great probability of your using it too much. You should lock the strap in a drawer that you do not use, take the key home and leave it there. I make this recommendation to you advisedly. There is sound reason in it. You can never be charged with whipping while in a passion, and in 19 cases out of 20 you will not find it necessary to take the key with you the next morning. You will have found out in the meantime some better way than flogging. Let me strongly urge you not to flog as a rule in the presence of your pupils. The exhibition of brute force is a degrading one; its whole tendency is lowering upon the pupils who witness it. I would recommend you to do all the whipping in private, but in the presence of two or three of the curators of the school, in order to prevent the culprit making misrepresentations afterwards.

Would you allow of any talking in study hours? How would you break up the habit of pupils studying their lessons aloud?

A.—I would not allow any talking or whispering during study hours. The slightest whispering in study hours ought to be an infringement of rule. If you have a well-ordered school no child would speak during study hours, and no child would study so as to be heard by others. The children should be taught that they can study just as well in utter silence. You should not hear the slightest whisper or sound. As to how I would break it up, I can scarcely say, but I would break it up. I think it is a good plan to give your pupils five minutes at the close of each hour and let them whisper to one another then.

What system of marks would you adopt in registering the exercises of the various classes so as to secure brevity and comprehension. Do you approve of such a method of recording class recitations, and what steps would you adopt to secure thoroughness and attention in the preparation of studies?

A.—I strongly approve of giving these marks to your pupils as a means of securing thoroughness in the preparation of their lessons. I think the roll book might be used very properly to enter these marks. You would decide, in the first place, what constitutes perfect recitation, and tell your pupils how many marks is perfect. Remember, too, in awarding for good conduct, the different temperaments of the children.

Would not a system of appointing monitors to watch over a certain number of pupils as to their conduct encourage tale bearing?

A.—I do not think so, because directly

you appoint a monitor he becomes an officer of the school, and it is his duty to supervise his class. He is for the time being in the place of the teacher, and to report to you is not tale bearing.

Do you approve of teaching one regular style of penmanship throughout the school, or an angular hand to girls and a round business hand to boys? Is the angular hand taught in the Model School?

A.—The penmanship of the Model School is semi-angular—a kind of medium between the old round hand and the very angular, and that kind of penmanship should be taught to both boys and girls.

In teaching writing would you permit pupils to use slates, or insist upon the use of copy books from the first?

A.—I would insist upon the use of copy books from the first.

Would it be proper for County Teachers' Institutes to discuss mathematical problems?

A.—For Teachers' Institutes certainly not. They have to discuss methods of teaching, school government and organization, &c. But at the meetings of County Associations where your instruction is mutual, you may very properly discuss problems. A very good way is to select two or three of the very best mathematicians of the County, and let them take charge of the mathematical drawer. So two or three of the best grammarians might be appointed a committee on Grammar, and so on.

What is the better way of making pupils prepare neglected lessons—by detaining them after school hours, or corporal punishment?

A.—The former. It is a bad plan to whip children for the non-preparation of lessons.

Do you know of a better way than either of these?

A.—Yes, I think I do. Where there is a healthy tone of public opinion in the school, and where the teacher has won the esteem of his pupils, there is a better mode of getting them to prepare their lesson than either of these plans. Indeed, where the influence of the teacher is what it ought to be, there will be very few cases of this kind met with. The teacher's influence is felt in the preparation of lessons, and pupils are anxious to satisfy even what might be deemed his unreasonable demands. The great secret of getting your lessons well prepared is to secure on your part unbounded influence over your pupils. Another point. I believe that nine times out of ten the lessons are not prepared by children, not because they are not desirous of preparing them but simply the want of knowing how. It is an essential part of the teacher's duty to show his pupils how to study their lessons.

LECTURE ON EDUCATION.

A careful survey of the world's history will show that Religion, Slavery, Prohibition, &c., sway countries as the wind sways the sea. Suddenly waves of thought spring up and pass over a country. At the present time one of these waves is agitating this country—not alone this country, but the world. The keynote is Education—even compulsory. People are vieing with one another in their demand for Education; the very *ignorant* are crying and thirsting for it. The desirability of Edution is no longer the theme of a few enthusiasts. High and low, rich and poor, demand what they are beginning to look upon, and what is indeed their right. Not only in our country is the cry heard, but all over the United States; a number of the countries of Europe, and far off Japan, is beginning to lift up her weak voice, having been leavened with the general ferment. In Europe, Germany leads the van. It is estimated that in the late French and German war 98 per cent. of the German soldiers could read and write, while only 48 per cent of the French had any knowledge of those branches. Is it any wonder that France could not stand. She did not deserve to stand. We may reasonably infer that the French inferiority was due to the lack of education among its soldiers. That army will be most invincible whose rank and file are well educated, and whose officers have received the most mental culture. Education makes a man work like an intelligent being and not like a beast. It is everywhere the handmaid of religion; by removing ignorance it removes the elements of vice; it increases the capacity for enjoyment. The recognition of the foregoing has induced Legislators to promulgate popular education. Ample facility is given for the obtaining of a good sound, liberal education in our schools

The lecturer then proceeded to draw a comparison between this country and our neighbors to the South. He had, during the last two or three years, rambled from Maine to Missouri, from Massachusetts to Mexico, and thought that we were in advance of rather than behind the most favored States, speaking generally. In some particulars we were behind. Their school-houses are more architectural, and their teachers more showy. Our course of study excels theirs, and our school teachers excel in scholastic attainments. We are also ahead in all that pertains to inspection. The unhappy connection that exists in the United States between education and politics saps the springs of efficiency. Speaking of Associations, we are behind in attendance at teachers' meetings. He advised more regular attendance, as the contact of mind with mind there obtained, cannot but have a beneficial influence. If teachers are ignorant of the duties incident to their trust, if they are superficial, if they are unskillful, the fountain is poisoned at its source. Teachers are responsible for the intellectual growth of the pupils entrusted to their care. For the moral and physical growth, parents and teachers are jointly responsible. Instead of endeavoring to awaken the mind—to foster originality—to unfold systematically the various faculties of the pupil, we find some teachers systematically murdering the intellect of their pupils. Better make them lean giants than fat dwarfs. A traveller in Connecticut met a long, lank, cadaverous-looking native of that State, and upon asking him how they raised crops where there was so little soil, received the following reply: "We don't need to; we just build schoolhouses and raise men." Teachers are partly responsible for the physical development. They should never commit the irretrievable blunder of urging the mere precocious youths onward, till, by over-mental excitement, the pupil is hurried to a premature grave. He drew a touching picture of an only too apt pupil having the silver cord loosed, the golden bowl broken, the dust returned to the earth and the spirit to its Maker, by the injudicious urging of an untrained teacher. As to moral training, it was unnecessary to teach denominationalism. We can, by both precept and example, inculcate the main principles of morality. In the playground numerous opportunities occur of teachers' magnanimity, truthfulness, never to compromise right to wrong, to sacrifice desire to duty, and passion to principle. He is also responsible for the æsthetic education of the youth of the land. We show our shoddiness and lack of refinement in a thousand different ways. He described a good many of the school-houses in this country as being hideous, oblong boxes, out at the elbows, as elegant and beautiful in their interior as they were ornamental in their exterior. They were to a great extent a libel on the tastes of the people. In appearance they did not come up to a first class stable, and a horse, especially if he be blood, would needs hesitate and grumble before entering many of them. And yet for this state of things the teachers were to a great extent blamable. He could on this point bring to bear a healthy public opinion, if only by reason of his many importunities. Let the teacher teach his pupils to observe the graces of form and adornment in the insect world, to notice the glorious sunrise and sunset, the electrical flash, the swallow weaving poetry as it sails; these and a thousand other ways has he of showing how near the beautiful is to the good. He closed one of the most earnest, eloquent and instructive addresses it has ever been our lot to hear, by briefly alluding to the difficulties and rewards incident to a teacher's life. God never willed that his rational creatures should live upon sugar and honey. It is very often pleasure that drags us down, and the rugged ways of life that make us men. Trials are a kind of moral ballast. When we have not much to bear, we can scarcely bear ourselves. The teacher does not receive a fair monetary consideration for what he performs; what wonder that many of our best men are confessedly and professedly throwing down the book. With respect to the applause of our fellows, we can live without it, we can not win it in the teaching profession, but that does not prevent us from winning respect. Enlightened public opinion often swings around slowly, but none the less surely. The teacher that sows in faith, though in weariness, may not see the harvest, but it is sure to follow. Its home is in Heaven.

EDUCATIONAL INTELLIGENCE.

CANADIAN.

BOSA QUET AND PLYMPTON TEACHERS' ASSOCIATION.—A very interesting meeting of this Association was held at Forest, on Saturday, 4th ot October. Mr. D. B. Cornell presided over the meeting in the absence of the President, G. W. Ross Esq., M. P.; and Mr. S. Dunsmore was appointed Secretary, *pro tem.* Mr. A. McDonald explained his method of teaching Object Lessons, and Mr. W. Cornell showed his style of teaching Reading to a class of beginners, both of which were very instructive and interesting. The remainder of the day was spent in discussing matters relating to Education. The next meeting of the Association will be held on the second Saturday in December, at which time the following programme will be observed: A. Currie, Analysis; H. D. Johnston, Book-keeping; W. Norton, Orthography; R. C. Grasly, School Discipline; Mr. Sherman, Geography, (Map of Canada.) Subject for debate,—Resolved, that the study of History is more instructive than the study of Science.

—Competitive examinations of the Public Schools of the townships of Pakenham and Ramsay were held in the villages of Pakenham and Clayton respectively—the former on Wednesday, Oct. 15th, the latter on Friday, Oct. 17. Pakenham sent representative pupils from five sections out of eight, and Ramsay made the handsome turn out of twelve sections out of fourteen; twenty-six intellectual combatants assembled at Pakenham, while no less than forty-five contended for the honor at Clayton. The examinations were conducted (with the exception of reading) exclusively in writing.

In the township of Pakenham S. S. No. 4, the village school carried off the greatest number of prizes, while Nos. 1 and 2 divided the honors well and came off a good second. In the township of Ramsay, S. S. No. 10, at Bennie's Corners, took the lead, followed closely by No. 4, the Clayton school, No. 16, making a very good third. At Clayton the children were sumptuously entertained in the school house by the people of the village. There was a large turn out of parents on both of these interesting occasions. May they be attended with much good.

DR. SANGSTER'S INSTITUTES.—Dr. Sangster has held some highly successful Teachers' Institutes within the last month. At Berlin, about 200 teachers were present, all of whom were deeply interested in the Doctor's Lectures. A County Teachers' Association was formed with the following officers: President—Thos. Pearce, County Inspector; 1st Vice President—J. M. Moran, Wellesley Village; 2nd Vice President—J. Suddaby, Galt; Sec.-Treas.—Mr. Connor, Berlin High School. Dr. Sangster was elected an honorary member. It was decided to hold the next meeting of the Association at Berlin on the second Saturday in January. Cordial votes of thanks were given to Dr. Sangster for his able lectures. Other Institutes were held at Port Hope, Lindsay and Napanee, at all of which the teachers attended in large numbers, and manifested the greatest interest. Dr. Sangster is doing a good work to aid the progress of education in Ontario.

—A meeting of the teachers of Elgin was held at the St. Thomas High School for the purpose of organizing a Teachers' Institute for Elgin, on the 11th October. Mr. Thomas Leitch was appointed Chairman, and Mr. W. V. McAlease Secretary. Mr. Butler, in addressing the meeting, stated that though the outline of the county was unfavorable to a full representation of all the townships, the Institute might be held in different parts of the county, and at times most suitable to the teachers. He stated that he had attended the Institute at Strathroy, at which Dr. Sangster was present. He endeavored to persuade the

Dr. to appoint a time and place to meet the teachers of Elgin; and gave the encouragement that in the event of an Institute being formed, the Dr. would make every effort to be present. The officers of the Association for the ensuing year were then elected: Moved by Mr. Butler, seconded by Mr. Warburton, that Thomas Leitch Esq., assistant teacher in the St. Thomas High School, be President of this Association for the ensuing year. Carried. Moved by Mr. Butler, seconded by Mr. Cameron, that Mr. W. B. McAlease be appointed Secretary for the ensuing year. Carried. It was considered unnecessary to draft Constitution and By-laws—that our points of order would be in the main the same as those of the Provincial Association. The subject to be discussed at each Institute will be agreed upon at the previous meeting. Mr. Butler explained his method of teaching object lessons; also his method of teaching Arithmetic. Mr. Long of the Aylmer High School gave a lecture on School Organization. The next meeting was appointed to be held in four weeks.

UNITED STATES.

—Returns from fifty-four colleges in the United States show that during the past year 2,515 degrees were conferred in this country.

—The first female school trustee elected in New Jersey under the law passed by the Legislature last winter is Miss Anne Schofield, who has been unanimously chosen in Monroe district, in Morris county.

—Rev. Dr. Herrick Johnson, of Philadelphia, has accepted a call to the professorship of rhetoric and the pastoral charge in Auburn Theological Seminary, and will enter upon his duties the 1st of next January.

—The additional 50,000 acres of school lands to which it has been discovered that Michigan is entitled are now being selected, and will add $300,000 to the primary school fund of the State, the lands being held for sale at $4 per acre.

—A Baptist gentleman in Ohio has inserted a clause in his will, donating $50,000 to the Southern Baptist Theological Seminary. Another gentleman in New Jersey has made similar provision for leaving the seminary from $65,000 to $70,000.

—Phillips Academy, Andover, has this year graduated 61 students, and sent upward of 40 to college. This institution for twenty-eight years, ending with 1861, sent over 1,000 to college; while it took the Boston Latin School forty-six years, ending with the same date, to send 600.

—The Kentucky School Fund has fallen off $241,000 since last year. For the current school year the *per capita* amount falls sixty cents below the distribution of last year. During the school year ending June 20, 1873, the *per capita* to each child of pupil age was $2.20.

—Virginia is doing well for education. The latest official returns show a total of 4,695 Public Schools, an increase of 648 since the preceding year, with an actual enrollment of 166,377 pupils, an increase of 35,289, and an average full attendance of 95,488, an increase of 19,766 since the preceding year. Besides 20,497 pupils are reported as attending private schools, a number which, for want of full information, is doubtless far below the actual fact.

—In Tennessee, there are 400,000 children of school age. The State Superintendent intends that his first report to the Governor, on the 15th of next December, shall embrace a history of school operations from the passage of the law to the 15th of October. His report next year will embrace a history of the entire first scholastic year, from September 1st, 1873, to August 31st, 1874, inclusive. The first semi-annual installment of interest on the permanent fund due the 1st of last July amounts to $75,375.

CHOICE MISCELLANY.

"I LOVE, YOU LOVE."

Old Jones, the village pedagogue,
The grammar lesson called one day.
Young Bess, a maid of sweet sixteen,
Began the well known words to say.
"First person, I love," first she said.
Sly Tom, beside her, whispered, "*Me?*"
"Second person, you love," Bess went on.
"Ay, that I do!" said Tom—"love *thee!*"

"Third person, he loves," still said Bess.
Tom whispers, "Who is '*he!*'"
"Oh, Tom!" said Bess, pleading low,
"Do hold your peace, and let me be!"
"No whispering!" calls the master, loud,
And frowned upon the forward youth.
"First person, *we* love," Bessie said.
"By George!" Tom whispered, "that's the truth!"

The lesson o'er at last, Poor Bess,
With cheeks all crimson, took her seat;
While Tom, sly fellow, tried in vain
The maiden's soft blue eyes to meet.
But when the recess hour was come,
Tom begged a walk with coaxing tone,
And 'neath the trees Bess said again
The lesson o'er—*for him alone.*

—*Harper's Bazaar.*

A HOUSE TO BUILD.

I have a wondrous house to build,
A dwelling humble yet divine;
A lowly cottage to be filled
With all the jewels of the mine.
How shall I build it fair and strong?
This noble house, this lodging rare,
So small and modest, yet so great;
How shall I fill its chambers bare
With use, with ornament, with state?

My God hath given the stone and clay,
'Tis I must fashion them aright;
'Tis I must mould them day by day,
And make my labor my delight.

This cot, this palace, this fair home,
This pleasure-house, this holy dome,
Must be in all proportions fit,
That heavenly messengers may come
To lodge with him who tenants it.

Such is the house that I must build;
This is the cottage, this the home,
And this the palace, treasure-filled,
For an immortal's earthly home.
O noble work of toil and care,
O task most difficult and rare,
O simple but most arduous plan,
To raise a dwelling-place so fair,
The sanctuary of a Man!

The pupil must himself realize every rule which the master gives him. Action is the real teacher. Instruction does not prevent waste of time and mistakes; and mistakes themselves are often the best teacher of all.

Here is a new receipt for making a blackboard mixture, which is said to work well and costs but little: Extract of log-wood one-half pound, dissolved in five gallons of hot water; and ½ oz. bichromate of potash; strain and bottle. Of this consistency, it is adapted for writing fluid. Less water should be used for blackboards. Apply with cloth to smooth, white wood.

A TRIBUTE.—There is a name sacred to every lover of our profession, that of David Perkins Page. A man who had sentiments high and holy, and who understood the mighty responsibilities of his labor. He worked as very few men have worked, and, like a valiant soldier, died in the harness. Though dead he yet operates through a multitude of noble men and women whose characters he moulded. He left a grand dissertation on his profession which has brought scores of teachers through their difficulties to be princes of their calling. Every teacher should read

it, and all will feel better and nobler for the effort so spent. WILL. HARRY GANE.

LOVE.—Love is an element connected with every nature. It holds the sway of a monarch, and demands entire submission. It is, compared to power, like the air to thunder. It germinates in the heart of the child long before it can lisp a single word. It is the very light and life of the school-room, take *it* away and it would be like taking the sun from the world. The quivering lip, the sorrow for disobedience, the tickling tear, the breaking heart, are all proofs of its presence. Oh, teachers, our great Master was all love; let us, taking a lesson from nature, carry it into our school rooms, in our smiling faces and glad hearts, and God will give us an influence that worketh like the midnight dew, or the invisible air. WILL. HARRY GANE.

"All roads lead to Rome;" so all lines of educational improvement converge into one central object,—*the teacher*. The importance of other elements that go to make up a good school may be, and often are, overestimated. No so with the teacher. The teacher *is* the school. How to secure to every school a teacher who understands and loves his work,—this is the supreme educational problem at all times and in every place. It is a comparatively easy matter to build good school-houses, and make a judicious choice of text books, and draw up a rational and sound scheme of instruction; but to furnish such teachers as are needed is a very different thing.

"John, what is the past of *see*?" "*Seen*, sir." "No, it is *saw*—recollect that." "Yes, sir. Then if a *sea*-fish swims by me, it becomes a *saw*-fish when it is *past*, and can't be *seen*."..The most original spelling we have ever seen is the following. It beats phonetics. 8o you be—a tub. 8o oh! pea—a top. Be 8o—bat. See 8o—cat. Pea 8o—pat. Are 8o—rat. See a double ell—call....A noted wag in a Western college one morning read a theme of unusual merit. The president being suspicious, asked pointedly if it was original. "Why, yes, sir," was the reply, "it had original over it in the paper I took it from."....A new verb to express the sudden access to heat in the atmosphere has been invented —"It *Vesuviates*."....Compulsory Education—Forced to learn a trade in the penitentiary....The worst kind of education—To be brought up by a policeman.

GOOD WRITING.—There are two or three things more or less essential to the command of a chaste, vigorous, and noble speech.

1. A sweet and hearty affection for nature. This made Walton the only classic of his time, and has kept fresh for centuries the noble wit of Chaucer. To this the soundest literature of all times owes that pure vigor which is as much an element of valuable writing as it is of all valuable thinking and doing.

2. True and high companionship. Nothing in many ways gives one such solid furtherance as occasional contact with elevated and vigorous natures. It teaches him, as nothing else can, the true excellence of fresh and living speech. It stimulates also by that greater bounty and vigor which lie back of speech in the strongholds of character.

3. A true and searching acquaintance with a solid and vigorous literature. The one fine and incorruptible test of greatness in literature, as in all art, is, that it should be simple and true. Remark the excellence of Montaigne. How simple the old man is, and yet how finely he appeals to one's highest experience. We marvel at his plainness, and yet gradually as we read him, we find that he is master of all the finer and solider elements of style.

But adopting the language of advice, let us compress all this into a few clear sentences, which will better cleave to the memory: Read noble books. Learn to love high and sincere art.

Study, if in a vigorous and heroic mood, or if you wish to be put in one, the more modern Emerson. Here, certainly, is a true writer, and one who writes only to true readers. How he fortifies us with his clean, solid wisdom, and how fit is the utterance he gives it. Read for a fine example of scientific style, the clear, full-brained Spencer, and see how admirably this man recognizes the simple greatness of thought and speech.

The valuable thing in letters, says Mr. Matthew Arnold, a noble master of clear and graceful English, is "the acquainting one's self with the best which has been thought and said in the world." In this sense reading is a noble exercise, and only

less valuable in the formation of style than in the conduct of life.

RULES FOR TEACHERS.—Principal S. G. Burke, of Decatur, in one of his vigorous articles in the *Republican* of that place, has the following admirable instructions to his subordinates:

1. From your earliest intercourse with your pupils inculcate the necessity of PROMPT, CHEERFUL, and EXACT obedience.
2. Unite firmness with gentleness; and let your pupils understand that you MEAN what you SAY.
3. Study the disposition of your pupils and adapt your modes of discipline to the same.
4. Be courteous in action and expression.
5. Never allow a pupil to do, at one time, what you have forbidden, under the like circumstances, at another.
6. Teach the young that the only sure and easy way to APPEAR good is to BE good.
7. If a pupil abuse your confidence, make him for a time feel the want of it.
8. Never allude to former errors, when real sorrow has been evinced for having committed them.
9. Encourage, in every suitable way, a spirit of diligence, obedience, perseverance, kindness, forbearance, honesty, truthfulness, purity, and courteousness.
10. Never speak in a fretful manner, but in tones of gentleness.
11. Be consistent in your requirements, and uniform in your practice.
12. Set a good example in all things.
13. Constantly aim at thoroughness in teaching.
14. Inculcate habits of neatness.
15. In conduct be what you wish your pupil to become; avoid what you wish them to avoid.

RULES FOR STUDY.—1. Take a deep interest in what you study.
2. Give your entire attention to the subject.
3. Read carefully once, but think often.
4. Master each step as you go.
5. Think vigorously, clearly and connectedly.
6. Let study, recreation and rest be duly mxied.
7. Study systematically, both as to time and method.
8. Apply what you learn.

The student will do well to keep these rules before him until their observance becomes a life habit. Right habits of study are vastly more important than the knowledge acquired. How to learn, is the important lesson to be mastered by the young.

Teachers may safely place these rules over their desks, and train their pupils into the habit of observing them; school life will then mean more than the mere knowledge of a few branches—it will fit for a real life.

TEACHERS' DESK.

J. C. GLASHAN ESQ., EDITOR.

—Contributors to the 'Desk' will oblige by sending answers with their questions and solutions with their problems, also by writing their names on each sheet they send. Several contributions are unacknowledged this time from the Editor being unable to credit them to the authors.

CORRECT ANSWERS AND SOLUTIONS RECEIVED.

S. E. Dixon, Castleton, 40; Jno. Cushnie, Holstein, 40; S. C. Smoke, Paris, 44; Levi Palmer, Sutherland's Corners, 44, 45; Jas. Ross, Crumlin, 45. 46; A. G. Campbell, Durham, 42, 44, 46; S. C. Woodworth, Vienna, 44, 45, 46; A. McIntosh, Pinkerton, 43, 44, 45, 46; E. M. S. Ayr, 45.

ANSWERS TO CORRESPONDENTS.

S. C W., Vienna. The length of a degree of longitude at any given latitude equals the product of the equatorial length into the cosine of the latitude. Do you understand Trigonometry? If so, we shall send you a very simple proof of the above.

A. G. C., Durham. We cannot publish equations. You have found but *one* of the *four* roots, and that the integral one. Newton's rule for integer roots would have detected it at once. The equation is only a variation of the St. John's College Equation discussed by the present writer in the "Journal of Education" for July 1870.

ANSWERS TO PROBLEMS.

40. $55 for 3⅔ years is $15 per year. $15 interest @ 5 *per cent.* requires a capital of $300. James' money is double of William's, or James has $2 for William's $1, or James has $2, and William $1 out of every $3 possessed by both. $300 divided in this way gives James $200 and William $100.

41. CASH.

Dr.			
To amt. rec'd.	$32.17	By Liquor bo't	$59.91
" Sales	107.97	" Agent's salary	25.00
		" Balance due	55.23
	$140.14		$140.14

The Agent owes the town. CON. O'GORMAN, White Lake.

42. Amount deducted was that portion of 20 per cent. of the note that the time was of a year Interest on $1 was that part of $.22½ that the time was of a year.

∴ Amount paid : $1 : : .20 of note : $.22½.

∴ Amount paid = (.20÷.22½) of note = 8-9ths of note.

∴ Amount deducted is ⅛ of amount paid.

⅛ is at the rate of 22½ *per cent. per annum* for how long? Interest is in proportion to the time.

.22½ : ⅛ : : 1 yr or time of .22½ : time of ⅛ = 5-9ths of 1 yr.

This is substantially one of the solutions of A. G. Campbell, Durham. That gentleman gave two very neat solutions, one by symbolic arithmetic from first principles, far shorter and simpler than the above. The editor has avoided symbolic arithmetic, as some imagine that branch of arithmetic is algebra, a science which has no more to do with arithmetic than it has to do with geometry or logic. True, there is an arithmetical algebra, but symbolic arithmetic is quite distinct from it.

Several contributors took that 20 *per cent.* was deducted, not that the deduction was at the rate of 20 *per cent. per annum.* The question will well bear this construction.

PROBLEMS &c.

47. HIAWATHA PROBLEM.

Swift of foot was Hiawatha;
He could shoot an arrow from him,
And run forward with such fleetness,
That the arrow fell behind him!

Strong of arm was Hiawatha;
He could shoot ten arrows upward—
Shoot them with such strength and swiftness,
That the tenth had left the bowstring
Ere the first to earth had fallen!

Longfellow.

Neglecting the resistance of the air, taking g=32, supposing 4 seconds to elapse between the discharge of each of the ten arrows, and making Hiawatha to shoot at his longest range, shew that he must at least have been able to run at the rate of 277 miles an hour. W. R. B.

Will some of our readers sketch the history of the above problem. EDITOR.

48. A uniform homogeneous inflexible iron bar 8 feet long and weighing 80 lbs. is supported by two pillars, at points one and two feet respectively from the ends of the bar. Find the weight supported by each pillar. JNO. PIERCE, Ailsa Craig.

49. Parse *suit* in "My lady followed suit." A. M. SHAW.

50. Explain the meaning of the phrases, "The horse is found wild in Tartary" and "Paganini was perfect master of the violin." Parse *Horse* and *Violin.* H. T. SCUDAMORE.

51. Parse "I am *well*," "Woe *worth* the day."

"Worth,—betide." Worcester's Dictionary.

"Worth—to be or to become." Fowler's English Grammar, page 325. Which is correct? Prove.

Can any reader tell us in which passus is Fowler's quotation from Piers Ploughman. It is not in the Vernon or A text, and is evidently incorrectly transcribed. EDITOR.

52. Give a short discussion on the middle voice. EDITOR.

EDITOR'S DRAWER.

"VIX."—Your communication involves both a personal and a legal issue. With the personal issue we can not interfere, and the legal issue is beyond our jurisdiction, though we are of opinion that all High School pupils within the municipality should be charged alike, or else all admitted free.

NOT CREDITED.—Mr. Scudamore's recent article in the TEACHER on "The Battle of Moravian-town" has appeared in a large number of papers in this Province, very few of whom have given the proper credit. Several have credited it to the Chatham *Banner.*

HIGH VS. PUBLIC SCHOOLS.—We have an article on this subject prepared, but, owing to a variety of circumstances, too late for this month. It will appear next month. We have received sev-

eral communications in reference to the subject, which will be duly attended to. We would now only remark that our article last month has been greatly misunderstood, in some quarters, and that the force of the Reports of High School Inspectors has been considerably modified by a communication from Dr. McLellan in the Daily *Globe*.

BOOK REVIEWS.

PEN PHOTOGRAPHS, TALES, SKETCHES, ETC., BY DANIEL CLARK, M. D., PRINCETON.

We have received a copy of this new work by a Canadian author, and regret very much for the credit of the work that it does not appear in a more attractive garb.

As regards the *literary* merits of the work, we can give it a hearty welcome. It is fresh, sparkling, and attractive. Many of its word pictures, both of men and things, are vivid, displaying considerable grasp of mind and range of imagination. The author's sketch of Dr. Guthrie's style of preaching is particularly excellent. He says: "He carries you away among the ivy-covered relics of by-gone glories—where tempests howl on cold hearthstones—where weird snowflakes dance a fairy reel round dismantled towers—through sloping loop-holes, in dark and winding passages, where wept the solitary prisoner, and where his moans echoed in unison with the booming waves, of his sea-girt prison, or where the banquet was spread for the mailed warrior grim, and stern, or for the gay bridal cortege, gladsome in melody and song. With the master hand, by word picturing he takes you among the most sublime objects of nature—by the roaring cataracts—on the rugged mountains—into wonders of the great extinct, stratified, and petrified, in the rocks of the primal ages. His magic wand, like Arabian wizard, transports you to celestial scenes, and starry wonders, and through sidereal zones, whose stars have never yet been numerically distinguished."

The sketch of Dr. Punshon is also truthful, and we believe a truer measure of his talents than any we have yet seen. He admits Punshon to be an orator, but such, more because of his rhetoric than his reason—more because of his happy climaxes, than his originality of thought. He styles him an orator that charms more than stimulates. Let us give his own words. "Punshon has a style which is cumulative, and abounds in figurative language. * * * His eloquence is that of a minor Cicero, not so much stirring as pleasing, not the heroic, but the charming, not the rousing, but musical, and not the thrilling and soul-harrowing, but the soothing anodyne, which does not so much stimulate to acts of noble daring, as allay the maddening and guilty fears of awakened consciences, by pointing out a way of escape."

Perhaps the best scenic description in the whole work is "Waterloo." The author's description of the various points in the battle-ground—his panoramic sketches of the battle, as the contest centred first at one point then another—as the British troops fell back—then advanced—till the great struggle finally culminated in the attack of the "guards," and their crushing defeat, is grand. Though not designed to be of the same historical value as Alison's description of the same contest, it is equally vivid, and stamps the author as capable of comprehending the magnitude of a struggle that involved in its issue the fate of a whole continent.

Passing over the other sketches, all of which are quite readable, we might say, without in the least degree depreciating this very creditable effort of Canadian talent, that occasionally something like pedantry crops out in many of the sketches. Latin and French quotations abound where plain Anglo Saxon would serve the purpose equally well. There is also an apparent lowering of the Queen's English which is somewhat offensive to a refined taste, and which no author of high literary culture should tolerate for one moment. Nor will any of the readers of "Pen Photographs" accept the very *peculiar* apology offered by the Author in his Preface, "should the reader find anything to dislike, to tolerate it as one of those articles which the author has been obliged to write for readers of less refined taste." Such an apology will not be accepted by the critical public. Nor should any author court applause which those might give, whose standard of refinement is not such as he would like his productions to be estimated by. One of the great designs of authorship should be to *raise* the reader to his own standard, not to win his applause by descending to the possible level of his uncultivated appreciation.

We would cheerfully recommend this little volume to our readers, in the hope that its author may again favor a Canadian public with other productions from his brilliant pen.

Reviews of some other works received are deferred till a future issue.