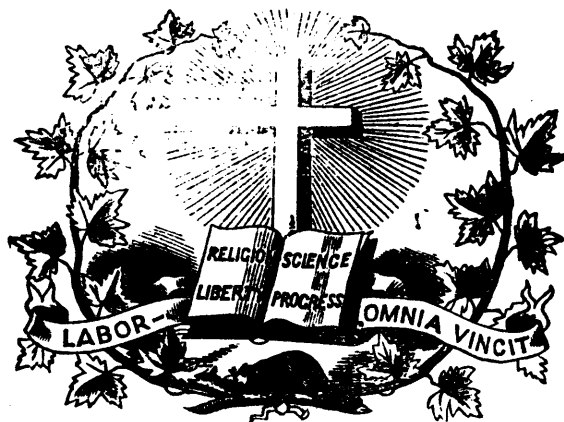


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THE
JOURNAL OF EDUCATION

Devoted to Education, Literature, Science, and the Arts

Volume XXII.

Quebec, Province of Quebec, December, 1878.

No. 12.

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Motive Power in Education.

By Rev. S. S. NELLES, D.D., LL.D., President Victoria University.

As is the motive so is the man, and in this respect also "the child is father of the man." Whether, therefore, we speak of the schoolroom or of the university, it is of primary importance to secure the best motive power. And the best is not merely that which happens to be the strongest, Nay, the worst case is that in which the strongest is not the best. It is the strongest in a particular person because the wrong thing has got uppermost; and perhaps the teacher, by undue indulgence and stimulation, is strengthening what he should weaken, and weakening what he should strengthen. In things mechanical, we are satisfied to get a motor of any kind, provided it be powerful enough, inexpensive, and easy of application; but man being rational, and an end in himself, quite other necessities arise. In this human mechanism there is a spirit within the wheels, and all executive ability that militates against spiritual perfection is worse than lost. However much we may covet scholarship, we have always to remember that there is something beyond, and to strive so to make the scholar as not to unmake the man.

Motives, therefore in education must be ranked as lower or higher. Among the lower motives may be reckoned the rod, the desire to win prizes, medals, bursaries or scholarships, and the feeling of emulation, whether in its spontaneous form, or as stimulated and forced by class lists and marks of approval. Among the higher will stand the love of knowledge, self-respect, thoughts of ideal perfection, the sense of duty, and a generous scorn of idleness and of all superficial, imperfect work.

As to the rod, it has always placed a more or less useful part in the training of boys. Now and then a teacher or parent has had such a genius for government as to be able to do without it, but the cases are rare, and even then it is valuable as a power in reserve. As a good horse goes all the better for a whip in the carriage, so in the schoolroom it is well to have a rod in the back-ground. To supersede it, however, higher influences should be the teacher's ideal, toward which let him travel as fast as he can. The rod may be called the fourth R, and like the other famous three is only preliminary to something beyond.

The teacher should, I think, act in the same spirit in relation to other secondary motives. Competitive examinations, prizes, class lists and similar honors are perhaps useful incentives, within certain limits, but they are certainly not incentives of a very high order, and may easily be pressed to the detriment of nobler principles. In earlier years more manly sentiments may need to be supplemented by such auxiliaries, but it is never well to lay the chief stress on the lower part of our nature, not even in boyhood, much less during the university career. Competitive examinations, with the accompanying rewards and honors, are much relied on in our day, especially in England and Canada, and there is reason to fear that we are getting rather beyond the wise and healthy use of such stimulants. This has been called "the age of examination," and the Germans sneer at us, saying that it is as if we stood crying to all the world, "Come, come, and be examined." Examinations of some sort are, I suppose, indispensable, but they are by no means an infallible test of excellence, and when made not merely the

condition to further progress, but the road to all honors and emoluments, they may easily lead to serious disadvantages. All examinations are, according to Huxley, himself a veteran examiner, a kind of "necessary evil," and it is well to keep the evil at its minimum. The greater stress we put upon a test of this kind, the more unerring the best should be, and in this "age of examinations" it is rather staggering to get the above confession from a man like Huxley. Todhunter, another high authority, also speaks as follows: "I have had much to do with examinations, principally, but not exclusively, in pure and mixed mathematics; and my experience is that nothing is so hopelessly worthless, as the products of examination in experimental science. Often after encountering a mass of confusion and error the disheartening conviction has been forced on the examiner that the candidates must have derived positive harm from their attempts. In chemistry especially, it seems to me that mere paper examination, which is all that can, under the circumstances, be effected, is a most inadequate representation of the best part of the subject."

But even if competitive examinations were a better test than they are, there is still the question how far and in what way it is wise to use them in the work of education. We are always in danger of forgetting that a part, perhaps we should say the most important part, of education is the formation of character. Now, character is formed by the motives under which we are accustomed to act in our earlier years. There is something nobler even than knowledge, and that is the spirit in which a man pursues it and employs it. As the best teacher of boys aims at getting beyond the rod, so the higher educator will endeavor to bring young men as soon and as much as possible under the influence of nobler considerations than class competitions, or the prizes and pecuniary advantages which follow. It may be urged that the desire of winning such ordinary distinctions will not of necessity stand in the way of higher objects. There is indeed a wonderful complexity and co-operative power in human motives, and it is perhaps impossible to keep the mind always independent of inferior attractions, but, although higher and lower motives may sometimes co-exist or operate in rapid alternation, it still remains true, that the ascendancy of passions is not the ascendancy of principle, nor the sway of a sordid affection but the sway of a noble one. As in matter two bodies do not occupy the same space, so in mind there is a certain persistence and displacement of motives by which character is determined. The more of the lower the less of the higher, and conversely. When the Great Teacher tells us that we cannot serve God and Mammon, he points very emphatically to the exclusive force of a dominant principle, or as Chalmers has expressed it, "the expulsive power of a strong affection." If secondary or sordid motives are to be sometimes tolerated, it does not follow that they are to be fostered and made all-prevailing. Milton represents Mammon "the last enacted spirit that fell," as losing "the vision beatific" by walking in heaven with his boos and thoughts always downward bent "admiring "the riches of heaven's pavement." This may furnish a salutary hint to all those who would climb the hill of science. There is a marvellous enlargement and inspiration of soul in the upward gaze. There is, says Bacon, "no alliance so close as that between truth and goodness." And, although, genius of a high order is sometimes combined with meanness of soul, sooner or later the better powers of the intellect must suffer from the ill-omened wedlock. If, as Burke says, "the passions instruct our reason," it must be the

nobler passions that do so; the baser propensities tend rather to becloud and disorder the mind. And among the purer and better principles of action on which the teacher may, and should, lay great stress and assiduously cultivate is the love of knowledge for its own sake, together with a desire to do thorough and honest scholarly work, a sort of intellectual conscientiousness, which with some students easily becomes a passion and a power. Next to the sense of duty, to which it is closely allied, this love of knowledge and mental excellence would appear to be the proper and distinctive motive of the scholar and man of science. It has been very marked in the lives of many eminent men, among them that of the great and good Faraday, who was so fearful of being touched by any sordid considerations that he gave, on one occasion, as a reason for declining an office of high honor, that he feared it would "corrupt the simplicity of his intellect." The notion with some educators would seem to be that a young man is to be drawn or pushed forward by all conceivable inducements to secure academic honors and admission to a lucrative profession and that then there will enter, in some mysterious way, a new and better order of things: The old habits of thinking and feeling are suddenly to drop away, with the outworn academic gown, and new inspirations and tendencies are spontaneously to take their place. Perhaps it may sometimes turn up so, but the probabilities are against it, and when the transformation does happen, it must be, not as the result of such an educational system, but in spite of it. Twenty or twenty-five years is a long time for a young man to be schooling himself under low aims and aspirations. He is quite likely to cherish the same spirit for the rest of his days, to retain the same ideas of the object of life, and to put the same significance on the word *success*, finding at last when too late that the so called success is the saddest of all failures. I am glad to be able to illustrate and strengthen my position by another citation from Todhunter. "I wish to join my protest, feeble as it may be, with that of many other persons both within and without the University, against the exorbitant development of the system of competitive examinations. We assume in all our arrangements that men will read only what will pay in examinations, and assume it, I believe, contrary to the evidence furnished by other Universities, and by our own; and by showing how firmly we grasp this sordid creed ourselves, we do our best to recommend it to others. We give our highest honors and rewards for success in special examinations; and thus we practically encourage, not the harmonious development of all the faculties of the mind, but the morbid growth of some of the decay of others. We tempt our students to regard degrees and fellowships as the end of life, and not as incentives to manly exertion and aids to pure unselfish service; we cannot wonder then that not a few who start in their course so well seem to fail; to use Bacon's simile, they resemble the fabled Atalanta who lost the race because she stooped to pick up the golden apples."—*The Canada School Journal*.

Practical Hints and Exercises.

By DUANE DOTY Esquire, Superintendent of Public Schools, Chicago.

Duties of Teachers.

In your relations to others as teachers and managers of schools for the new year, you will be guided and governed by the letter and spirit of the following rules:

TO PUPILS.

1. To know that a pupil's true education is a *growth* consequent upon the proper exercise of all his faculties.
2. To know that growth and discipline come through the acquisition of useful knowledge.
3. To know that neglect, mistakes, blunders, or carelessness on your part, are disastrous to pupils and most difficult to remedy.
4. To remember that children are children and need assistance in many ways, but that the most valuable work for a pupil under wise guidance is the work which he does for himself.
5. To be ever thoughtful of the *future* of your pupils, and to make all school work and discipline such as will be of lasting service to them.
6. To remember that what a pupils grows to *be* is of more importance than what he lives to *know*.
7. To make yourself acquainted with the home influences affecting your pupils.
8. To know as fully as possible the past history of your pupils.
9. To make yourself acquainted with the moral, physical, and intellectual natures of your pupils, in order that you may be able to teach and manage every one according to his nature.
10. To talk to your pupils in a natural tone of voice.
11. To commend your pupils for all earnest work and effort.
12. To teach your pupils *how* to study.
13. To teach and inculcate the virtues of order system method, promptness, industry, punctuality, and strict attention to business.
14. To teach the value of time and its improvement.
15. To teach the ways of getting knowledge.
16. To teach the reason for and the value of good school order.
17. To keep pupils up to time in their grade work.
18. To introduce as much *variety* as possible in work, and to keep pupils *busy*.
19. To attend to the physical training of your pupils, to see that they take proper positions when sitting, standing, or moving about the school-room.
20. To teach pupils how to take care of their property.
21. To inspire your pupils with enthusiasm in the pursuit of knowledge.
22. To implant in pupils aspirations for all attainable excellence.
23. To encourage a cheerful spirit in all school work.
24. To require nothing of a pupil that there is a doubt of his ability to do.
25. To notice all faults in manner, conduct, and language, and kindly correct them.
26. To understand thoroughly any complaint against a pupil before acting upon it.
27. To guard against threats and promises which lead to so much embarrassment.
28. To aid and encourage dull and unfortunate pupils.
29. To permit no pupil to make the discovery that he can annoy you.
30. To make no mention of former faults or irregularities that have been settled.
31. To be *just* and *impartial* in all your dealings with pupils.
32. To keep your school-room at the proper temperature and ventilated.
33. To avoid sarcasm or epithets that would wound the feelings of a pupil.
34. To avoid all allusions to the social relations of pupils and parents.
35. To expend your energies in teaching what your pupils do not already know.

TO PARENTS.

1. To avoid wounding the feelings of any parent by word or manner.
2. To endeavor secure the confidence and coöperation of parents in your efforts to benefit their children.
3. To know that a dispassionate conversation with a parent will almost always convince him that you are pursuing a correct course with his child.
4. To keep parents fully informed of the doings and progress of their children.

TO SCHOOL PROPERTY.

1. To make the school-room a pleasant and attractive place for children.
2. To ornament the school-room when practicable with pictures, drawings, mottoes, etc.
3. To take care of all books, maps, charts, blanks, keys, and other school property intrusted to you.
4. To inspect daily the stoves, furniture, and other school property, reporting any damage at once to the Principal.
5. To take every precaution to guard against danger from fire.
6. To leave everything in a satisfactory shape at the close of the school year, or at any time when you leave one room for another.

TO SCHOOL AUTHORITIES.

1. To understand and enforce the Rules and Regulations prescribed for the management of the schools.
2. To carry out faithfully the instruction of the Superintendent and the Principal.
3. To keep your school records and make your school reports exactly according to instructions.
4. To use all school blanks according to the directions printed on them.
5. To confer at once with the Principal when in doubt as to any matter connected with school duties.

TO THE SCHOOL.

1. To be at your post in time, or never to be tardy.
2. To be systematic and methodical in all your work.
3. To be cheerful and enthusiastic in your work.
4. To keep your classes supplied with proper work.
5. To keep neat files of all reports, records, circulars, excuses, notes, and letters received, and of other business papers.
6. To give your undivided attention to school duties never reading books, working on school records, nor writing letters during school sessions.
7. To have a carefully prepared programme for your daily exercises, and to follow it closely.
8. To work your classes upon the prescribed course of study.
9. To talk little and in a natural tone of voice, but to *do* much in school.
10. To read a journal of education.
11. To know that the best school teaching is always associated with the best school government.
12. To know that good school government exists only where each pupil attends quietly and faithfully to *his own* business at his own desk, which is his place of business.
13. To rely upon your own tact, skill, energy, and devotion to your school work.
14. To feel an honest pride in your school, and a determination that its work and progress shall give it high rank among schools.

15. To speak the English language in its purity.
16. To guard against the lost of time and waste of effort from the following causes :
 1. Stopping work to attend to individual cases of discipline.
 2. Waiting for dilatory pupils.
 3. Lecturing or talking upon matters of little importance.
 4. Fussy and indirect ways of getting to work.
 5. Slow and noisy movements of pupils about the room.
 6. Inadequate preparation for the recitation.
 7. Writing letters or working upon records during sessions hours.
 8. Permitting irrelevant questions by pupils.
 9. Allowing pointless corrections by pupils.
 10. Wandering from the subject matter of recitations.
 11. Speaking too slowly.
 12. Speaking in such tones as to disturb and distract pupils at their work.
 13. Putting work upon slates, paper, or blackboards too slowly.
 14. Having no definite order of procedure in a recitation.
 15. Tolerating habits of slowness and laziness in some pupils.
 16. Dwelling upon what pupils already know.
 17. Repetition of answers or parts of answers.
 18. Inattention requiring repetition of questions.
 19. Failure by some pupils to understand each step in a recitation.
 20. Having no well defined *next* upon which to direct effort.

TO YOURSELF.

1. To use every effort to improve in the science and art of teaching and governing a school.
2. To exercise a watchful care over every act and word teaching by example as well as by precept.
3. To attend teachers' meetings.
4. To be methodical in all your work.
5. To spare no pains to preserve your health.
6. To be every careful, guarded, cautious, and circumspect in everything you say and do in the presence of your pupils.
7. To keep such private record of your own work that, at any time, you may be able to give the important facts in connection with any year of your school service.
8. To pursue some branch of study outside of your professional work.

TO OTHER TEACHERS.

1. To aid and encourage fellow teachers by a friendly appreciation and recognition of their work and efforts.
2. To give other teachers the benefit of good methods you use.
3. To call the attention of others to any good books or articles that you have found of service in your work.
4. To extend every courtesy and render every assistance to teachers just entering upon duty.

Duties of Pupils.

TO THE SCHOOL.

1. To be prompt and regular in attendance at school.
2. To observe and obey the rules and regulations of the school.

3. To attend cheerfully to every duty.
4. To remember that the school is kept for your benefit.
5. To do your full part in making your school the best possible.

IN THE SCHOOL-HOUSE.

1. To attend quietly and faithfully to **YOUR OWN BUSINESS** at your own desk.
2. To attend promptly to every school requirement.
3. To move quietly but quickly about the school-room and halls.
4. To recite lessons in a full natural tone of voice, pronouncing every word distinctly.
5. To do all manual work upon slates, paper, or blackboards, with the greatest rapidity consistent with neatness and accuracy.
6. To avoid disturbing the school by such unnecessary annoyances as
 1. Dropping slates and pencils.
 2. Noisily taking articles from desks.
 3. Noisily using pencils upon slates and desks.
 4. Noisily handling paper and turning leaves.
 5. Moving feet upon the floor.
 6. Striking desk frames with the feet when changing position.
 7. Attempting to sharpen pencils.
 8. Using the lips while studying.
 9. Carelessly opening and closing doors.
 10. Unnecessarily calling the teachers attention to trifles.
 11. Interrupting the teacher when hearing a recitation.
 12. Bringing to desks articles not needed in school.
 13. Studying upon the wrong exercise.
 14. Forgetting to bring your books to school.
 15. Forgetting where the lesson is.
 16. Losing the place in recitation.
 17. Inattention to the instruction.
 18. The habit of not understanding a question without repetition.
 19. Answering questions before called upon to do so.
 20. Exhibiting vexation at any occurrence.
 21. Assuming a threatening aspect for any cause.
 22. Exhibiting any form of selfishness.
 23. Offensive egotism and self-assertion.
 24. Loitering upon the verge of mischief.
 25. Indulging in quiet vacuity of thought.

OUTSIDE THE SCHOOL-HOUSE.

1. To go to and from school in such a manner as not to disturb any one.
2. To go directly home at the close of school.
3. To come to school at the proper hour and *not earlier*.
4. To make no unnecessary noise in the neighborhood of the school-house.
5. To obey at once the signal for entering the school-house.

TO TEACHERS.

1. To be dutiful, polite, and respectful to teachers.
2. To render proper excuses for absence and tardiness.
3. To obey promptly and cheerfully all signals from teachers.
4. To cooperate with them in their efforts in your behalf.
5. To assist them in carrying into effect any plans for the good of the school.

TO SCHOOL MATES.

1. To be kind and courteous to all.
2. To be guilty of no rudeness to others.
3. To speak no ill of others.
4. To say nothing of others that you would not freely say in their presence.
5. To avoid tale-bearing.
6. To avoid wasting the time of school-mates by whispering, writing or passing notes, or by diverting their attention with nods and signs.
7. To exhibit a helpful spirit in all your relationships.
8. To protect the weak and unfortunate.
9. To exercise a watchful care over little ones going to and from school.
10. To indulge in nothing more objectionable than a generous emulation in your work.

TO PROPERTY.

1. Never to cut, mar, mark, or injure desks, walls, fences, or any school property whatever.
2. To use and guard public property as carefully as if it belonged to your parents.
3. To avoid any injury to private property.
4. To return every article to its place after using it.
5. To keep your books and slates covered, and learn how to use them properly.
6. To keep your desk and its contents in good order.
7. To keep the floor about your desk neat and clean.
8. To be careful in the use of ink and not stain desks or books.
9. To see that your shoes are clean before entering the school-house.
10. To be very careful of all your things and waste nothing.

TO YOURSELF.

1. To remember that promptness, energy, patient industry, enthusiasm, and earnestness are the surest reliance for success in student life as well as in business life.
2. To remember that there is a time and a place for work, for play, for study, and for rest, and that the school-room is the place for study.
3. To feel the importance and understand the great value of time, and to learn how to improve it.
4. To cultivate every grace of mind and person.
5. To exercise tact in your association and dealings with others.
6. To be obedient and respectful to parents.
7. To be always neat and tidy in dress and person.
8. To cultivate a cheerful disposition.
9. To be mindful of the rights and feeling of others.
10. To do right and as you would like to have others do by you.
11. To be kind and polite to all.
12. To be in earnest in your work and equally earnest at play in the time for play.
13. To cultivate the self-reliance which always commands respect.
14. To do the very best you can in every work and exercise.
15. To know that the results of your best work are the only ones of much value to you.
16. To preserve files of your written school exercises.
17. To have nothing in hands nor upon desks during study or recitation time that is not absolutely needed in the work you are doing.
18. To obey all the laws you can learn for securing and preserving perfect physical health.

19. To let no day pass without adding something to your store of knowledge.

20. To be truthful, and use *good language* on all occasions.—(*Educational Weekly*.)

Accurate Expression.

With such abundant opportunities for a thorough education for all, and such extended schemes of a higher culture for many, as are offered and eagerly embraced at the present time, we have a right to expect a marked improvement, not only in the thoughts of those so highly favored, but in the manner of expression. Some one has said, "We should know an educated person by a sort of fragrance of cultivation," and certainly in his conversation, if anywhere, should we be able to detect that fragrance. What is the real state of the case, however? Are our young people, as a whole, better talkers than their parents? Do they express their meaning with greater nicety? Do they select their words with more exactness? Do they convey their thoughts in more appropriate language? We fear not. Whatever the defects and superficiality of the education of fifty years ago, there was more attention paid to accuracy of expression than there is now. In the young ladies boarding-school of the past generation slang was not tolerated, powerful expletives were frowned down, and the solecisms which pass unheeded at the present day were sternly interdicted.

So great a reaction has taken place in this respect, that while the mental acquirements of the young student are tenfold in amount, while he is taught to grasp subjects and to solve problems of which his parents never heard, while his mind is developed and his power of thought increased far beyond theirs, his use of language, at least in common conversation, has deteriorated, and he betrays a lack of that refinement of diction that so generally characterized the educated young person of earlier times. Especially is this the case in the use of descriptive words, or adjectives. Our language is so full and rich in this respect, that for every shade of difference in meaning there is a fitting word; yet how often do our young people, even the best educated, confine their list of adjectives to a very few, of the intense kind, which they apply most indiscriminately! Thus the word *splendid* is made to do duty for a long gradation of attributes that please the eye, the ear, the taste, or the moral sense, and is used as freely to describe a bit of embroidery, or an unexpected pleasure as a magnificent scene in nature, or a heroic action. This word, with a few others, such as *gorgeous*, *elegant*, *nice*, *jolly*, etc., are almost the only words used to express the numerous and varying sensations of pleasure which we enjoy; although it is a fact, which even a very moderate study of the English language will unfold, that these sensations have each an appropriate expression, some specially adapted for one kind of pleasure and some for another, and varying in intensity with the natural variation of the gratification experienced.

This is equally true with regard to feelings of displeasure or pain. They are as varied as the others, and have as adequate expressions to define both of the character and the degree of each; yet instead of such selection being made, we continually hear the words, *awful*, *horrible*, *shocking*, *tremendous*, etc., applied indiscriminately to everything which is displeasing or hurtful, or even offensive to the taste or fancy. Of course this meagre use of a few intense adjectives on all occasions

entirely subverts their meaning and diminishes the value of conversation. If a ribbon or a cravat is *splendid*, how can a mountain view or a stately cathedral exceed it? If the pain of a scratch is *awful*, what can describe the agony of a fatal wound? Such statements are not believed by those who hear them or by those who utter them, and thus little or nothing of the real feelings of the speaker is conveyed. Something even worse than this must ensue. Thought itself must suffer for want of adequate expression. Slovenly language will react on the mind, and render the ideas also slovenly and confused. The powers of discrimination will be seriously injured by indiscriminate expression, and a feebleness of thought will hide itself behind an unreasonable strength of language.

There are several reasons which may be alleged for this deterioration. The enlarged schedules of studies leave less time than formerly for this kind of instruction; the multitude of juvenile books of a mediocre character prevents the youth from forming his style of thought or expression from the best standard authors, and the natural tendency of the young to exaggeration is less restrained than formerly. Perhaps, however, a more potent cause than any is a diminution of that respect which was once expected by elders and rendered by the young, as a matter of course. Whatever liberties of expression might have passed between young people when by themselves, they were all restrained when in the presence of parents and teachers, and then, at least, the effort was always made to select the most appropriate terms to convey their meaning. Now, however, there is less discipline and less deference. The children, contrasting their intellectual advantages with those of their parents, make the very great mistake of supposing that they are superior in all things, and the parents readily acquiesce in the delusion. Thus the flippant retort, the slang phrase, the powerful expletive, the rude and exaggerated utterance, go unrebuked and gain too firm a hold to be shaken off. Both respect and self-respect are good intellectual and moral trainers, and their presence will do much to correct this evil. It is well for our young people to congratulate themselves upon their superior advantages, but let them beware while doing so that they do not lose the palpable and valuable results of a training that was more exact, although more circumscribed.—*Phiadelyhia Ledger*.

Train pupils to Think.

No teacher can be truly successful who fails to awaken in his pupils that interest and spirit which will lead them to investigate a subject carefully and to think patiently. A prominent aim of the instructor should be to teach his pupils how to study, and encourage them to surmount the difficulties. But it is too often the case that the teacher does that for a pupil which he ought to do for himself. This may be much easier for the teacher, but it is not for the scholar's best good. It will not educate, nor will it awaken thought. The true way is to lead and encourage pupils to rely upon their own powers and resources.

Let the teacher never forget that it is not what he does for his pupils so much as what he induces them to do for themselves, that will prove truly beneficial and helpful to them. Let him, in view of this, seek to inspire them with confidence in their own powers and resources. Let them be made to feel that they *can* do, and in most cases they *will* do. But care should be taken

not to leave them to feel discouraged. Let them be cheered by kind words while they are required to make further effort. A few kind words, or a little indirect help, pleasantly given, will accomplish wonders; while a cold repulse, or aid reluctantly or sourly given, will dishearten. John, for instance, goes to his teacher and says,—“Will you please to show me how to perform this example? I don't understand it.” “No.” says the teacher, tartly, “study it out for yourself; you don't need any help.” John passes to his seat, feeling dispirited,—repulsed by one who ought to be his friend and helper. He has no heart to apply himself with earnestness to his work, and so when called to recite he makes a failure, and is severely censured by his teacher. He becomes discouraged, and loses interest in his school and its lessons.

William has a different teacher; no more accomplished than John's, but he is full of love for his work and full of sympathy for his pupils. He understands human nature, and boy-nature in particular, and inspires all under his care with a spirit of confidence and self-reliance. William approaches him and politely requests aid in solving a problem. He is received in a friendly manner. The teacher carefully reads the example, giving all proper emphasis and expression. The very reading imparts a little light. In pleasant and encouraging tones the teacher says, “William, this example is not so plain and simple as many others, but I think with a little patient thought you will get it right. Read it over very carefully and ascertain just what it means, and I think you will get at the proper solution; if not, come to me again.” William passes to his desk with a light heart. He feels strengthened and encouraged by his teacher's kind manner and pleasant words. With earnestness he applies himself to the example, and soon all becomes clear. He has not always solved the given problem, but he has gained confidence and power which will be of future help. He has taken a step of developing his thinking-powers and gained in self-reliance, while his teacher has shown his skill by inspiring him to persevere.

Let it not be forgotten that every effort which will tend to develop and bring into activity the pupil's mental resources, will prove of far greater importance than the formal hearing of set lessons. See to it, teacher, that your pupils learn how to study and to think, and then they will acquire knowledge. So far as possible encourage them to get a clear and accurate understanding of the subject under consideration, and then require them to express their thoughts and views in their own words. Pupils who have learned how to study and think, and to give proper expression to their ideas, have made great advancement in education, though their studies be few or many.—*New England Journal of Education*.

Beauty of the Clouds.

JOHN RUSKIN.

It is a strange thing how little, in general, people know about the sky. It is that part of creation in which Nature has done more for the sake of pleasing man, more for the sole and evident purpose of talking to him and teaching him, than in any other of her works; and it is just the part in which we least attend to her. There are not many of her other works in which some more material or essential purpose than the mere pleasing of man is not answered by every part of their organization; but every essential purpose of the sky might, so far as

we know, be answered if, once in three days or thereabouts, a great, ugly, black rain-cloud were brought up over the blue, and everything well watered, and so all left blue again till next time, with, perhaps, a film of morning and evening mist for dew. And instead of this, there is not a moment of any day of our lives when nature is not producing, scene after scene, picture after picture, glory after glory, and working still upon such exquisite and constant principles of the most perfect beauty that it is quite certain that it is all done for us and intended for our perpetual pleasure. And every man, wherever placed, however far from other sources of interest or of beauty, has this doing for him constantly.

The noblest scenes of the earth can be seen and known but by few; it is not intended that man should always live in the midst of them: he injures them by his presence; he ceases to feel them if he be always with them. But the sky is for all; bright as it is, it is not "too bright nor good for human nature's daily food;" it is fitted in all its functions for the perpetual comfort and exalting of the heart; for soothing it, and purifying it from its dross and dust. Sometimes gentle, sometimes capricious, sometimes awful; never the same for two moments together; almost human in its passions, almost spiritual in its tenderness, almost divine in its infinity, its appeal to what is immortal in us is as distinct, as its ministry of chastisement or of blessing to what is mortal, is essential. And yet we never attend to it; we never make it a subject of thought, but as it has to do with our animal sensations; we look upon all by which it speaks to us more clearly than to brutes, upon all which it bears witness to the intention of the Supreme, that we are to receive more from the covering vault than the light and the dew which we share with the weed and the worm, only as a succession of meaningless and monotonous accidents, too common and too vain to be worthy of a moment of watchfulness or a glance of admiration.

If, in our moments of utter idleness and insipidity, we turn to the sky as a last resource, which of its phenomena do we speak of? One says it has been wet, and another it has been windy, and another it has been warm. Who, among the whole chattering crowd, can tell me of the forms and precipices of the chain of tall white mountains that gilded the horizon at noon yesterday? Who saw the narrow sunbeam that came out of the south, and smote upon their summits, until they melted and mouldered away in a dust of blue rain? Who saw the dance of the dead clouds, when the sunlight left them last night, and the west wind blew them before it like withered leaves? All has passed unregretted or unseen; or, if the apathy be ever shaken off, even for an instant, it is only by what is gross or what is extraordinary; and yet it is not in the broad and fierce manifestations of the elemental energies, not in the clash of the hail, nor the drift of the whirlwind, that the highest characters of the sublime are developed.

God is not in the earthquake, nor in the fire, but in the small voice. They are but the blunt and the low faculties of our nature which can only be addressed through lampblack and lightning. It is in quiet and subdued passages of unobtrusive majesty; the deep and the calm, and the perpetual; that which must be sought ere it is seen, and loved ere it is understood; things which the angels work out for us daily, and yet vary eternally; which are never wanting, and never repeated; which are to be found always, yet each found but once. It is through these that the lesson of devotion is chiefly taught and the blessing of beauty given.—*Stones of Venice.*

School Government.

All teaching is disciplinary. The powers of the mind are developed by study and rational training. School discipline, in a general sense applies to all that is done in the schoolroom to secure the progress of the pupils. School government is an important branch of school discipline. The teacher must not only know what to teach and how to teach, but he must also be able to maintain such control over his pupils that his teaching may realize its full mission. Much good instruction is wasted on disorderly, inattentive pupils. The teacher who cannot keep an orderly school has made a mistake in his selection of a vocation. The good of the pupils requires the prompt rectification of the error by the school authorities. The examination, to which the law requires applicants for positions as teachers to submit, measures, to some extent, their scholarship but it fails to secure unquestioned testimony as to their ability to govern. Governing power is perhaps more indispensable to the teacher, at the outset, than mere ability to teach. He must establish order before he can instruct. He may not know the best methods of teaching the branches to be taught in his school, but experience and a willingness to learn will enable him to attain the desired knowledge. A failure to govern involves a failure to teach successfully.

School government should have a twofold purpose. Primarily, good order is essential to the proper prosecution of all school work. The teacher strives to secure this in order that he may uninterruptedly pursue his labors as instructor. Government in school has yet a higher aim than the preservation of order. It seeks to establish and confirm habits that will make pupils happier, better, and more law-abiding. These results cannot be lost sight of in any wisely-chosen scheme of school government. The restraints of the school-room are necessary alike to the well-being of the school and the protection of society. There is enough lawlessness stalking abroad in the land. Disorderly elements must not hereafter draw recruits from the ranks of those who are now under training in our public schools. Respect for law should be strengthened rather than weakened. The child's training at home and in the school determines his character, associations, and habits in after life.

The nature of the government to which children are subjected in school determines its disciplinary value. A tyrannical system of government may compel order but it begets no respect for that which it establishes. Children are not always the best judges of the system of government best adapted to their needs, but unless the plan pursued has some features which are recognized as necessary, sensible, and just by the general sentiment of the school it will not be productive of lasting good. The teacher's actions in the school-room, and elsewhere as well, must win the respect and confidence if not the love of his pupils. The hasty adoption of arbitrary measures, the ebullitions of an undisciplined temper, and the imposition of severe penalties for trivial faults are offences which the teacher cannot commit and yet hope to stand well in the estimation of his pupils. Teachers are sometimes intensely hated by their pupils. This bitterness of feeling manifested by pupils toward their teacher is generally conclusive evidence that his system of administration has something censurable about it. The teacher who has no friends among his pupils has but little power to do them effective service. His time is unduly occupied in ferreting out the perpetrators of mischief and visiting upon them punishment for their misdeeds. The

government of some teachers may be fitly characterized by the word *little*. They are given to magnifying trifling matters into things of portentous import. They are suspicious also. Every act of every child is watched with almost infinite zest. Every nice offence must bear its comment. Punishment is little in quantity but of frequent occurrence. The fussy teacher is out of place in the schoolroom. Again there are teachers who never see the bright side of anything. Cheerfulness is a word unknown to their school vocabulary. Their pupils are the dullest, the most cross-grained the most untidy, and altogether the worst of any ~~is~~ has ever been their misfortune to teach. They enter the school-room on the morning of a bright, sunshiny day with a cloud on their faces and a rebuke in every motion. Happy children glance from the sour, fretful face of the teacher to the bright sunshine without and are seized with an almost irresistible longing to escape from the thralldom of the school-room and to wander at will through pleasant walks and green fields. It has been said that cheerfulness is contagious. The teacher of buoyant spirits, confident demeanor, and pleasant speech is just the one to make school work attractive and interesting to children. They work as if moved by inspiration. The school-room loses every disagreeable feature and becomes the scene of cheerful, well-directed effort. It is strange that teachers whose every act bespeaks their distaste for children and school work continue to teach. Their influence over the youthful minds about them can not be salutary. They make no effort to make their school-rooms the abode of contented activity. The number of teachers who are habitually despondent or dissatisfied is small, be it said to the credit of the teaching guild; but there is a larger number of those who do not strive as they should to meet the responsibility that they have assumed with courageous hearts, tranquil minds, and animated faces.

Sometimes ill-health unfits the teacher for the work of the school-room. The idea that the cripple, the invalid, and the infirm, in fact almost all unfitted for anything else, can perform the duties devolving upon the teacher is not so current now as it once was. Good health is one the teacher's best qualifications. It lightens labor, stimulates mental activity, triumphs over difficulties, and generate cheerfulness. There are persons who can retain some tranquility of mind when suffering bodily pain, but their number is not great. The teacher needs a vigorous mind in a healthy body. Every teacher knows that the day that finds him suffering from sickness of any kind is one of trial. Truth compels him to confess that his work when he is sick is not entered upon with the same energy that characterizes it when body and mind are active and alert. The teacher who can not do accustomed work when weighed down by physical weakness should realize that his pupils may at times have some difficulty of a similar kind to contend with. Realizing this truth, the teacher may often see in the inattention and restlessness of some pupil the effects of an abnormal condition of the body rather than the results of a perverse disposition.

In theory we treat all pupils alike; in practice we do not. The same measures will not apply with equal efficacy in all cases. They are sometimes used because the teacher wishes to avoid the appearance of favoritism. Many a pupil has been unwisely handled in the teacher's attempt "to treat all alike." The dispositions of children are different and demand at times peculiar treatment. When one method of procedure is followed in every case of a like kind it becomes a kind of *kill-or-cure* process. The pupil reforms or becomes incorrigible. The judgment of the teacher must point out the best

course to follow in governing different pupils. It may be objected that pupils will lose respect for a teacher who pursues what seems to them a vacillating policy. This is true if pupils think that the teacher changes his policy to favor the pupil rather than to reform his conduct. This feeling on the part of the pupils does not inevitably arise as the result of the teacher's change of tactics. A teacher allows a lame pupil to remain in his seat while his classmates pass from the room at recess in order that he may not have to keep pace with their unhalting steps. A pupil suffering from myopia is given a seat near the blackboard, and is allowed to hold the book in a different position from that in which it is held by pupils not so afflicted. Those whose hearing is defective, those who are left-handed, and those who are not comfortably clad, all receive some special attention from the teacher without exciting thought or comment from other pupils. The disposition of children differ not less widely than do their bodily organisms. Tact will, in most cases, enable the teacher to apply particular methods to different dispositions without being charged with acting unjustly.

The methods of governing in school have been the themes of numberless essays. Pupils *must* be governed, but how? Here champions of different systems enter the lists and the war of words waxes hot. These champions do not always practice their own theories. The teacher who trims his sails to some of the popular pedagogic currents may soon find his frail bark on a boundless sea, at the mercy of the buffeting waves. The problem of school government is one which each teacher must solve for himself. Moral force is an effective agent in governing pupils. Many parents and some teachers tell us that they have found the use of moral suasion sufficient to effect all that government can be expected to effect. There is a power in moral agents that makes them do acceptable service in influencing and controlling the minds and habits of mankind. Many men do right from principle. Pupils who from earliest infancy have been under discreet home training are generally alive to moral influences. Our schools contain many examples of such home training. Force may be used as a moral power. The moral power of nations, some one has said, exists principally in their armies and navies. The Government that permits a child to run headlong to ruin because his parent or teacher withholds the rod of correction from his shoulders, is not a moral one. As some interpret moral government, it is an essence, a myth. Society has never been able to organize itself upon a purely ethical system of government. The enactment of positive laws is essential to the peace, happiness, and prosperity of any people. To the extent that these laws are inefficient or not enforced do we see the safety and happiness of the people imperilled. The school is a miniature community whose well-being is insured by the enforcement of just regulations. The teacher is both legislator and executive. He is held accountable by the community in which he labors for the laws he makes and the manner in which he enforces their observance. The common law invests him with parental authority over his pupils while they are under his care. If he deems it proper to chastise a pupil he has the legal right to do so. No one disputes the parent's right to inflict corporal punishment upon his child, provided such punishment is not excessive. The law has been construed to give the teacher the same authority over the pupil, in the absence of any rule, regulating the matter, of the board of education. Many persons, however, while admitting the necessity of punishment of some kind, claim that the parent is the only proper person to inflict it. "The parent," it is claimed "with a

just sense of his responsibility and duty, is controlled by feelings of love in inflicting corporal punishment on his child. He carefully considers the offense and measures the degree of punishment. The teacher has no such responsibility as that of a parent, and is controlled by no such feeling of love. It follows that the punishment inflicted by the teacher—even the most self-possessed—is often out of all proportion to the offence."

The child's bad conduct, which calls for restraint by the teacher, evidences, in most cases, the nature of the discipline to which he is subjected when under parental authority. Under such circumstances, what would the teacher gain by referring the unruly child to his parents for correction?

The same *love* which, in the opinion of some, should make the parent the proper person to inflict punishment upon his child, often blinds the eyes of the parent to his child's ugly disposition, insolent speech, and unruly conduct.

It is not an established fact that parents exercise more self-control in punishing children than teachers do. Some children have two chances for protection when under the teacher's authority to one that they have when under the control of their parents. A hundred eyes, Argus-like, are upon the teacher. If he punishes unduly, arrest, fine, loss of position, and loss of professional reputation may swiftly follow. He is admonished by those things to be just, discreet, and merciful. Besides, the teacher is selected, it is supposed, on account of his possessing those qualities of head and heart which fit him to grapple with the difficulties of his calling. The parent may be cruel at times and the world be none the wiser. The power of law is rarely invoked to shield the child from his parent's unreasonable, ungovernable fury when it is aroused by some childish fault. Witnesses are not abundant to testify to what transpires in the family circle.

The idea that the parent should be the sole judge of the culpability of his child and the amount of punishment requisite to secure reform is but a theory, and an unsound one at that. If a child is convicted of arson or theft his punishment is not left to a loving father or an over-fond, indulgent mother. The judge and the jury do not have to stand in the relation of fathers to the accused before they are vested with power to mete out justice upon them for their misdeeds.

I firmly believe that teachers, as a rule, will inflict punishment with as much caution, justice, and humanity as the large majority of parents will.

The good of the school may sometimes require the suspension of a pupil. This step should not be hastily taken. Were every troublesome boy or girl deprived of school privileges our school would be decimated. The teacher has a duty to do in the case of such children which he should not feel at liberty to shun. People acquiesce in school taxation in the belief that they are ultimately the gainers by the state of society which schools are supposed to foster. The law wisely requires that two-thirds of the members of the board of education must be convinced to the necessity of the step before any pupil can be summarily expelled. A speedy expulsion is justifiable when a parent defends his child's disorderly course and threatens dire things if that child receives chastisement. Little good for the child results from his punishment when followed by the misplaced sympathy of his parents. The best teachers do not resort to the rod with undue haste. Where parental co-operation is cheerfully and prudently given, it is rare indeed that the teacher needs to employ force in order to secure the well-being of his school—(*Ohio Educational Monthly*).

ALSTON ELLIS.

Visit of the Excellency the Governor-General and H. R. H. Princess Louise to McGill University, Nov. 30th 1878.

Three o'clock was the hour appointed for the reception by McGill University, and at that hour a large company of the *elite* of the city, come by invitation, had assembled in the William Molson Hall, while hundreds who were not so fortunate as to be among the "invited," stood about in the vicinity of the College gates on Sherbrooke street. The following

MEMBERS OF CONVOCATION

were assembled in the College Library, namely:—The Hon. Justice Chas. Dewey Day, LL. D., Chancellor; Hon. J. Ferrier, C. J. Brydges, Sir Francis Hincks, Hon. L. H. Holton, John Molson, Governor, Principal Dawson, LL. D. Vice chancellor Archdeacon Leach, LL. D. H. Aspinwall Howe, LL. D. Hon. J. J. C. Abbott, D. C. L. Q. C., G. W. Campbell, M. D., LL. D., Rev. J. Cook, D. D., Professor Johnson, LL. D., Professor Cornish, LL. D., Rev. H. Wilkes, D. D., LL. D., Rev. D. H. MacVicar, LL. D., R. A. Ramsay, M. A., B. C. L., L. J. Reddy, M. D., J. J. Maclaren, M. D. B. C. L., Q. C., J. R. Dougall, M. A., W. H. Kerr, B. C. L., Q. C., Professor Murray, LL. D., Professor Bovey, M. A. C. E., Professor Harrington, Ph. D., Dr. Brown, B. A., Lecturer McLeod, M. E., Fellows. W. C. Baynes, B. A., Secretary and Registrar. Professor—Dr. Scott, M. D. B. C. L.; E. Carter, B. C. L., Q. C.; Dr. Fenwick, G. Doutre, B. C. L.; Dr. G. Ross, M. A. Dr. Roddick, Dr. Osler, Dr. Godfrey, Dr. Gardner, J. S. Archibald, B. A., B. C. L.; E. Lareau, B. C. L.; Dr. Shepherd, M. Hutchison, B. C. L.; J. E. Robidoux, B. C. L.; C. E. Moyse, M. A. Graduates—Dr. Sterry Hunt, Dr. Trenholme, Dr. Thayer, Dr. Turgeon, Dr. Bibaud, Dr. Schmidt, Dr. Reid, Dr. Blackader, Dr. Webb, Dr. Finnie, Dr. Munroe, Dr. Tunstall, Dr. Alloway, Dr. Mackay, Dr. Loverin, Dr. Bell, Dr. Mount, Dr. Burland, Dr. Fulton, Dr. MacDonnell, Dr. Proudfoot, Rev. J. F. Stevenson, LL. B., L. H. Davidson, M. A. B. C. L., Lemuel Cushing, M. A., B. C. L., W. Morris, M. A., M. B. Bethune, M. A., B. C. L., Professor McGregor, M. A., Rev. W. Hall, M. A., E. Kemp, M. A., B. C. L., W. M. Marler, Rev. J. Empson, B. A., S. P. Robins, M. A., C. Cushing, B. C. L. E. A. Baynes, B. C. L., W. De Courcy Harnett, B. C. L., H. S. W. Goodhue, B. C. L., W. Simpson Walker, B. C. L., F. A. Knapp, B. C. L., R. S. C. Bagg, B. C. L., S. A. Lebourveau, B. C. L., C. H. Stevens, B. C. L., F. W. Hicks, M. A., E. I. Rexford, B. A., Rev. J. Wellwood, B. A., Rev. R. D. Fraser, M. A., H. H. Lyman, B. A., K. N. McFee, B. A., W. D. Dawson, B. A., J. T. Donald, B. A., J. Matheson, B. A., W. M. Walbank, B. A. Sec., Dr. Bessey, B. A.

About 350 students, each wearing a badge of white ribbon, lined either side of the avenue leading to the Collège, and waited for the arrival of the viceregal party for fully an hour. At four o'clock their approach was greeted with loud cheers from the crowd on the street. Trumpet-Major Clapham blew a Royal salute, and the students began to sing "God Save the Queen" as the carriages entered the gates. The distinguished visitors were received at the entrance to the Molson Hall by the Chancellor and Vice-Chancellor, who conducted them up-stairs, and to the dais at the far end of the Hall. Their Excellencies were attended by the Governor-General's staff, followed by Mr. Registrar Bayness and the other members of Convocation, forming altogether quite a triumphal procession. The viceregal party and the members of Convocation took up their positions on and about the platform, when presently

the students entered the Hall singing one of their college songs. After the students had taken their places in the body of the Hall, the Hon. Chancellor stood in front of the Marquis and read the following address :—

To His Excellency the Most Noble the Marquis of Lorne, Gov. Gen. of the Dominion of Canada.

MAY IT PLEASE YOUR EXCELLENCY.—The Governors, Principal and Fellows of McGill University desire to offer to Your Excellency a cordial welcome, and in doing so to express their gratification that in approaching Your Excellency as the Representative of our Gracious Queen, they have also the privilege of welcoming the official visitor of this University under its Royal Charter.

In this relation Your Excellency's predecessors have ever shown a lively interest in McGill University, and in the cause of higher education represented by it; and in now hoping for like sympathy and encouragement the University has the satisfaction of knowing that it appeals to one who has heretofore been a patron of learning, and who has himself taken an acknowledged place in literature.

The Governors, Principal and Fellows beg leave to tender to Your Excellency their cordial good wishes, that the highest prosperity and success may attend Your Excellency's administration of the affairs of this Dominion, and their prayer that, with God's blessings, you may be enabled to discharge the duties of your exalted office in such a manner as to secure the welfare of all classes of the people, and to afford a just source of satisfaction to yourself.

They also beg leave respectfully to offer their cordial good wishes to Her Royal Highness the Princess Louise, in whom they are happy to recognize one who has been a patroness of education in the mother country, and who they hope may exert a similar beneficent influence here.

Signed, on behalf of the corporation,
CHARLES DEWEY DAY, D.C.L., LL.D.
Chancellor.

30th Nov., 1878.

His Excellency made reply as follows :

To the Governors, Principal and Fellows of the McGill University.

GENTLEMEN.—The Governors of the University, Mr. Principal and Fellows, I assure you that I feel proud, as the representative of the Queen, to be welcomed to your University by the governing body. I rejoice to know that I shall be allowed the happy privilege of showing my interest in your proceedings, and in some measure to be admitted to the society of the learned over whom you preside. To me personally your kindness is most welcome, for nothing is more interesting to a man coming to reside in a country new to him, than to watch how the community provides for the increasing demands of education. The proper framing of a system for the thorough teaching of youth is perhaps the most important of the many great duties which the citizens of a country must undertake, and it is your part in this common labor to crown the edifices. It is to you that many look for the stamp which tells that youth has not been spent in vain, and the man who wins the mark of your approbation goes forth to the life of the world with the consciousness that there is that in him which may make his career honorable and distinguished and of use to his fellowmen. The estimation in which the McGill University is held tells its own story. Believe me, that anything I may be permitted to do, to encourage you will not be wanting, and that it affords the Princess and myself much pleasure to learn that we may look forward to again visiting you, and of marking our esteem and respect for your University.

(Signed) LORNE.

His Excellency said, in addition to his formal speech that he hoped to have an opportunity of addressing the students on a future occasion, which remark was received with loud cheering.

The Chancellor then begged of the Governor-General and the Princess permission for a delegation of students to present Her Royal Highness with a bouquet, which was granted, when the deputation—composed of a representation of the students in the faculties of arts, sciences, medicine and law—approached Their Excellencies. Mr. Henwood, in the name of the deputation, presented to Her Royal Highness an exquisite and very fragrant bouquet of flowers contained in a beautiful

silver holder, on which were engraved the College arms and the following inscriptions: "Presented to Her Royal Highness Princess Louise by the undergraduates of McGill University, November 30, 1878." The Princess graciously accepted the gift, after which the students broke out in another song entitled "Allouette." The viceregal party were then conducted through the library and museum of the University, the inspection of which evidently gave Their Excellencies much pleasure. The Marquis and Princess were also pleased to sign the College register for visitors, and after partaking of tea, which was served in the Faculty Room, the party again repaired to their carriages and drove away to the Windsor amid loud cheering and the singing of the National Anthem by the students.—*Witness.*

At Villa-Maria.

The charm of convent life was seldom more beautifully illustrated than on Saturday, 30th November last, at the visit of His Excellency, the Marquis of Lorne, and Her Royal Highness, the Princess Louise, to this institution. In addition to the fame this Convent has acquired for the education and varied graces imparted to its pupils, the Sisters have added to its renown by the magnificent reception it has given to distinguished personages, the recollections of their visits there being among the many happy *souvenirs* which Lord and Lady Dufferin have carried away with them from Canada, and the efforts of the Sisters on Saturday eclipsed, if possible, their happiest ones on former occasions. The grand hall enclosed a galaxy of beauty in the rows of convent girls, with happy expectation beaming in their countenances, seated facing the entrance in the form of a semi-circle, and on a stage in an enclosure at the farther end were placed the little ones, forming a charming background to a charming picture. Festoons of flowers and evergreen adorned the walls; appropriate mottoes fantastically worked, among which were, "Our gratitude will endure for ever," "Fama semper vivat" were placed at conspicuous points, and prominent over the enclosure at the rear, facing the throne, was the greeting, "Welcome to our beloved Governor-General," worked in large letters on a broad silken band. The windows were closed, and the room was brilliantly lighted. At three o'clock the royal party entered, and were received at the entrance by Bishop Fabre and the Lady Superioress. An expression of pleasure literally beamed forth in the countenances of the Marquis and the Princess as they surveyed the fair scene. The rippling music of the many voices, in murmured comment, had now ceased, and in silence all arose and curtsied simultaneously, with a precision which did credit to the mistress of ceremonies, and then remained standing while His Excellency and his Royal Consort acknowledged the salute, and took their seats on the raised dais.

The programme was then commenced. A piece for forty hands, on organ, pianos, harps, guitars, etc., was the first performance, the effect of which was very fine. Then four little messengers of Flora advanced, the Misses E. Bissonnette, H. Mullarky, A. McCready, and B. Gelinas, who curtsying gracefully on bended knees laid at the feet of His Excellency and the Princess a graceful tribute from their sender, a large basket of exquisite workmanship, containing choice flowers. They formed a pretty picture. Hardly had they retired, when Miss Letellier and Miss McGirr came forward, and each read an address of welcome, the one in French and the other in English. The following is the latter :—

To His Excellency the Marquis of Lorne, Knight of the Most Ancient and Noble Order of the Thistle, Knight of the Grand Cross of the Most Distinguished Order of St. Michael and St. George, Governor General of the Dominion of Canada, &c., &c.

AND

To Her Royal Highness the Princess Louise, &c., &c., &c.

The earth, the air, are fraught with music grand,
A welcome blessed rings throughout the land,
Along the Atlantic shores, both far and wide,
We hear it soar above the singing tide,
Columbia grand, takes up the thrilling strain,
Its echoes ring along the western main,

The lofty Andes, hear the jub'lant sound,
 And from its tow ring peaks, the notes rebound,
 But, in Mount Royal's holy favored shrine,
 It rings from hill, and dale, with marv'ous chime,
 And in ten thousand rapturous notes awake,
 Sweet choristers of grove, and silvery lake.

Such perless guests, to view with mortal eyes,
 Has ne'er been dreamt of, 'neath Canadian skies,
 Then from the depth of each young soul to-day,
 Ten thousand welcomes, at your feet we lay.
 Our garlands fair, of every dye and hue,
 Before your regal throue, we gaily strew.

And in the name of our most gracious Queen,
 Our brightest gems do now adorn the scene ;
 The Rose and Thistle, Shamrock, Maple here
 We'll twine around you with a love sincere.
 A home of bliss to you may e'er be given,
 In this fair land 'neath smile of gracious Heaven.

And loyal subjects round you day by day,
 With homage meet to cheer your royal sway ;
 To courtly hails we know you bade adieu,
 To Queen Victoria, loved mother, too ;
 Ah ! may such sacrifice bring favors grand,
 While loving subjects bless your scepter'd hand ;
 Loug may your royal path be strewn with flowers,
 Your praises ring from hall and lofty tow'rs ;
 Your happy reign in golden numbers shine
 Throughout this favored land for endless time !

The Marquis of Lorne in reply said :—

I will speak in English, because I consider the young ladies and the misses the most formidable critics in the world I thank you for the very beautiful reception you have given us to-day. I have heard very much of this great convent ; I have often heard Lord Dufferin speak of the charming reception you had prepared for him ; he never forgot the kindness you showed him and the zeal manifested in your reception ; but as much as he has praised everything here, the reality has far exceed any expectation I could have formed from anything His Lordship said. We were prepared for much kindness, but like many other things we have seen in Canada, the reality far exceeds what we ever dreamt of seeing. We were prepared to find the land covered with snow and found that summer had hardly left it, and I never expected to find anywhere a more beautiful parterre than that which I now see before me. It reflects the greatest honor upon those who have cultivated the beautiful garden, from which these flowers were culled. I hope the happiness I see in so many faces before me will never suffer by any transmutation, that it may ever reign in your Canadian Homes, which I am confident you will grace and adorn. We may trespass still further on your indulgence by repeating our visit on some future occasion.

After this presentation the hall resounded with vocal music from the choir of fresh young voices, which drew forth favorable comments on every side. Miss Brotherson then advanced and read the following address, in a clear, sweet voice :—

To His Excellency the Marquis of Lorne, Knight of the Most Ancient and Most Noble Order of the Thistle, Knight of the Grand Cross of the Most Distinguished Order of St. Michael and St. George, Governor-General of the Dominion of Canada, &c., &c., &c.

AND

To Her Royal Highness Princess Louise, &c , &c , &c.

Throughout our fair Canadian land,
 There rises up an Anthem grand,
 In which as with one single voice,
 A loyal people all rejoice,
 The lowly and the high in place,
 The sons of every creed and race.

From stern Newfoundland's coast, dark, steep,
 To where Pacific's waters sweep :
 From cabin poor and home of pride
 That welcome's heard on every side,
 While joy-Bells peal and cannons roar,
 And bonfires blaze from shore to shore.

Gladly each youthful voice we raise,
 In this grand song of joy and praise.
 With loyal hearts your presence greet,
 Our sweetest flowers strew 'neath your feet,
 With fervent prayers and vows sincere
 Breathed softly in your kindly ear.

My Lord, already is thy name
 Known unto Canada and fame,
 On thee do honor, genius smile,
 Hope of the great house of Argyll,
 Winning all hearts by gracious mien,
 Fit envoy of our Empress Queen

Oh, Royal Lady ! can words tell,
 The thoughts that in our bosoms swell,
 On greeting in this humble scene
 The daughter of our much-loved Queen,
 Receiving in our convent walls
 The Pearl of royal Windsor's halls.

All hail ! in England's heart enshrined,
 In ours e'en now, with love entwined,
 True gifted child of science, art—
 In all their triumphs taking part ;
 Yet rich in charms of womanhood,
 Gracious and lovely, noble—good.

Mid records of our convent old
 Will be inscribed in lites of gold,
 Illustrious guests, this happy day,
 And ever will our young hearts pray
 That peace and bliss, and sunshine clear
 Surround your rule and sojourn here.

The finest musical performance of the evening, one which demonstrated beyond doubt the excellent musical tuition given at this convent, was the music on the harps by the Misses McGarvey, Stubbs, Hayden, Mullarky, A. Royal, J. Boucher, G. Cusson. The music consisted of selections from Scottish airs, "Auld Lang Syne," "The Blue Bells of Scotland," and others. As "The Campbells are coming," was rendered, Her Royal Highness cast a smiling glance at His Excellency, who enjoyed the musical allusion immensely. An address by Miss De La Nau-diere, delivered in a graceful manner, in admirably modulated tones followed, the Misses Selby, McElhone, Sweeny, Ste. Marie and Daly. The two youngest of the group, little cherubs arrayed in pink and white, each read a few verses of welcome as follows :

BY MISS M'ELHONE.

MAY IT PLEASE YOUR EXCELLENCY :

In fairy tales, we have been told,
 Of princes grand, of wealth untold ;
 And in our convent circles here,
 Your names we've learned to revere,
 But Fancy in her wildest flight,
 Could ne'er soar to such a height,
 Nor think such joy would e'er be ours
 To call for you sweet fragrant flowers.
 The rose and thistle, from our hand,
 Would reach a viceroy, noble, grand ;
 A prince royal by his side
 All hearts would hail, with noble pride,
 The daughter our much-loved Queen
 To grace in person this fair scene.

BY MISS E. SWEENEY.

MAY IT PLEASE YOUR EXCELLENCY :

Ah, little children that we are,
 Your royal name reached us afar,
 And in our merry, childish glee
 How we did wish your face to see,

And promise, in our artless way,
 How good we'd be and what we'd say,
 No scene more gala met's your view,
 With flowers of every clime and hue.

Deign, then, our bouquet to receive,
 And in its language sweet believe ;
 In every tongue flowers have a spell,
 The heart's fond wishes best can tell.

As the words came tripping out of the mouths of the little one, their *naivete* and the artless manner in which they were uttered caused a general smile, and His Excellency and Her Royal Highness returned a few short words of thanks, which made the little ones happy. This concluded the entertainment. His Excellency and Her Royal Highness advanced and spoke to several of the pupils, (after a parting glance at the bright scene. A number of visitors, principally relatives of the pupils, were present, among whom we noticed Monseigneur Fabre, His Worship the Mayor, Mr. Edward C. Murphy and the Misses Murphy, Mr. Arthur H. Murphy, of Quebec and Miss Murphy, Mr. Mrs. and Miss Mullarky, Dr. Hingston, Hon. Mr. Baby, Chief Justice Dorion, Mr. Reynolds, Hon. J. P. O. Chauveau, and others. The Rev. Mr. Baile, superior of the Seminary, the Rev. Mr. Beaubien, and other priests, were also present. The Montreal troop of Cavalry acted as escort to the Royal party and at different stations along the road, arches were erected.

Montreal Gazette.

THE JOURNAL OF EDUCATION,

QUEBEC, DECEMBER 1878.

We regret, that owing to unavoidable circumstances, several articles which should have appeared in this number of the *Journal* have to be deferred until next issue.

The Article "A few words to young learners" which appeared in our last Number, was taken from the September Number of "Barnes Educational Monthly" one of the best conducted Educational Journals of the United States. We unwittingly published it without giving credit where credit was due, and hasten to repair the omission.

—The French Government has just conferred upon U. E. Archambault, Esq., Principal of Catholic Commercial Academy, Montreal, the title and insignia of "Officier d'Académie," in recognition of the valuable services rendered by him, as Special Commissioner for the Department of Public Instruction and member of the International jury of Primary Instruction. The "Académie Palms," with the title of "Officier d'Instruction," have likewise been conferred by the French authorities upon Dr. J. B. Meilleur and the Hons. P. J. O. Chauveau and G. Ouimet, successively Superintendents of Public Instruction for this Province.

POETRY.

Sowing.

ADELAÏDE A. PROCTER.

Sow with a generous hand :
 Pause not for toil or pain,
 Weary not through the heat of summer,
 Weary not through the cold spring rain ;
 But wait till the autumn comes
 For the sheaves of golden grain.

Scatter the seed, and fear not :
 A table will be spread ;
 What matter if you are too weary
 To eat your hard-earned bread ?
 Sow while the earth is broken ;
 For the hungry must be fed.

Sow : while the seeds are lying
 In the warm earth's bosom deep,
 And your warm tears fall upon it,
 They will stir in their quiet sleep :
 And the green blades rise the quicker,
 Perchance for the tears you weep.

Then sow ; for the hours are fleeting,
 And the seed must fall to-day :
 And care not what hands shall reap it,
 Or if you shall have passed away
 Before the waving cornfields
 Shall gladden the sunny day.

Sow : and look onward, upward,
 Where the starry light appears,—
 Where, in spite of the coward's doubting,
 Or your own heart's trembling fears,
 You shall reap in joy the harvest
 You have sown to-day in tears.

What the Old Clock said to me.

By ELIZABETH CUMMINGS.

Grandfather's house was old and red,
 A graveled walk to the door-step led ;
 The door was green with a knob of brass,
 And over its top was a pane of glass ;
 A great brass knocker, shaped like a snake,
 Was hung on its panels, the house to wake.

You opened that door on a wide low hall,
 On one side a settle was 'gainst the wall,
 Opposite stretched a fire-place, bright
 With a hickory fire every night.
 Quaint yellow chairs upholstered with red,
 With a queer little frame to rest the head,

Were scattered about ; but best of all,
Was the rare old clock ; that black and tall
Stood in the corner ; for it could talk.
Though it was so learned, and could not walk.
When I grew lonesome on rainy days,
And tired of dolls and childish plays,

I'd list to the clock. " Little girl," it would say,
" The minutes, the hours, the days fly away ;
Work and learn while you can, don't wait,
No words are so sad as the words, ' too late !'
Time once lost will never come back ;
Take care of your minutes, tick tack, tick tack.

" Remember wrong acts once done are done,
The best time to grieve is before they're begun ;
Remember, cross words, once said, can never
Be unsaid, though you should try forever.
Bad words and bad acts can never come back
Though you're ever so sorry—tick tack, tick tack.

" Do good while you can, and learn while you may,
What you call life is short as a day ;
Time is most precious of gifts to you lent,
Beware of the sin of *time misspent*,
For life once past can never come back ;
Take care how you live—tick tack, tick tack."

Childhood from me forever has fled,
Grandfather, grandmother, both are dead ;
Strange folks live in that house to-day,
But the words of the clock hold true alway—
" Life, once past, can never come back ;
Take care how you live !—tick tack, tick tack."

Practical Methods of Physical Culture in Schools.

In the classical village of Concord, Mass., transcendentalism flourishes, and metaphysics are in the very air. The children growing up in this sublime atmosphere are naturally philosophers from birth. A traveller passing through the place observed a small boy digging in the sand, and, unthinking, put the query, " What are you doing, my little man ? " The child paused in his play, and looking up with great, serious eyes, as if astonished at the frivolity of the question, answered solemnly, " I am digging for the Infinite." My friends, I, too have been digging for the infinite, at intervals, ever since I received a brief note from our President Hayes, asking me to prepare a paper upon " Practical Methods of Physical Culture in Schools," and you will not be surprised to learn that I have not yet found the object of my search ! Not that methods, were wanting—they are as plenty as reasons, and if they had not been, one could evolve them from their inner consciousness at the rate of two an hour, day in and day out, for I don't know how long ; but " practical"—there was the rub ! For truly, the obstacles in the way were formidable—quite like making bricks without straw.

Yet it must be done for no hair-brained project could get a hearing from so grave an assemblage ; no Utopian schemes are allowed an airing before such a solid, sensible set as the State Teachers' Association. In view of all this, even though, as some one says, *invitation is the sincerest flattery*, very likely I ought not to have accepted either the invitation or the flattery ; but I did, and I am

afraid I should have done so, had the topic assigned me been, " The System of Gymnastics Practised in the Planet Jupiter," just because I was so desirous that the subject of physical education should be brought again before you. So I dug away.

In the beginning but three plans, that could lay any claims to being practical, presented themselves. First, I thought of enacting a law, making physical culture compulsory. Then I remembered that that had been tried once, in the city of Philadelphia, and worked admirably for exactly three days, at the end of which time the teachers having taught all they knew (and more too) and the scholars having learned both the exercises and the ignorance of their instructors, lost their interest, and pronounced the thing a fraud, which it undoubtedly was ; and a failure, which was inevitable ; and the law because a dead letter from that time to this. Besides I wasn't a law-maker ; so there was an end. Then I had an idea of starting out on a gymnastic missionary tour to preach the gospel of physical regeneration throughout the State ; but recalling that old proverb about the ease of taking a horse to water, and the difficulty of making him drink afterward, I concluded to " wait a little longer " before undertaking that enterprise. Last of all (very naturally), it occurred to me to die, that I might leave my immense fortune to found a gymnasium, where all, both rich and poor, girls and boys (for I would be generous and even admit boys !), should receive a scientific, systematic physical education. This was—as you will at once perceive—by far the best of all my " happy thoughts ; " but I could not see my way clear to act upon it, partly because I wasn't ready to die, and partly because my fortune was yet to be made ! Thus all my projects came to naught, and I was forced to sit down seriously to consider the subject, and I tell you, in all seriousness, that the outlook was not and is not encouraging ; for we need three things, which in all probability we shall not have for many years to come 1. A sustaining public opinion ; 2. Trained teachers ; and 3. Appliances, such as room, time, dress, apparatus, and music.

Still we cannot, must not, fold our hands and wait. The supply never precedes the demand, and not until there comes an insistent, persistent demand for the requisite means of physical education from all the schools of the land, shall we supplied. Then let us to work at once ; and since civilization will not, or at least does not, adapt itself to gymnastics we have simply to adapt gymnastics to civilization, and do the best we can under the circumstances ; provided we do not interpret that as meaning—to do nothing at all. Just here let me remark, as the Cat did to the Ugly Duckling, that " If I say disagreeable things it is for your good," and with this preface, I must admit that even in progressive Pennsylvania there is not, upon this matter of bodily training a sustaining public opinion.

You will perhaps hasten to inform me that all educators worthy of the name believe in it. Yes theoretically—but practically, No. " It is a good thing," they say, " but "—and then they fall to stammering. " But me no buts,"—it either is good or ins't. If good it should be put in practice, and your excuses and plausible putting of exercise as training, may deceive the masses, but surely you are too keen thinkers to deliver yourselves in that style. You know, as well as I, that exercise only is no more to be called physical culture than the mere fact of being an omnivorous reader would necessarily imply a cultivated intellect. It might, but the chances are that it would imply the opposite. I need not tell you that a child might have all the exercise which play and country life could afford ; and yet come to maturity undeveloped, ungainly, ugly even to deformity and you surely must have noticed that manual labour, even under the most favourable circumstances, does not grant immunity from consumption, spinal disease or paralysis. It is easy then to see that exercise, either found in work or play, does not accomplish what scientific training will always do, in greater or less degree, viz, bestow, upon those who have received it, health, strength, grace or beauty.

Educators ! if you would be worthy of the name, you must be what the name signifies, " leaders," called to " lead forth " the people, who blinded by prejudice and precedent, cannot discern the drawing of the new day that is coming. Teachers you must teach the people, who are ignorant concerning this neglected but necessary part of education. It is your plain duty to be " the conservators of progress," your undeniable right to stand always " in the foremost files of time ; " therefore, see too it that you fail not in your high calling, lest popular opinion become : what Carlyle declares it to be, " the greatest lie in the world." Thus shall you overstep the first stumbling block : but the next is more formidable, and this we shall have to walk round.

The great necessity for trained teachers in this department of instruction, surely need not be demonstrated to those who think and reason, but possibly it has not occurred to all of you, that the cause of Physical Education has become almost a lost cause with the masses, in consequence of the unsuccessful attempts of ignorant, indifferent, and untrained teachers, to teach what they did not know themselves. Yet an engineer, unpractised in the art of running his engine, or ignorant of its stops and valves, is an unheard-of anomaly. Is the

human body, that wonderful mechanism, to be always tampered with in this wicked, wasteful war? The remedy for this great evil is plain, but how to apply it is the problem. There are in this State two means of teaching teachers: first, the Normal Schools and training classes; second, the Institutes. Clearly, then, if educators mean what they say, viz.: that education is not complete till we train the physical powers as well as the mind and soul, their imperative duty is to see that there is not a Normal School or class in the Commonwealth whose faculty does not include an educated enthusiastic teacher of gymnastics. Then every graduate will be a gymnast—not athlete—as well as scholar; and then are shall begin to have real educators instead of mere instructors. For those already in the field, the Institute must hold itself responsible. Not that it can make up to them in this, more than in any other department of knowledge, the lack of thorough education, but it can help them, and that materially. A competent instructor in Physical Culture can teach the teachers of a county a complete series of exercises, consisting of ten movements, during the five days' session of an Institute, so thoroughly, successfully, and practically, that they can put what they have learned directly into practice, upon their return to their schools, and thus begin at once the good work.

But there are directors, who, like crabs, are for ever destined to go backward, and because their grand-fathers did not practise gymnastics, their great-grand-sons have no need of physical training; which theory, if carried out, would lead them to some curious conclusions! Then, too, there are some superintendents, who have not the courage to carry out their convictions, and dare not bring the subject before their Institute; what can be done for the teachers of their counties? Something even there, for, though it is difficult to learn the exercise from a book, it is not impossible, and with Dio Lewis's "New Gymnastics for Men, Women and Children," to study, teachers who are really in earnest, need not despair of giving to their pupils some amount of bodily culture. Lewis's system I recommend as much preferable to all others, for several reasons: 1. Because it is a system, the others, so-called, being mostly a mere collection of movements. 2. The exercises are so arranged, that, while one set throws the blood more forcibly toward the heart, the succeeding set sends the blood more forcibly from the heart to the extremities. 3. The arrangement is superior, because, instead of exercising the arms till they are ready to drop off, then the body till it is tired, then the feet till they ache, the movements are varied, giving to each set of muscles a period of work, and then a time of rest, alternately, till during the seven minutes required for one series of movements, every muscle has been well exercised, and none to exhaustion.

Many teachers seem to be possessed with a desire to invent exercises, and their confidence in their ability to do so is somewhat amusing to those who have studied the subject, and been through a complete course of training; but possibly "where ignorance is bliss" it is folly to be otherwise; and, though as many failures can be traced to conceited ignorance as to indolent indifference, let us not by any means crush the creative faculty which crops out so rarely among instructors of youth! Three things must be required of pupils who are being trained physically; first vigour; second, accuracy; and third, grace; and the great defect in original exercises is their lack of accuracy, their want of a standard. Every movement, no matter how simple, should have a standard so high as to be almost impossible of attainment; and here lies the secret of interest and enthusiasm. Whatever we can do perfectly the first or second time we try, we do not care to do again. It is difficulty which charms us; and children are very like "grown ups," only more so! Therefore, I say again, have a way—and that the hardest—in which every movement should be done, and you will be surprised at the strong and persistent desire to which you will arouse to come up to the standard set.

The necessity for vigour is so self-evident, and the desire for grace so universal, that I need not enlarge upon these points, except, perhaps, to say by way of encouragement, that grace is only another name for ease, and when you can give your pupils the one, they will, perforce, possess the other. One word of caution (and you cannot be too cautious in this regard), never allow any child who has even a tendency to heart disease—I refer now to the real, and not the sentimental malady!—to take any part in the exercises, for it might be dangerous. One suggestion to those who invent exercises: Do not allow your pupils to throw the arms violently backward, as if to hit the backs of the hands together, as blood vessels have been ruptured in the lungs in that way, and Dr Lewis never expects the arms to be put farther back than in line with the shoulder, the cuts in his book to the contrary notwithstanding. One hint, which being to those supposed to be wise must be sufficient: Do not if you wish to succeed as teachers of anything, let a scholar of yours excel you in the exercises, or even suspect that they can do so; for that is fatal to that respect for superiority which the instructor should always command from the pupil.

But to teach gymnastics successfully requires something more than training and knowledge. It needs energy, enthusiasm, and

what we New Englanders call "gumption." This last, which is a happy combination of caution, sense, and tact, is a most desirable and indeed most needful faculty in a teacher. With these qualities, some knowledge, and a desire to do, if the children are on your side of the question—and naturally they will be, for it is only as we grow older that we grow lazy and stupid—success is sure. But don't try to force it in the face of failure, particularly if the failure is your own.

As for the appliances needful, that can easily be arranged. For room, take the aisles, and any vacant spot on the floor large enough for a child to stand upon, provided they can stretch out the arms in front and at the side without hitting anything. Of course this does away with foot movements, but those are the least necessary. Time is plenty always, and will be so long as there is time for scholars to be restless and noisy, and the teacher to be fretful and cross. Take only this, and you will have plenty, and it will be far better for all concerned, including those who would shut up an innocent child in an ill-ventilated room six hours a day, hang him on a seat so much too high that he is suspended, like Mahomet's coffin, between heaven and earth; put a book before him, of which he knows nothing and cares less; and then punish him if he dares to do what every drop of blood in his body, every muscle in his frame, every nerve in his system, every impulse of his being, urges him with resistless force to do—move!

Apparatus is well, but in most of your schoolrooms the fists are better, and these can be manufactured to order! Music would add much to the pleasure, and perhaps the interest; but if you lack an instrument do without it; but do not supply the need by singing, it is too hard upon the lungs and heart; it requires them to do double duty and, as is always the case, one thing or the other will be poorly done. Counting, well accentuated, will allow of the rhythmic motion in which we all delight, or tapping with a pencil on the desk like the beat of a tiny drum. A triangle, whose cost is trifling, would answer every purpose, and be considered music besides.

All that is required of the costume is, that it shall allow the free and easy play of every muscle in the body. This, boys have already in their usual apparel, and girls need only to have the dress short enough to leave the feet free from entangling skirts; large enough across the chest to allow the fullest expansion possible; and loose enough around the waist to admit a full breath to be taken without feeling any constraint as to clothing.

Surely, this is little to ask, indeed, these *should* be the requirements of every woman's dress; but custom rules otherwise. Still, country girls living, as they do, remote from the centres where the foolishness of fashion culminates, are supposed to be the class of all other, who may come up with some sensible notions of dress, and, besides, it is not expected of them to become women and dress accordingly while yet children. Consequently they too might be ready for physical education, with little or no modifications of costume. If more is required, a steady though silent demand, like perseverance in the exercises without regard to such obstacles, would, in time, bring about the desired change, and thus accomplish two good results, both working to the same end—health.

Realizing most fully, that as long as it is not easily practicable to introduce gymnastics into the common schools, "the indifferent will be ready with their sneers, and the conservative with their taunts," let me express the hope that I have added somewhat in the solution of this vexed question, by showing "what might be done."—to which I add, and every school-house in the land would have had some means for physical education long ago.—L. E. Partridge, in *Pennsylvania School Journal*.

Jacotot's Paradoxes.

A Paradox may serve a good turn, when it directs our attention to some important truth which might escape notice if stated in any less startling form. Its characteristic feature is that it at first strikes us as not true; but, after we have given it more thought it secures our assent. We are bound to say that, as a rule, we are not fond of paradoxical writers. For the most part, truth suffers at their hands. In order to attract attention they juggle with words; they substitute half truths for whole truths; they minimise and exaggerate; they provoke opposition when they are most desirous of conciliating friends.

It occasionally happens, however, that the truth, or fragment of truth, contained in a paradox is worth disentangling from the errors and exaggerations which are interwoven with it; and this, we think, is the case with the paradoxes of Jacotot. One of these paradoxes was that "all human beings are equally capable of learning." The first impulse of a teacher, on reading this, will be to say, "I would that they were." Not only does experience teach us that there is the widest difference in the natural powers of children, and

in the result of early training ; but science teaches us that there *must* be such divergencies. A child is physically, intellectually, and morally a resultant of forces that have been in operation since the creation of man, and every child is the resultant of a separate set of forces. Here is a family of geniuses, and here is a family of dunces. Here are two children brought up under precisely the same conditions, and yet, most assuredly, not equally capable of learning. Even in the same family, where the hereditary antecedents are, more or less, the same, slight differences in early training—a change of nurse or of abode, a difference in the amount of time which the parents are able to give to different children—will produce differences that will affect the whole of their subsequent education. And yet the paradox is not utterly false. The tendency of indifferent teachers and idle pupils is to attribute their ill-success exclusively to infinite defects in the pupils' own minds ; whereas, perhaps the failure is, in reality, to be referred to avoidable defects either in the teacher or the learner. The effect of this convenient theory is to reconcile the teacher to what he considers the innate stupidity of the pupil ; and the pupil to what he considers the insuperable gulf which separates him from his more highly-gifted companions. The teacher will profit by the paradox, by looking to himself, to his methods, or to his want of energy, for the causes of failure ; the pupil will profit by it, by remembering that success is largely dependent on industry, perseverance, method, and docility. Great as are the external forces which have gone, and go, to make us what we are, the will is a force more powerful still.

Another of Jacotot's paradoxes was that " Every one can teach ; and not only so, he can teach what he does not know himself." It is difficult to say which half of this paradox is, on the surface, most untrue. " What every one can teach ! " some long-suffering pupil will say, " I only wish my master could." As a matter of fact, very few can teach. It is one of the tritest of observations to remark that a man may possess a profound knowledge of a subject, and yet be utterly unable to teach it ; and the reasons of his failure are easily found. He may know nothing about children, though he knows much about the subject of his instruction ; he may ignore or violate the laws of their mental being at every step of his teaching. No ; every one cannot teach. Even after thoughtful study of the science of teaching and long practice in the art of teaching, there are very few who can teach well, and those who can teach best are most conscious of their own defects.

As to teaching what we do not ourselves know, the truth of the paradox turns entirely upon what we mean by " teach." If we mean by it the communication of information, then it is obvious that we cannot communicate to others what we do not possess ourselves. If, however, we mean by it to cause to learn, then there can be no question that a teacher may, by skillful direction, get his pupils to learn for themselves many things of which he himself is ignorant. Nay, we could go further, and affirm that what a pupil thus learns for himself will often do him infinitely more good than the carefully prepared information poured into his mind by a teacher. In the former case he acquires not only the information, but the strength and ability resulting from the active exercise of his own powers ; in the latter he acquires, in many cases, only a very imperfect mastery of the information, and his mental powers are, to a large extent, suffered to lie dormant. Some information does not admit of communication ; it must be obtained at the first hand, or not at all. The pupil must see, and hear, and feel, and taste, and smell, and reason for himself. But even the direction of a pupil, it is, in the highest degree, desirable that the teacher should be familiar with the subject which he wishes his pupil to learn. Thus only can he present an unprofitable expenditure of time and energy, and supply help where help is indispensable. Jacotot, we are told taught drawing and music without being a draughts-man or a musician ; and we can well believe that he exercised considerable skill in compensating his ignorance of these arts ; but we cannot believe that he taught either the one or the other as well as a teacher could teach it who had paid special attention to them. To teach drawing, for instance, requires not merely well-selected drawing copies, but the ability to disentangle a complex object so as to present in it its greatest simplicity, ability to detect inaccuracies such as an untrained eye fails to perceive, and ability to give a rational explanation of various optical phenomena. It may, of course, be argued that the assistance rendered by the teacher would be so much injury done to the pupil, and that it would be better to leave the pupil to blunder into accuracy than to save him from error by efforts not his own. The fallacy of this argument lies in ignoring the conditions under which education has to be conducted. As a rule, the knowledge that we acquire for ourselves is unquestionably more valuable than the spoon-food put into our mouths by teachers ; but we must not forget that " life is short, and art is long." If children had to excogitate everything for themselves they would never acquire the knowledge that is indispensable to them in the positions of life which they are destined to occupy. What the teacher has to do is to exercise his judgment in determining

what his pupils may profitably master for themselves, and what they ought to be assisted in ; and to restrict his assistance to the cases in which it is desirable.

" All is in all " is another paradox of Jacotot's. He means that all the items which go to make up the sum of human knowledge are interdependent, and, more or less, involve each other. Hence he laid it down, as a practical maxim for teachers to follow, that something should be taught thoroughly well, and everything subsequently taught should be referred to that. It is easy to see how this maxim might be abused ; and yet every practical teacher knows how important it is to lay well the foundations of learning, to constantly carry back the learner to fundamental truths, and to link on new acquisitions to old. If it be true that all knowledge consists in the perception, present or remembered, of differences and agreements, then it is clear that the learner needs to be constantly comparing old perceptions with new. " Our reason," says Bain, " consists in using an old fact in new circumstances."

The great mistake which young teachers commonly make is to endeavour to carry on their pupils faster than they go ; to push on with a subject without any regard to whether it is mastered or not ; and to present information to the mind without remembering the conditions under which alone it can be assimilated. If the foundations be ill-laid, the superstructure cannot be solid and secure. The teacher will have to underprop it when he should be carrying it upward ; more time will be lost in this process than would have been needed, in the first place, to render it unnecessary ; and, after all, the work will be ill-done. It is astonishing how far a little knowledge will go, if it be only thoroughly mastered. Here is a man who knows only one book. Yes ; but he knows it from cover to cover. He knows every paragraph and every word in it. And what is the consequence of this thoroughness ? He is able to apply it in all sorts of circumstances. He draws from it wisdom for his guidance in cases where you would least expect it to be able to yield light ; he has a quotation or instance from it that fits all occasions ; he draws an infinite variety of arguments from it that its author himself could never have contemplated. Beware of the man of one book. Here is another man who has read through a library, but has never mastered one subject or one book thoroughly. You will find him out directly. His statements are hazy, exaggerated, inaccurate ; his quotations are not to be trusted ; the arguments which he brings forward are misapprehended or erroneously applied ; he cannot bring one part of his knowledge to bear upon another, or, if he can you find that his supposed knowledge is not to be trusted. Teachers will do well to remember that " all is in all," not only in teaching each subject of instruction, but in teaching their schools as a whole. The highest class is contained in the lowest ; the character of the work done in the lowest class will affect the character of the whole of the work done subsequently.—*The School Guardian*.

MISCELLANY.

Boarding round.—Schoolmasters like philosophers were sometimes peripatetic in " the good old days." They went from parish to parish, from farm-house to farm-house, giving instruction and receiving board with lodging in return. It was so in various parts of Britain, and the custom appears to have prevailed also in America. We learn from the *New England Journal of Education* that the plan of " boarding round " is still in vogue in many places, and in at least one district in Pennsylvania all the teachers receive fifteen dollars a month and board in this manner. Who but the victim himself (says our contemporary) can describe the miseries of " boarding round " in rambling country villages ; of living for a month on tea and pie, and then only exchanging the bill of fare for pie and tea ; of sleeping under leaky roofs, upon pillows which the rains and snows of heaven bedew ; of shivering in breakfast rooms, where, if a drop of water fall upon the table-cloth, though the stove be in close proximity, it is instantly frozen ? And yet the physical discomforts are often the least of the homeless teacher's trials.—*Schoolmaster*.

Socialism.—In a recent circular letter addressed to the school inspectors and elementary teachers, the German Government urges the necessity of exercising special vigilance in order to eradicate from the minds of the scholars the germs of socialistic ideas. The antidote prescribed is chiefly a sound moral and religious training. At the close of the circular, the injunction is emphasized by exhorting all teachers, especially those of the towns, to lay it " recht warm an's Herz."

Early English Dwellings.—The earliest dwellings of the English were, no doubt, rude structures, mainly built of wood and plaster, but we find that they had a word for the low wall upon which the house stood, the ground wall—a term still in use among masons in parts of England, to denote the stone foundation wall—and from this it has been argued that it is very very probable that the foundations of their dwellings were commonly of stone. England was then abundantly supplied with timber, and wood naturally continued to be the chief building material, as it is still in this country. But from the days of Augustine onwards, there is ample evidence that stone was freely used in the construction of churches, and there is great likelihood that in the mansions of the nobles, the hall, at least, was a stone structure. The houses were generally but one story in height, the hall and kitchen forming one large room, open to the roof, which was thatched with straw or reeds. In the middle of the hall was the hearthstone, with its blazing wood fire, surrounded by benches, and close at hand were the bellows, tongs, &c. Directly over the hearthstone there was a small turret, with open or partly open sides, through which the smoke escaped without the aid

of a chimney. The walls were sometimes painted, but more frequently they were covered by curtains or woollen, or even silk, and often richly embroidered. These curtains were hung at a distance of three or four inches from the wall, and added much to the warmth and cheerfulness of the rooms. The floor was usually paved with tiles; a portion at one end was raised somewhat higher than the rest, and here stood the massive table of square or oblong shape, surrounded by benches or stools, with a high-backed chair for the master of the house. The windows were few and small. In the earlier times the wind and rain were kept out by wooden shutters, or blinds of linen, and glazed windows probably were seldom to be met with in private houses until much later than the Norman Conquest. To supply the deficiency of daylight, they had recourse to wax candles, supported by ornamental appliances. The chambers or sleeping rooms opened from the hall, and no fires, but were abundantly provided with heavy tapestry hangings. The bedsteads, in some cases elaborately carved, were frequently placed in curtained alcoves, and were furnished with feather beds, bolsters, and pillows.—*Canadian Monthly.*

ABSTRACT FOR THE MONTH OF NOVEMBER, 1878.

OF TRI-HOURLY METEOROLOGICAL OBSERVATIONS TAKEN AT MCGILL COLLEGE OBSERVATORY, HEIGHT ABOVE SEA LEVEL, 187 FEET.

Day.	THERMOMETER.				BAROMETER.				+ Mean pressure of vapor	† Mean relative humidity.	WIND.		SKY CLOUDED IN TENTHS.			Rain and snow melted.	Day.		
	Mean.	Max.	Min.	Range	Mean.	‡ Max.	‡ Min.	Range			General direction.	Mean velocity in m. p. hour.	Mean	Max	Min.				
1	35.30	43.1	29.3	13.8	29.7956	29.851	29.697	.154	.1676	80.5									
2	43.01	44.5	37.8	6.7	29.8765	29.924	29.842	.082	.2152	77.9	N.	15.3	9.1	10	4		0.05	1	
3	.....	39.2	28.4	10.8	.....	.....	.....	.....	.....	.....	N.	12.0	10.0	10	10		0.29	2
4	25.16	33.5	18.5	15.0	30.0294	30.083	29.916	.167	.1072	76.5	W.	12.0	.....	.....	.....		0.08	3 ^o Sunday
5	25.05	28.5	20.3	8.2	30.1161	30.168	30.044	.124	.0944	70.2	W.	21.4	8.2	10	2		0.20	4	
6	28.37	35.0	23.5	11.5	29.8626	30.021	29.745	.276	.1025	67.0	W.	18.7	8.2	10	10		Inapp.	5	
7	27.66	30.3	23.5	6.8	29.5907	29.717	29.517	.200	.1245	82.2	W.	17.0	1.0	4	0		0.07	6	
8	30.37	37.0	24.5	12.5	29.7021	29.829	29.543	.286	.1286	77.0	W.	14.3	10.0	10	10		0.08	7	
9	32.99	40.2	27.0	13.2	29.6910	29.797	29.612	.185	.1216	64.9	.....	13.8	8.5	10	10		0.08	8
10	.....	39.2	32.9	6.3	.....	.....	.....	.....	.....	.....	.....	26.5	8.2	10	4			9
11	34.24	35.3	32.0	3.3	29.6830	29.746	29.566	.180	.1891	95.7	.....	12.2	.....	.....	.....		Inapp.	10 Sunday
12	39.35	45.4	33.7	11.7	29.3817	29.488	29.243	.245	.2089	86.4	.....	2.1	10.0	10	10		0.21	11
13	34.27	39.9	28.3	11.6	29.6079	29.722	29.433	.489	.1627	81.5	.....	9.7	9.1	10	4		0.29	12
14	30.69	36.4	26.7	9.7	30.2049	30.370	29.981	.389	.1137	66.4	.....	12.7	9.9	10	9		0.55	13
15	32.31	40.0	26.5	13.5	30.4625	30.496	30.410	.086	.1321	72.6	.....	14.0	6.0	10	0			14
16	34.30	44.0	28.3	15.7	30.4209	30.462	30.375	.087	.1571	79.6	.....	6.1	8.0	10	1			15
17	.....	42.3	29.2	14.1	.....	.....	.....	.....	.....	.....	.....	3.4	7.0	10	0			16
18	34.71	38.3	32.1	6.2	30.1033	30.196	29.999	.197	.1902	95.1	.....	7.7	.....	.....	.....		Inapp.	17 Sunday
19	36.22	38.0	33.5	4.5	29.9625	29.980	29.937	.043	.2001	93.5	.....	5.9	10.0	10	10		0.29	18
20	36.51	37.1	34.1	3.0	29.8344	29.909	29.783	.126	.1949	93.9	.....	5.5	10.0	10	10		0.01	19
21	37.52	40.3	33.8	6.5	29.8369	29.889	29.798	.091	.2141	94.9	.....	6.8	10.0	10	10		Inapp.	20
22	37.36	40.0	33.0	7.0	29.5851	29.882	29.171	.711	.2107	94.1	N.	3.1	10.0	10	10		Inapp.	21	
23	36.51	38.2	32.7	5.5	29.0672	29.254	28.971	.283	.2025	93.7	N. W.	22.4	10.0	10	10		0.72	22	
24	.....	38.9	32.3	6.6	.....	.....	.....	.....	.....	.....	.....	14.3	10.0	10	10		1.55	23
25	30.70	34.8	28.3	6.5	29.9360	30.006	29.865	.141	.1527	88.9	W.	22.3	.....	.....	.....		Inapp.	24 Sunday
26	29.60	36.0	25.6	10.4	30.1371	30.238	29.994	.244	.1271	77.8	N. W.	6.7	8.4	10	2		0.24	25	
27	28.87	32.4	26.7	5.7	30.0576	30.257	29.699	.558	.1356	85.2	W.	13.4	6.5	10	1		0.01	26	
28	36.56	40.9	31.9	9.0	29.4528	29.776	29.287	.489	.1869	85.2	S. W.	8.1	10.0	10	10		0.66	27	
29	34.77	38.0	31.3	6.7	29.9041	29.950	29.854	.096	.1642	81.2	W.	20.2	10.0	10	10		0.63	28	
30	30.45	37.0	26.0	11.0	30.2710	30.023	30.023	.441	.1347	78.6	N. W.	13.0	10.0	10	10		Inapp.	29	
Means.....	33.148	38.12	29.02	9.10	29.8688			.2450	.15919	82.33		12.29	8.77					Means.	

* Barometer readings reduced to sea-level and temperature of 32° Fahr. † Pressure of vapor in inches mercury. ‡ Humidity relative, saturation being 100. § Observed.

Mean temperature of month, 33.148. Mean of max. and min. temperatures, 33.57. Greatest heat was 45.4 on the 12th; greatest cold was 18.5 on the 4th,—giving a range of temperature for the month of 26.9 degrees. Greatest range of the thermometer in one day was 15.7 on the 16th; least range was 3.0 degrees on the 20th. Mean range for the month was 9.1 degrees. Mean height of the barometer was 29.86883. Highest reading was 30.496 on the 25th; lowest reading was 28.971 on the 23rd; giving a range of 1.525 in. Mean elastic force of vapor in the atmosphere was equal to .15919 in. of mercury. Mean relative humidity was 82.33. Maximum relative humidity was 100 on the 25th. Minimum relative humidity was 52 on the 6th. Mean velocity of the wind was 12.29 miles per hour; greatest mileage in one hour was 38 on the 22nd. Velocity in gusts reached, in miles per hour,—37 on the 4th; 42 on the 9th; and 47 on the 22nd; Mean of sky clouded 88 per cent.

Rain fell on 16 days. Snow fell on 12 days. Rain or snow fell on 24 days. Total rainfall was 3.47 inches. Total snow fall was 14.6 in. Total precipitation in inches of water 4.93 inches.