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THE

# ONTARIO TEACHER:

A

MONTHLY EDUCATIONAL JOURNAL.

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# THE ONTARIO TEACHER:

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## OUR OBJECT.

Our object in publishing the "ONTARIO TEACHER" may be briefly stated—viz:—to supply the Teachers of Ontario with a periodical thoroughly practical in its nature, containing the latest ideas of living writers on the theory and practice of teaching, and at the same time open to the reception of any hint from the Teachers themselves, in regard to the important professional duties in which they are engaged. It is not our desire to criticise just now the JOURNAL OF EDUCATION, published in Toronto under the auspices of the Department of Public Instruction, but we feel, even if its publication is continued, that another journal more practical in its nature, with its columns more freely open to the profession, and having upon its staff of contributors some of the best educational talent of the province, would aid very materially our educational interests, and strengthen the hands of those engaged in a profession second to none in its importance and usefulness.

But while our primary object is to aid the Public Teacher by such hints of a practical

nature as will be beneficial in the discharge of his professional duties, we do not mean to stop there. The dignity of his work, its responsibility, its national influences &c., will also receive our attention, and as these subjects are to be discussed from a Canadian stand point, we feel convinced the effect must be decidedly salutary.

We further propose to criticise School Legislation in all its multiform bearings upon society. School Architecture, ventilation, gymnastics, &c., in fact, everything coming within the range of Public School Education will be considered, and no effort will be spared to make the "ONTARIO TEACHER" such a journal as the profession will consider all but indispensable.

Our columns being freely open to the Teachers, Inspectors, and all others wishing to contribute on any educational topic, we expect wherever any wrong exists that it will receive publicity, and that, without fear, favor or affection, all errors of administration, all defects of theory, and all mistakes in practice, will be faithfully pointed out. We

intend to shrink no duty, and have no fear of criticism.

We trust to secure the voluntary co-operation of all interested in the circulation of educational intelligence, and the advancement of our Public Schools. Much yet remains to be done in this Province before we attain that refined taste and literary culture so desirable in any people. And just as we elevate the tone of those whose business it is to direct and develop this

literary taste, so do we advance the great interests of national education.

By the list of contributors to be seen on the cover, it will be observed that we have for the first time secured the assistance of those standing at the head of our Public Schools, as well as of many occupying other important positions, thus furnishing a guarantee that we will not fail in meeting the wishes of our readers, nor fail in accomplishing our object.

### THE COUNCIL OF PUBLIC INSTRUCTION.

As the School Law is to be revised at the present session of the Local Legislature, it might be well to call attention to the composition of the Council of Public Instruction, and the mode in which its members are appointed.

The Council at present consists of Dr. Ryerson, Chief Superintendent of Public Education; Most Rev. John J. Lynch, Archbishop of Toronto; Dean Grasett, B. D.; Hon. Justice Morrison; Dr. Jennings; Hon. Wm. McMaster; Ven. Archdeacon Fuller; Rev. D. J. McDonnell, B. D.; Rev. F. H. Marling; Dr. McCaul, and the Presidents of the Colleges affiliated with the Toronto University. The School Act originally required that the Council should be composed of not more than nine persons, but for Grammar School purposes, it was increased by the addition of the President of the Toronto University and the heads of all affiliated Colleges. All appointments are to be made by the Lieutenant-Governor, and the duties of the Council are, to elect a chairman, establish a Normal and Model School, and provide regulations for the same, such as appointment of teachers, furnishing buildings, &c., to recommend Text and Library Books,

make provision for Superannuated teachers, and to "make such regulations from time to time as it deems expedient, for the organization, government, and discipline of Public Schools, and for the classification of Schools and teachers, throughout Ontario."

We find, also, that Dr. Ryerson, in his correspondence with the Provincial Secretary recommending the filling of vacancies that occurred during the past year, says: "That it has been a principle acted on from the beginning, that no person should be a member of the Council who was subjected to its authority, or in any way interested in any salaries or allowances it might grant or recommend, or in regulations it might adopt."

It will be seen from the foregoing that the Council of Public Instruction is still appointed as when first constituted in 1846. From the names already mentioned it will also be seen that there can be little or no *professional* sympathy between the Council and those over whom they exercise jurisdiction. While they are "honorable men" in the highest sense of the term, occupying positions demanding the highest talents, and exerting in their respective spheres a commanding influence, they are so far removed

above the Public School Teacher as to know but little of his trials, and feel in a very limited degree the urgency of many changes which every day force themselves upon his attention.

Our objections to the present Council, however, are not so much to its *personnel* as to the mode of its appointment. The tendency of the present day is evidently towards the representative system. The party governed have now, except under effete autocracies, a word to say in the choice of their governors. Their desires and necessities are thus made known through a responsible channel, and instead of waiting for "drops of mercy" to be distilled through their superiors, they can demand, as members of the body politic, certain things, the justice of which they are in a position to defend.

It would appear, however, from the remark already quoted from Dr. Ryerson's letter to the Provincial Secretary, that no person *should* be appointed a member of the Council, subject to its jurisdiction or interested in any salaries it might grant. While we believe that this policy has been faithfully carried out, and urge no objection on grounds of inconsistency, yet we object to the principle itself, so far as applied to those subject to the jurisdiction of the Council. It is because they have no choice in the appointments made that we object at all.

To put the Council upon a proper basis we propose, 1st. That it should consist of nine members, the Chief Superintendent being *ex-officio* chairman, and that the High School Teachers of the Province, the Public School Teachers, and Public School Inspectors, should each be represented on the Council Board by two members.

2. That the Lieutenant-Governor should appoint two members of the Council to do duty as at present.

3. That the Association of High School Teachers should, at their annual meeting in

Toronto, nominate such persons, of their own number, as they consider qualified, to sit as members of the Council of Public Instruction—their term of office to continue during four years.

4. That the election should take place not more than three months afterwards; the Secretary being required to furnish each High School Teacher with a list of the candidates proposed, with instructions to vote for any two, reporting over his own signature to the Secretary, within a given time.

5. That the Public School Teachers should in the same way as High School Teachers, make their nominations at the annual meeting of their Associations voting to be similar.

6. That none but first-class Provincial Teachers be allowed to vote.

7. That Public School Inspectors be allowed to be represented on the Council by two members, elected the same as above.

To a Council of Instruction composed as above, there can be no objection. The details of election, voting, &c., could easily be arranged. The election of Benchers and members of the Medical Council are conducted in the same way as that proposed in the present case, and there has, as yet, been no difficulty in working either successfully.

The advantages of the new system may be briefly stated:

1. We would retain as chairman of the Council our present Chief, whose long services in connection with Education render his advice invaluable.

2. We would introduce into the Board new blood—men whose positions bring them in contact with the practical working of our High and Public Schools, and whose success as Teachers to a certain extent depends upon the system of Education with which they are connected.

3. We would be able to utilize the experience of our best Public School Teachers, many of whom have devoted a lifetime to their profession, and who know by daily

practice the weaknesses and defects of the educational machinery by means of which they have been laboring

4. In compiling text books and programmes of studies, we would not be under the necessity of asking for the opinions of outsiders, but we would have upon the Board itself men who could speak from experience, and therefore speak with authority.

5. Our Public School Inspectors, who come in contact, both with the teacher's educational duties, and with the working of school legislation, could materially aid by their experience in the advancement of Public Schools.

6. The teachers, themselves, would have a voice in the management of the Superannuated Teachers' Fund.

7. Not one of the parties named, that is High School Teacher, Public School Teacher, or Inspector, has any pecuniary interest in the decisions of the Council of Public Instruction.

8. The *veto* power now exercised by the Local Government over the Council of

Public Instruction would be ample check upon any *ex parte* action of the Council.

9. To give a voice to the Teachers in the educational affairs of the country would add to the dignity of the profession and increase its importance in public estimation.

10. To limit the franchise to first-class teachers would be an additional incentive to members of the profession to self-improvement.

We have now briefly pointed out the nature of the change proposed, and the reasons which should lead the Government to take action in the matter. Our course is not dictated by any political partizanship or sectarian bias, our sole aim being to increase the efficiency of our educational system, and enlist, if possible, more fully public attention in its behalf. We detest monopolies, and feel convinced that the Teachers have now become a profession of sufficient importance to be allowed at least a voice in the government of affairs of vital interest to themselves, and bearing such close relationship to those duties which they are called upon daily to discharge.

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### IGNORANCE AND CRIME.

A knowledge of such rudimentary branches as reading, writing and arithmetic, is ordinarily held to constitute the essence of public school education. Now, while this is true to a certain extent, and while, as the sub-stratum of all future progress, it is not to be lost sight of, there are other influences associated with our Public Schools which, from a national standpoint deserve our special attention. When we say that a knowledge of such and such branches is necessary to an education, we often forget that while this knowledge is being acquired certain formative influences are at work which largely affect the future success of the

scholar, and perhaps determine his ultimate position in society. That the natural and designed tendency of education is to expand the mind and to lift it above those influences which degrade and debase its powers is readily admitted, but it is the *habits* of the school-room more than the instruction *per se*, that accomplish this, and it is for this reason that we are led to look upon our Public Schools as great reformatory institutions—institutions where the youth of the land are being *trained* to habits of obedience to civil law, and to respect those amenities of society, the violation of which afterwards, in a greater or a less



degree, constitutes crime. A single glance at the machinery at work in one of our Public Schools will settle this point. The first lesson taught the pupil is *obedience*. The first duty of a citizen is obedience. The pupil having once acquired this habit, yields a hearty compliance to rules and restraints which are but an extension of those to which he has already become habituated. The transition from the school-room to society is only in degree, not in discipline.

This hypothesis once admitted, it follows that our Public Schools have a much wider influence upon society than is ordinarily considered. Not only are they nurseries of intelligence, but also of morals, and much of the order and quietness prevailing in the country is owing to their influence.

But if it be true that education and school discipline tend to good order and the well-being of society, conversely the want of education must be a fruitful source of disorder and crime. Appealing to the statistics of different countries we find this assumption fully borne out. For instance, if we compare Spain with England (the population of both countries being nearly the same) what do we find? We find just this, that in England the number of convictions for murder was 13, and the number convicted for wounding with intent to kill 14, whereas in Spain the number of convictions for murder was 1233, and for wounding with intent to kill 1773, with an additional 1620 convictions of aggravated robberies. According to official returns made to the British Parliament, the commitments for crime in an average of nine years, according to population, were as follows: Manchester, 1 in 140; London, 1 in 800; in all Ireland, 1 in 1600; and in Scotland, celebrated for her education, 1 in 20,000. Sir Richard Phelps, Sheriff of London, says that on the memorial addressed to the Sheriffs by 152 criminals in the same institution, 25 only signed their names in a fair hand, 26 in an illegible scrawl, and 101,

two-thirds of the entire number, were marksmen, signing with a cross. Out of 842 at Sing Sing, 289 could neither read nor write, and only 42—less than 1 in 20—had received a good common school education. The Chaplain of the State of Connecticut says that out of 190 persons confined in the State prison not one was liberally educated, and that only two out of every 100 prisoners could be found who could read and write and follow any regular trade. In England the number of juvenile offenders committed in one year was not less than 15,557, and in another, 11,420. Of those only one had received a superior education; and of the whole 11,420 only 196 could read and write well.

The Commissioner of Education for the United States, in his last report, says that in 1870 there was one homicide to every 56,000 inhabitants in the Northern States, one to every 4,000 in the Pacific States and Territories, and one to every 10,000 in the Southern States. He says further, that at least 80 per cent. of the crime in New England was committed by those who have no education, or none sufficient to serve them a valuable purpose in life. In 1868, 28 per cent. of all the prisoners in the country could neither read nor write. From 3 to 5 per cent. of the population of the United States commit all our crime, and less than one-fifth of one per cent. is committed by those who are educated.

The Commissioner of Education for the State of New York reports that 85 per cent. of the crime in that State is committed by the illiterate; the Commissioner of Virginia reports 95 per cent. as the proportion of his State.

Coming to our own country we find results equally worthy of our attention. Out of 6,587 confined in the jails of Ontario, 1,722, or 26 per cent. were unable to read or write, and 387 were under 16 years of age. According to the official report of our Penitentiaries for last year, we find that out-

of 226 males confined at Kingston, 64 were unable to read or write, and 16 were able to read only, but could not write. Out of 10 females, 5 were able to read or write, and two able to read only. We have, then, a total of 87 illiterates, or 37 per cent. of the whole, as the number condemned by ignorance to spend a certain portion of their time in the Provincial Penitentiary.

These facts contain a very important lesson. No other inference can be drawn from them than this: That ignorance and crime, or illiteracy and crime are very closely connected; but did we know what was the extent of the education of those reported as being able to read and write, we might be able to carry our conclusions still further. The work to be done by our Public Schools, viewed in this light, assumes additional importance. Not only are the rudiments of education to be taught there, but the foundation of that morality so essential to the well-being of society is also laid, and a tone given to the whole character which largely affects the future career of the individual.

There is another aspect of the question also worthy of consideration. Our Chief Superintendent, in his report for 1870, gives the cost of the education of 442,518 scholars as \$1,944,364, or an average cost of \$4.39 per scholar. According to the report of Mr. Langmuir, Inspector of Prisons, for the year ending September 30th, 1871, the cost of 6,615 prisoners in our common jails was \$102,903.61, or an average of \$14.04. It will be seen that the cost of education is not quite one-third of the cost of the punishment of the crime, although the estimate made does not include the cost of Judges, Juries, Sheriff's fees, &c. From an economical point of view, then, as well as moral, we are called upon as a people to pay particular attention to the thorough diffusion of education. It might further be noticed that this estimate only includes a part of the actual outlay. The loss to the industrial resources of the country

by the confinement in our jails of men able-bodied and vigorous, is no small loss indeed. We find by examination of the report alluded to above, that the aggregate duration of the *sentence* of the prisoners last year amounted to 271,570 days, which, at 75 cents per diem—a very low estimate—would amount to over \$200,000. This, added to the actual cost of the prisoners to the country, swells up our national, or rather our Provincial *crime bill* enormously.

The compulsory clause inserted in the School Improvement Act of 1870 is one of its most valuable features, and at the same time the only one which, so far, has been a dead letter. The great defect of the law seems to be that nobody is *positively* required by law to report those absenting themselves from school during the time specified. The trustees *may*, or the teacher *may*, or anybody *may*. What is now required is that somebody *must*, and renders himself liable to a penalty if he does not. It is a base imposition to compel Mr. A to pay for the education of his neighbor's children on the plea that it is for the common interest that he should do so, and then to allow those children to grow up in ignorance and consequent viciousness. True, Mr. A can look after his own interests, and enter information before a magistrate, but why not require the trustees to do this? Why leave the matter to be anybody's business? Its importance from a moral and economic point of view demands some amendment to the law. If we look at our Chief Superintendent's report for the year already quoted, we find some 31,265 reported not attending any school. What an alarming amount of vice and danger to the community that number represents! Who that has not good grounds for fears regarding the future of this country, that contemplates the maturity of those 31,265, without even the ordinary rudiments of education? If national strength and prosperity have any connection with intellectual activity,

as we believe it has ; if legislation is but the reflex of national intelligence, as we believe it is ; if national peace and prosperity are the result of individual morality, which no one can deny—then the work yet to be

done by the present generation in creating a higher literary taste, in more widely diffusing the benefits of education, is a great work, worthy of the highest efforts of true patriotism.

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## A LEAF FROM MY INSPECTOR'S BOOK.

BY A PUBLIC SCHOOL INSPECTOR.

In September last, with beautiful roads, bright, sunny weather, and a splendid black pony, I started on my usual rounds to visit the schools under my charge in the County of ——. The morning was balmy and exhilarating, and the gray tinges of Autumn were just beginning to impress their gentle tracery on the rich foliage of our Canadian forests. Here stood the national emblem—our noble maple—in the front, clothed as in imperial purple ; there the umbrageous beech, and the forest king, with arms extended, as if to welcome the cool breezes from the West. Now my drive is along the margin of some romantic hillside ; again I emerge into the plain country and dash past bending orchards and pleasant residences. Hark ! The shouts of boys and girls at play. And without further ado I pull up in front of what is known as a Public School house. My first duty is to make Ebony secure. By the aid of a stout halter the task is performed, and with a pat upon the neck he is assured that it is his master's will and pleasure that he should make himself content with the situation for a season.

Well ! this is a Public School house. The site by measurement is a few square yards less than one-fourth of an acre, and probably cost at the time of purchasing, which I afterwards learned was in 1851, twenty-five dollars. The fence which was once intended to enclose the premises has been torn away. Here and there, however,

a post is left doing duty like the Roman sentinel at the buried gates of Pompeii, and quite as useless. The entrance, which was once by a gate, has now so widened that free access is permitted to the "cattle and the stranger," and for all practical purposes the school site has become part of the public commons.

"Boys," says I, addressing myself to a group of hardy, stout-looking lads that had gathered around, "do you ever play at this school?"

"Of course we play. Did you ever see boys that didn't?"

"But, then, you have no play ground."

"Oh, we play on the road, you know. We can't play in the yard, it's so small."

"Play on the road? And run the risk of getting run over by the teams that drive down grade?"

"Well, we can't help that. You know we must play, and there isn't much danger. There was only two chaps got hurt this year—little Bob Brown and Ned Simmons."

"And did boys get hurt playing here?" I asked with anxiety.

"Oh, yes, two clumsy fellows, who couldn't take care of themselves."

With this I went around further to inspect the premises, for it was not yet nine o'clock, and the teacher was still some distance up the road. The yard was strewn all over with stove-wood. Here a corduroy from the entrance to the door, there a heap

of ashes just at the corner of the house, and at another point a miniature dwelling of old rails, firewood, limbs of trees, &c. Chaos himself could not have succeeded better in mixing things up generally, if he presided over the scholars at their recreations. The outhouses, too, were dilapidated; the roof off one and the door off another, without any partition or fence to separate those intended for the different sexes.

The school house itself was a peculiarity. Originally a frame cottage, 23 x 25, badly painted, roughly shingled, the ravages of twenty years had sorely impaired its beauty, and there it stood unique in its dilapidation and decay. I looked around at the residences in sight, and they were all in good taste and repair, but the Public School house, the abode, for six hours a day, of the sons and daughters of the most respectable farmers in the County, was fast rotting to the ground. The clapboards off one side, the embankment entirely removed, shingles flapping in the wind, and not a tree or bush around it to shelter it from the gaze of passers-by.

But the partial subsidence of the clamorous children at play warned me that the teacher was close at hand. I turned round, there he was. "Good morning, Mr. T." "Good morning, sir." "Well, I have come to spend a half-day with you to see how your school is getting on." "Oh, you're Mr. L——, the Inspector, glad to see you, but this is too bad, coming on a fellow un-awares. I intended having the school yard straightened up, and things fixed generally, before your visit. You must excuse these little defects. The fact is, I have got so much to do, and the school is so crowded, that I don't know what to do first."

The scholars gathered eagerly around to hear our conversation, so I simply remarked not to be uneasy, that we would step inside and get ready for the forenoon's work.

After some skillful manœuvring with the lock, the door was duly opened. What a

sickening stench! Shocking. The windows were closed up the evening before as tight as a ship's hatchings, and all the foul atmosphere and exhalations of the previous day bottled up to breed headaches and dullness for the occupants of to-day. The floor, too, had not, to all appearances, been swept for a week. Everywhere it was strewn with litter, apple cores, crusts of bread, &c., and the picture of the schoolyard was fully duplicated in the internal economy of the school house. Being politely invited forward by the teacher, I seated myself—no I didn't, for there was no seat—I stood behind his desk waiting for school to be opened.

While the teacher was spending a few minutes in putting *sundry* things to rights and vainly attempting to hang my hat on a bent iron nail behind me, I glanced around the school house and made the following entries in my note book:

*Walls and Ceiling*, dingy and smoky—plaster cracked and partly fallen off—not whitewashed apparently for many years.

*Desks*, badly arranged—intended for three or four scholars—some without backs—writing boards defaced with ink marks—no place for ink bottles—books lying open on some, copies and slates on others. All beautifully carved by jack-knife sculptors.

*Maps*, very deficient—partially destroyed—in very bad repair.

*Blackboard*, about 2 feet wide, by 3½ feet long—nearly white.

*Teacher's Desk*, (which the teacher just happened to open) in a chaotic state—no arrangement.

*Register*, rolled up—blotched with ink—cover torn off.

*Teacher*, middle-aged—about five feet eight inches in height—plainly dressed—not particularly neat—slow in his movements around the room—very sober and staid in his expression—apparently of a dull temperament—not much humor or pleasantry

in his composition—no energy displayed either in look or action.

"Well, Mr. 'I,'" I said, "if you are ready you might as well call your scholars in."

Taking up a broken pointer he went to the door, and rapping against the panel, soon warned them that their presence was required. And right well did they respond. In they came, helter-skelter, one crowding the other, and a batch of a dozen nearly getting fastened in the door in their anxiety to get in first. Dispersing hither and thither, pitching their hats under their desks or in a corner and crushing into their seats, they eagerly search for books and slates and then wait for further orders.

In a slow, drawling tone of voice, and with sundry a-hems, he tells them that the Inspector has come to visit and examine the school, and enjoins upon them to keep good order, and pay due attention.

"Any opening exercises?" I asked.

"Well, no, we don't open according to regulations."

Having discharged this duty for the teacher, I asked him to call up his Second Reading Class.

"Second readers, come forward." There was a slight hesitation on the part of a number of persons as if they were the parties addressed, and didn't know it for certain. "You, class, Tom," said a number of voices. "Mary, come to your class," said the teacher, and after a few minutes confusion ten scholars came forward, elbowing each other for their respective places. "I'm second," says one. "I'm above you," says another. "Master, Bill Jones won't let me have my place," said a third. After sundry struggles they settled themselves in position and began to read. Taking out my note-book I made a few entries as follows:

*Position of class*, anything but a straight line—some with hands in their pockets, others leaning upon their nearest neighbors—heads down on chest—standing on one foot—books in both hands in some cases,

others with fingers following the course of the lesson—leading feature, carelessness.

*Character of recitation*, inferior—reading drawling, monotonous—at least half guess work—hesitating at large words and in many instances mis-calling small ones—stammering, not from any natural defect, but from bad training—singing their words—dropping suddenly at end of sentence—some too loud, others too low to be heard—neither accent nor emphasis—don't seem to understand what they read.

During recitation I observed that the teacher, with pointer and book in hand, had perched himself on the top of a desk, partly behind and opposite the foot of the class, his attention very much engaged with the rest of the school. Every minute or two his pointer was struck against the desk, followed by some command, given in a loud tone. "John, what are you leaving your seat for?" "Mary, have you nothing to do?" "Brown, stand out on the floor." There was also a constant stream of comers and goers, asking, "Where was the lesson down to," or, holding their books in his face that he might tell them a word. Another would break out, "p-a-r-o-x-y-s-m," and the answer would be thundered back from his perch, "paroxysm." "Please may I leave my seat?" "May I go out, please?" "Can I take a drink?" were constant as the reading and responses of the Litany. The class, after drawling through their lesson of nearly two pages, was told to spell. So books were shut, and, some placed under the arm, others with the hand thrust into the pocket, or held in both hands up to the face, while yet another was carefully taking a look into hers to look at *her own* word, for she knew the teacher would ask the column from the beginning, and she could count with certainty on the word she would be required to spell. After hearing them spell a round or two, and thinking that his duties to *that* class had been fully discharged, he was about telling them they

might take their seats, when I asked permission to take charge of the class for a few minutes. Said I, "Boys, do you know what a straight line is?" "Yes, sir," they all answered. "Do you stand in a straight line now, do you think?" Casting their eyes up and down, they replied, "No, sir."

"Well, could you stand in straight line if you tried?" "We think so," they said. "Well, try." And so, looking to their toes, they soon arranged themselves as nearly straight as possible. "Well, now," I said, "could you hold your heads up, books in your left hand opposite the chin, heels close together, shoulders back, right hand by your side, and stand perfectly straight?" And without reply they soon adjusted themselves as directed, only a few requiring a little attention to be put right. "Now, do you think you could always stand in that position in your class, that is, without leaning on anybody else, or getting your hands into your pockets, or breaking line?" "We think so," they replied. "Now I'll not wait to hear you read your lesson over again, but would just give a new lesson for next time. Would you like to get a new lesson?" "Yes, sir." "Well, look on your books, page 153, what is the lesson about?" They answered, "Jack's dog Brandy." "What was the dog's name?" "Brandy." "Spell Brandy." And then I called their attention to the columns at the beginning of the lesson, telling them these were not intended as a lesson in spelling, but merely as a drill in the hard words, or rather the *new* words which they very likely had not previously seen. The first word is —. Some answered "fagots." Then I explained what fagots were, asked them if they ever saw a bundle of sticks tied and sold as wood, &c. The next word is —. None could answer—Jeannette—remember, Jeannette. All answer together. They did so. Next word, and so on through the whole column. Now begin again, and repeat the words yourselves. "First word,

all together." They answer. Second, third, and so on through. "Now let us read the lesson—all attention." "In a large forest" What is a forest? Various answers given. "in France," "Where is France?" No answer—place pointed out on the map, and an effort to show how far it is from here, "there lived a poor woodsman," "what is a woodsman?" "whose name was Jack." In this way I read four sentences, explaining all the difficult words and reviewing the words to see how much they could remember. "Now for your spelling lesson. How much could you spell, do you think. The whole lesson?" Several answered, "Yes." "Well, now, I want you to spell two sentences, down to 'children.' Could you do that?" All agree. "Now when you come to your class next time, will you remember your places?" "Yes, Sir." "Will you stand straight and hold your heads up?" "Yes, sir." "You understand what you are going to read about, do you?" "Yes, sir." "And your spelling?" "Yes, sir." "When you get tired reading your lesson, take your slates and print the hard words, and, if you like, the whole lesson. Would you like to do that?" "Yes, sir." "All right, then, I'll let you go." Here the class suddenly turned round to make a dash for their seats in the same energetic manner in which they left them. "Stop a moment," I said. "Take places, form into line, hands behind. Now I want you to go to your seats orderly and quietly, without a whisper. Can you do that?" "Yes, sir," they replied. "Right face," after some difficulty I got them to understand this evolution and after repeated trials got them to perform it pretty well. "Head of the class to go first and each one to follow as soon as the scholar above has left. Do you understand? Well, go." And so they did, quietly and orderly, as I expected. The teacher in the meantime had left his perch and stood leaning against the wall, not a little surprised, apparently, at the readiness

with which his scholars fell in with my proposals.

NOTE.—In your next number I will give you another "Leaf" from the same book.

THE SPIRIT AND QUALIFICATIONS OF THE TRUE TEACHER.

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

"What manner of spirit am I of, and what offerings do I bring to the shrine of learning?" is certainly an important and comprehensive question, and one most appropriately put by a teacher as he approaches for the first time the school house to take charge of a school. I select this topic, I trust, fully mindful of the imperfections that will be visible in my own answer to the question; indeed, it is selected, not so much to try to answer it, as to prompt the readers of the *ONTARIO TEACHER* to ask it, not only on taking charge of a school for the first time, but for the [second, and every subsequent time.

*First.* The true teacher must have a model in his own mind. He must know what he is driving at, and have an object to reach. He must not only determine to teach well, but must have clearly defined views of what good teaching is. All, or nearly all, that is good and great exists in the mind before it becomes to the world a living reality. The "Greek Slave" existed in the brain of Powers before the chisel was put to the marble, and thus caused the statue to approach nearer perfection until it stood in symmetry and beauty, the wonder of all admirers of art. Do not say that we are comparing great things with small, for the training of even one immortal mind is of as much consequence as any work of sculpture, or painting, or architecture. Where shall we find this model school and this model teacher? It may be that his opportunities have been limited, that his own

teachers were not faultless, for faultlessness does not fall to the lot of mortals—that school teaching has in his mind been confounded with school keeping, and that the idea of reaching a high standard in the art of imparting knowledge, or better, the art of education, has not yet occurred to him. By all means, then, let it occur at once, and the battle is half won. The other half of the victory must be looked for in a careful examination of modes of teaching, as expounded in educational journals and books, or observed in friendly visits to the schools of others, and in a daily self-study and effort at improvement.

*Second.* The true teacher appreciates the value of his calling. He determines never to answer Irving's description of Ichabod Crane, the school master of Sleepy Hollow, or these brief pen-touches of Coleridge:

"What is a pedagogue?  
You know full well,  
A quissical old man, armed with a ratan,  
With spectacles on snout and most important  
pout  
Who teaches little boys how to read and spell."

In seeking the true relation between teacher and pupil, he observes that it is not the relation of master and servant, or lord and vassal, but rather that of the needy truth-seeker, and the kindly helper. He preserves order and discipline, not for its own sake, but for the sake of successful teaching, and of course expects to find, as a legitimate consequence, that the more skillfully he teaches, the less will be the need of

effort in preserving order and discipline. He measures not the value of his calling by the money it brings, but by its influence upon society and the nature of the material it seeks to improve. It was a wise saying of a worthy M. D., now an equally worthy M. P. P., "I ceased teaching because I could not teach well enough." Bunglers in any avocation or profession are bad enough, but especially, "Wo to those who trample on the mind, that deathless thing."

*Third.* The true teacher covets earnestly the best gifts in the art of teaching. These come not always as the fruit of genius, but are oftener the result of patient toil and close, careful observation. What is meant by the *best gifts* in the art of teaching? I will try to answer by an illustration. You visit a school taught by a neighboring teacher. You are especially impressed with the excellence of his arithmetic classes. The pupils know how to think, and reason, and solve difficult examples which they have never seen before; they exhibit rare powers of analysis, comparison and combination; they are not only acquainted with the ordinary book processes, but many which surpass these for their brevity, ingenuity and completeness, and in giving the *why* as well as *how*, they not only quote rules and reasons, but make rules and invent reasons. This is all very different from the results of surface teaching and tread-mill routine, and you seek the reason. It is found in the masterly skill with which that teacher presents the subject—the interest he is able to arouse, the energies of the pupil he is able to call forth—and the judicious help, and always at the right time, he is able to give. This teacher evidently possesses gifts in teaching the subject of arithmetic. How did he acquire these? By *coveting* them first and then *laboring* to acquire them. Now, you, my fellow-teacher, may fix the same high standard for every subject, and, like the strokes of the chisel upon the marble, or the brush upon the canvass, every

effort brings you nearer to it. And is it not true after all that the secret of success in teaching lies in the *manner* of handling the different subjects of the course of study? Is it not also true that gifts in teaching these may become the property of many who possess them not now, if they will only desire them with sufficient earnestness? There is certainly great reward in their acquisition, greater far than the value of the yearly salary, for self-improvement and self-culture always follow in the ratio of efficient assistance to others; and the faithful laborer who goes beneath the surface—who leaves cold formality for good common sense—who teaches, not mechanically, but intellectually, and who even learns how the backward ones may learn and the vicious ones be reclaimed, finds an enjoyment in his work that loses not its zest or its freshness as the years grow upon the calendar.

*Lastly.* The true teacher will not be found wanting in energy and zeal. Zeal without knowledge may be sometimes a misguided power, but to lack both is to always lack power of any kind. Moreover, zeal begets knowledge, works wonders and in ten thousand cases proves the talisman that opens the door of success. With this should be blended true genial sympathy, cheerfulness and heart-sunshine.

Do I hear it said that order cannot be properly kept without sternness? Well, then, be stern at times, when stern necessity requires it, but by all means temper it with sympathy; cultivate a frank and kindly relation between yourself and your pupils. Bring to your work the gift of the gushing overflow of a joyous and generous nature. Especially in the teaching part of one's duties, this is necessary. The intellect cannot venture under the palsy of fear or the restraint of cold formality. In the words of the great and the good Dr. Oriniston, let the work be brain work and heart work both. He believes in this thoroughly. So does Henry Ward Beecher. Nothing helps so



much the popularity and success of this last great divine as his genuine *humanness* among his people. Then while preserving the true dignity of the teacher, let the pedagogue be lost sight of in the man, and be among your scholars, human, for if there be

any place on earth where should be found sunshine and happiness, kind encouragement and kinder restraint, and the memories of which should be such as to be always fondly cherished, that place is the school-room.

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BE IN EARNEST.

BY MRS. J. C. YULE.

Be in earnest, toiling brothers,  
 Life is not the summer-dream  
 Of the careless child that gathers  
 Daisies in the noontide beam.  
 It hath conflict, it hath danger,  
 It hath sorrow, toil and strife ;  
 Yet the weak alone will falter  
 In the battle-field of life.

There are burdens you may lighten,  
 Toiling ones that you may cheer,  
 Tear-dimmed eyes that you may brighten,  
 Thorny paths your hands may clear ;  
 Erring ones despised, neglected,  
 You may lead to duty back ;  
 Beacon-lights to be erected  
 All along life's clouded track.

There are wrongs that must be righted,  
 Sacred rights to be sustained,  
 Truths, though trampled long and slighted,  
 Mid the strife to be maintained,  
 Heavy brooding mists to scatter—  
 Mists of ignorance and sin,  
 Superstitious walls to shatter  
 Would you let Heaven's sunlight in.

Boundless is the field and fertile,  
 Let the ploughshare deep be driven,  
 So, at length, the plenteous harvest  
 Shall look smiling up to Heaven.  
 Sow the seed at early morning,  
 Nor at evening stay your hand,  
 Precious fruits the earth adorning  
 Shall at length around you stand.

Be in earnest, toiling brothers,  
 Life is not the summer-dream  
 Of the careless child that gathers  
 Daisies in the noontide beam.  
 It hath conflict, it hath danger,  
 It hath sorrow, toil, and strife ;  
 Yet the weak alone will falter  
 In the battle-field of life.

## SELECTIONS.

## "THE AESTHETICS OF THE SCHOOL-ROOM.

BY D. A. LATHROP, IN NATIONAL (OHIO) TEACHER.

We can readily conceive that man's physical necessities might have been abundantly met without such an overwhelming supply to meet an aesthetic demand. But the Creator has so ordered his work that sky and sea, blade, bud and flower, all animate and inanimate things, sing forth their lessons of beauty unceasingly. Who hath ears to hear them, may hear and be made glad. Beauty and use are so co-ordinated and commingled in nature that there is neither inferior nor superior. The useful is only then most useful when added to the beautiful: and the beautiful is most beautiful when conjoined to the useful and with it looking toward the purpose.

It seems the extreme of folly, even though life be "a warfare," "a vale of tears," or "a sea of sorrow," to ignore the existence of so much that is competent to bless and save us in its bitterness. Even a little clay wrought by the hand of the Master, is sufficient to open the blindest eyes to the infinite loveliness everywhere. Possibly every teacher may secure the anointing of and so get such a love for beauty into the deep places of the soul, that she, too, may work miracles, transforming by her plastic touch unsightly and unlovely things into things goodly and to be desired. At any rate, every school-room furnishes abundant opportunity to test the ability to do this.

All general effects are produced by the most careful attention to particulars. No woman of taste takes up her residence in a house without studying the minutia of its possibilities. The relation of wall to carpet, of both to furniture, the effects of light and shade, the distribution of ornaments, are all carefully considered. But the same woman a teacher does not always use her sense of beauty to make the most of her school-room. The school-house is a shop—a place

in which to work, and from which to flee as early as possible. Thus she makes herself the servant of her work. School duty is her antagonism, and it is victor by the ruling of the clock on the wall. As soon as one puts her soul into her surroundings as to make them the complement of herself, she makes for herself a place more to be desired than others. So it is not difficult to see how a little skillful labor would make the school-room delightful, and install the teacher mistress of the situation.

There are in every school-room possibilities in the arrangement of furniture which may be made use of to produce pleasant effects. The table, the chairs, the stove, the maps and charts, all should be made to contribute to this end. A table spread, even a clean towel or a newspaper, will serve to cover the defects of an old table, and make it presentable. Broken and rickety furniture must go out of sight. Better a clean, whole stool, than never so elegant a chair in dilapidation. In warm weather an ill-looking stove is easily converted into a pretty flower stand by some forest boughs, or some asparagus, with bouquets and pots of flowers, which the pupils will bring if encouraged to do so. If it is winter some stove polish will make it look neat and tidy. The stove of a school-room is often the sum of all villainies, aesthetically. It is made the receptacle for bits of apple, remnants of lunch, pieces of paper, and all the inevitable debris of school. The hearth serves for spittoon, and the zinc is soiled with ashes, chips, and melting ice and snow. There is no need of such an insult to the good taste of the school.

Teachers may make a great deal of the defects of light and shade in their rooms if they study them. Pupils are made restless

and both children and teacher become irritable, by a light too intense glaring upon them. Then, to shade the sunny windows and to open those on the shady side, would be to introduce comfort and quiet. Again, on a dark or cold day to open up the lightest and sunniest side, to get all the sunshine and warmth possible into the house, and to bring in inspiration and joy. *One can not teach the best school without window curtains or blinds.* The material is not so important, as the service they render in adapting the light to the comfort of pupils and teacher. I know a teacher who, in the first school she taught, made hers of newspapers, ornamented at the lower border with devices wrought with scissors, and fastened them up with hammer and nails! Nevertheless, they were good curtains, and helped wonderfully to teach the school.

Much can be done toward making a room pleasant by a skillful seating of pupils. There are harmonies of proportion and color to be observed. A girls' school always seems brighter than a mixed school, and a mixed school brighter than a boys' school. The colors of the dress of girls give warmth to the room in winter, and the light clothing of summer gives an air of freshness and coolness. The eye requires that the pupils shall be graded from rear to front according to size. A hap-hazard arrangement in this regard is never satisfactory.

It is fortunate for the school if the teacher writes well. When the boards are kept black and in good condition, the teacher's work is well done upon them, and the pupils are constantly reminded of their duty in this direction. Nothing is more really ornamental in a school-room than a good board covered with well written work—problems, copies, abstracts of lessons, &c. Much model work of this sort should stand upon the board all the time, that unemployed children may have something to copy upon their slates.

Thus far I have said nothing of ornamentation, but every teacher can do something in this regard. Pretty hanging baskets can be made at absolutely no expense. Pots of flowers and moss can be had for the taking care of them. The world is full of pretty, cheap pictures. They may be taken from any of the first-class illustrated papers. One who is looking for them will

find an abundant supply. Some medium-sized picture frames can be procured, and then by changing the pictures from time to time, the school will always have something new at no expense. One of the most successful primary teachers I know, brings every week into her school a new object of interest. It may be a picture or a hanging basket, or a bracket and vase,—it is something which the children enjoy, and in the bringing of which they see an effort to make them happy. She takes an early opportunity to have a conversation upon it, and then gives it to the school until she has occasion to replace it by some other object of interest. I know another who is constantly planning pretty drawings on her board. She makes a practice of having something new upon the board every Monday morning. Her pupils have learned as they come in to look for the pleasant surprises she prepares for them. Still another has several pictures which are owned a month each by classes of pupils. A card suspended beneath the picture gives the names of the for the time owners. One of them belongs to the pupils who are perfect in attendance for a month; another to the twenty who have stood highest in their lessons for a month; and a third to pupils whose deportment has been without criticism for a specified time. In this way every child has something to work for. One cannot get perfect lessons, perhaps, but can come to school regularly, or can be perfect in conduct. Each child is likely to have a share in one or other of the pictures. If no one earns them they are taken down and put away. So every one is working not only for himself, but for the school. In this way the ornaments of the school are made not only silent ministers to happiness, but positive forces in the school-room.

But, after all the soul of the teacher has greatly to do with the beauty of the school. A light glows in the face of the conscientious, gentle, sympathetic teacher, which illuminates all the room with its brightness. In the reflection of her own character she sees in the seats truthfulness, confidence, respect and love. And so the spiritual beauty sanctifies and glorifies all the beauty secured by cleanliness, by arrangement, by ornamentations,—by any and every device in material things.

## TRUE THEORY OF EDUCATION.

There seem to be two periods in the development of the mind which are sufficiently distinct to be marked, but which are not capable of being entirely separated from each other. The first and the earliest period is that during which the objective elements are in the ascendancy, and the knowledge acquired is, in the main, of the concrete. The second and later period is that during which the subjective elements are in the ascendancy, and the knowledge acquired is, in much the larger proportion, of the abstract.

The perceptive faculties and consciousness first set the mind into operation, and by them we acquire a knowledge of the qualities of matter and the energies of mind, the only kinds of knowledge which these two faculties reveal. But intimately associated with these, and apparently stimulated into action by them, are suggested ideas of space, time, cause and effect, and the results of reason, reflection, and generalization. But every one who is acquainted with the minds of children, knows that these latter knowledges are not grappled with, and mastered, till the mind has attained a considerable degree of maturity, and that it must acquire extended experience of the world around, and the realm within, preparatory to entering upon the investigation of these ideas.

During the first period of development, the perceptive faculties and consciousness are much more active and acute than at a subsequent stage, indicating that nature designed this to be the period during which these faculties should be most carefully educated. It is doubtless true that during the first five or six years of life, by far the greater proportion of the ideas attained by these faculties are acquired.

At a later period the reflective faculties become more active, and the susceptibility for perceptions more sluggish. Hence the old man can depict the events of early life much more vividly than he can what has transpired in later years. During the first period the knowledge we acquire consists principally of facts, at a later period of principles, facts being retained only as they

are referred to principles. By the first set of faculties we are gathering the material which the second will at a later period use. During the first we sow the seed,—during the second we reap the harvest, and we naturally conclude that the fruits of the harvest will be in proportion to the care and culture bestowed at seed-time.

It would seem, then, that in forming our theory of a true education, we must not lose sight of this two-fold nature of the mind itself, and must perceive that the same theory cannot apply to both periods. The notion that the mind is a kind of vacant receptacle, which needs to be filled, as applicable to the first period, is not very far from true, but very erroneous when applied to the second. The mind during this first period is like the fallow earth, mellow, and ready for the grain.

That the mind consists of a set of active growing faculties, which must be trained and stimulated to action, which need to have correct habits engrafted upon them, and taught to become skilled in curious workmanship, is true when applied to the second period. If education during the first period corresponds to the fallow earth receiving the seed grain, during the second it corresponds to the careful cultivation bestowed upon it by the husbandman, wherein the soil is shaped and opened to the sun, and stimulated to produce from its own latent resources the abundant fruit.

If, then, these views be correct, the business of education during the first period of development should be to furnish the mind with the material of thought; and to this end the perceptive faculties and consciousness should receive careful culture, and be stimulated to vigorous healthy action. Upon the activity of these faculties, and the accumulations thus early made, depends in a great measure richness of thought in after years. Many a one is born, walks through the world with his eyes open, and makes his exit, without ever seeing what is constantly above, around, and beneath him. Beauty is in the landscape, incense upon the gale, glory in the heavens, but he knows it not!

Object lessons, then, which shall quicken

the perceptions of the child, which shall wake up his drowsy senses and attract his attention,—which shall fix the habit of minutely attending to the deliverances of consciousness, is a kind of training that is peculiarly adapted to this, the earliest period of development. And it is with the utmost pleasure that we hail every attempt to introduce and popularize this species of instruction. The dumb and senseless methods of primary teaching which formerly prevailed, have too long disgraced our systems of popular education. The fossils embedded in the rocks of Scotland, and scattered along the chalky shores of England, were more intelligent and inspiring teachers to the soul of Hugh Miller, than were the schoolmasters who crammed his mind with dry formulas, and, to him, senseless jargon. Let children be taught the concrete during the first years of school life. Let them have some mental aliment that they can relish, some material for thought that they can comprehend. Give them the kind of knowledge that they naturally crave, and which they will receive with exceeding joy.

But there is another fact, in connection with this system of primary instruction, which must not be lost sight of. Although the perceptive faculties are in the ascendancy during this first period, they still are not in exclusive control of the mental energy. All the higher faculties are beginning to operate from earliest childhood, and are used with remarkable quickness and readiness, though with comparatively feeble power. This early period is but the preparatory state for their vigorous and controlling action. Hence the early instruction, while it is primarily devoted to these first faculties developed, should also be devoted to a preparation for the successful action of the higher faculties.

Care, then, should be taken that the early instruction be duly classified, and so arranged that it shall be retained in the memory upon the principle of philosophical association; and that each successive accumulation of knowledge shall take its place in the memory in its appropriate class. Every opportunity must be seized of bringing into judicious exercise the higher faculties, and a beginning must be made of their training. In making this beginning, it requires the skill of a master hand. It will not answer for a teacher to talk generalizations to a class of children; for although it

is plain to him, a film is over their eyes. It is a difficult task, in giving instructions, to pass from the concrete to the abstract, from the real to the ideal. The most ingenious devices and delicate tests are here in constant requisition.

We must, during this first period, commence the education of the will. For a man's success in life depends, after all, upon the efficiency of his power. It is the regal faculty, the monarch of the mind. The power to command our faculties, to put them upon the consideration of a subject, and to keep them employed, is really the great end of education. The power of independent thinking depends upon this. Hence, the habit must be imparted, during the early training, of bringing the mind to act at stated periods, and of patiently and persistently performing tasks. The child must not be suffered to believe that he can have his education done for him, or that there is any royal road to learning. The earth sown with good seed, and most carefully cultivated, will only produce such a crop as the elements in its own bosom are capable of nurturing.

The education of the will leads us very naturally from the first to the second period of development. The will must be educated, not only to enable the pupil to observe constantly, and to engrave upon the tablets of the soul every result of consciousness, but it must also be subservient to making him a patient and independent thinker. *What* we learn is of importance, but it is only important according to the use we make of it by the higher faculties. We may, by careful training, give the mind great acuteness of perception and vividness of idea, but unless the pupil acquires the power of analysis and generalization, unless he can compare and combine his acquisitions, so as to deduce therefrom new and original knowledge, and is able to test the opinions of others by the powers of his own understanding, then his preparatory training has been comparatively useless. The pupil may be taught the profound mysteries of creation, and led by the poet's numbers to the highest heaven of invention; but unless he has a soul capable of appreciating these, vain are the searches of the philosopher and the brilliant fancy of the poet.

During this second period of development, we must attentively consider how much it is proper for the teacher to do for

his pupils, and in what way it shall be done. If the pupil is made to do all for himself, there would be little need of a teacher, beyond directing and keeping him to his tasks. The wonderful success that has attended the efforts of our self-educated men, and we have many in our midst, would seem to indicate that we may be guilty of too much crowding instruction upon our pupils. Or rather it may indicate that our efforts should more especially be directed to such methods of instruction as shall successfully exercise and strengthen the will.

The ultimate object, then, of education being to minister to the growth and independent action of a living, acting intelligence, and this growth and action being dependent upon the efforts which itself puts forth in its own behalf, the only method of deciding upon what course a pupil shall be put, is by an inquiry into his mental status.

And here is needed the greatest skill of the teacher, to know how to classify his scholars, and prescribe for their intellectual wants. They are not to be arranged according to age, or course of studies they claim to have pursued, but according to mentality. For, of all things, we are to avoid putting a scholar to learn what he cannot understand. Like a person attempting to ford a river beyond his depth, he will be submerged. In no particular have our teachers more signally failed, and in none do they need more careful training, than in the ability to classify. The study to be pursued must be suited to the capacity. It is vain to put a scholar to work upon a branch requiring the vigorous exercise of the reflective faculties, if he has not come to that period when these faculties are in the ascendancy; and hence he must be kept at his primary or preparatory courses till that condition has been developed. To a large portion of the human race this period never comes, though, probably, nearly all could be educated up to that point, were their primary instruction properly conducted.

When the studies have been assigned after due classification, the main purpose should be to lead the pupil to independent thought, and to original investigations. The danger is, that he will merely learn what is found in the book, without fathoming its bearings and the extent of its purport. It is impossible for the writer of a text-book to fully develop and enlarge upon the va-

rious parts of his treatise. He can do little more than set forth, in the briefest possible manner, the elements of the science. It is but a skeleton of the subject, whereas volumes might perhaps be written upon a single branch of what he has treated. The teacher, then, must be able to take this skeleton and inspire it with life, and lead his pupil not only to think the thoughts of the text-book, but to branch out, and understand fully all its relations, and be independent of and far beyond it.

The true theory of instruction is to pass from the application of principles in a particular case, to the generalization of all cases of that class—or to the rule. All sciences proceed from the simple to the more intricate. From a few definitions or axioms, we develop, by degrees, all the abstruse principles of the science. It should be the aim to accustom the scholar, at every step in his progress, to use what he has already mastered, in developing and discovering for himself the principles which must follow. By cultivating and fostering these habits of mind, scholars have been enabled to make plain that which is intricate, to discover new truth, and to greatly enlarge the boundaries of knowledge.

To establish a course of instruction which shall secure these results, it is proper that the teacher should know what plan of conducting a class recitation will prove most effectual. Of the manner in which class recitations are conducted during the second period of development, an analysis may be made into three classes, each of which has some advantages and defects.

The leading feature in the first method consists in requiring the pupil to so prepare himself for recitation, that he can, without any aid or hint from book or teacher, state the topics and develop the principles of the whole or any part of the lesson,—can give a complete *resumé* of the author,—while it is the study of the instructor, if he asks any question, to be sure that the pupil shall gather from it no clue to the answer. In pursuing this method the teacher exercises a stern censorship, and holds his pupil to a strict account for the preparation and proper understanding of his lessons. By this course the scholar learns to depend upon himself,—a habit invaluable in the subsequent pursuit of learning, in the practice of any of the learned professions, and in fact in any of the duties of life. But this sys-

tem possesses many radical defects, and its virtues are only of the negative character. It is the old stereotype method of *hearing* classes say their lessons, which a wooden man might do nearly as well. "We can easily conceive," says Dr. Huntington, "of all the bare *material* of instruction being conveyed into a school-room through a mechanism of pipes in the wall, or maps let down by pulleys, and its discipline administered by a veiled executioner, no heart-relations being suffered to grow up between teacher and taught."

A teacher of the second class pursues a course entirely different from this. His system of instruction consists in pouring out a profusion of knowledge upon every subject broached in the class-room. Filled with enthusiasm himself, he is impatient to inspire his pupils with his own conceptions. Without waiting for the pupil to tell in an indifferent manner what he can dilate upon so well, and unable to command the impartiality of a judge and the patience of a listener, he tells every thing, he explains every thing, and rising with the feelings which his subject excites, he glows with an eloquence which reaches the coldest heart, and awakens the feeblest mind. If a question be proposed, he does not ask it so as to elicit the cold naked fact, but in such a manner that the pupil cannot fail to answer it correctly; or he includes the answer in the glowing statement of the question, and concludes with "Must it not be so?" or, "Can it be otherwise?" "Does not that logically follow?"

The advantage of this method consists in the opportunity it affords for every member of a class to acquire some knowledge of the subject, and to appreciate its spirit. No scholar completely fails. Each takes in what his capacity and inclination will allow, and though in a portion of almost every class it will be very moderate, yet with this grade of students it will be likely to be something more than would be acquired by the first method. For, when a pupil without capacity is compelled to con for recitation what he cannot understand, or the pupil with capacity is compelled to do the same thing without fully comprehending, or feeling the force of what he has prepared to recite, the advantage is very slight.

There are some evils connected with this second method of instruction. The pupil is not trained to habits of accuracy and

self-reliance. He fails to acquire a control over his faculties, and the power of thinking how and when he pleases; but he must wait for a favorable moment—for the lucid interval—and his efforts are desultory and governed by fits of enthusiasm. The effect upon his habits of study is even worse. It has a tendency to render the efforts of the best scholars irregular in the preparation of their lessons, to make the irregular still more erratic and careless, and to lessen the incentives of the dull and heedless to improve even the feeble talents they have.

The third method of instruction is a combination of the former two. The representative teacher of this class first rigidly exacts of the pupil a systematic and lucid statement of the lesson assigned, and critically examines him upon the opinions which he has acquired from it, and the grounds upon which they are based. He then opens to him the stores of his own mind, and dilates with all the fervor of his nature upon the relations, the beauties, and the glories of the subject. This method combines the excellencies of both the former, without embracing many of its defects. The pupil is in the first place encouraged to make all the discoveries he can upon the subject, by the exercise of his own unaided powers of understanding, and to set them forth to the teacher as best he can. He thus gets credit for all that he is able to do, and is encouraged by every day's success to do the best possible. There is at least the stimulus of fair opportunity, with an attentive instructor able to weigh and duly appreciate every consideration presented. But the system would be imperfect were this all. The teacher now takes up the subject, and is able from his familiarity with it to elucidate and explain the matter from a different and higher stand-point. His information is not confined to the mere skeleton of the science presented in the text-book; but he has read extended treatises upon it, and can pour forth from the treasuries of his knowledge what will imbue the subject with new life. He can view the matter as a whole, and at each step has the advantage of the accumulated light of that which is to come, as well as that which has been passed over by the class. He is able to perceive, too, the poetic relations of the science, and the relation which this particular branch sustains in a system of complete development.

As this system of conducting a class re-

citation is by far the most complete and philosophic, it is recommended above all others, and he who adopts and pursues it with enthusiasm, who feels the moral dignity of his calling, and the value of his work, can not fail to win victories in a field where the opportunities are constantly recurring, and where skill and bravery are sure of success.

We can not close these considerations upon the Theory of Education, without observing that no system is worthy the name that does not provide for the physical and

moral training, as well as the intellectual. The worst product of our school-system is that of an educated villain, and the next remove from it is that of an educated invalid. From the earliest point in education the moral and the physical energies should be the subjects of careful, systematic culture, and it is hoped the day is not far distant when text-books in each of these sciences will be in as constant and regular use in all our schools, as those upon any other branch.

—From *Bates' Lectures on Education*.

### THE SCHOOLMASTER'S MISSION.

LECTURE BY THE REV. C. H. BROMBY, A. M., PRINCIPAL OF THE TRAINING COLLEGE, CHELTENHAM, ENGLAND.

To obtain a due conception of the Schoolmaster's Mission, we must recur to the first principles of all such inquiry. What is Education? Now, education has been so often and so variously defined, that it becomes difficult to know which definition to choose; we had, therefore better think of a new one. I would define education as the instrument of fitting the child for the future man; I speak of the term in its usually restrictive sense. In its larger sense, we ought to say that it is the instrument of fitting man for his future state of being. We are engaged with the term in its first sense. The true object of education is to prepare the child, in order to enable the man to discharge all the duties and to enjoy all the privileges of his manhood. We accept it as a truism, that education, to be real, must not be special, but universal. It must take cognizance of the entire being—the *physical* man, the *moral* man, the *intellectual* man, the *religious* man. It must seek to develop harmoniously and consentaneously the whole faculties which constitute his nature. In short, the educator, if he knows what he ought to be, should vie with the artist who strikes out of his unshapely block of pure marble the character and lineaments of a perfect form. Education should begin with the earliest years, or rather, I would say, that as education must begin with the beginning of life, whether we will or no, whatever advantages, whatever appliances artificial education has to offer should be brought to bear upon the earliest years.

That just-awakened infant, crowing on its mother's lap, is educating itself. The look, the smile, the love of its mother's soul, and the light of its mother's eye, have begun the work. Would that its whole infancy and childhood were carried onward so propitiously. But in too great a majority of instances, it soon must pass from so favorable a nursery to the streets and lanes of the neighborhood. Now, since the hope of a whole generation, and, in a measure, the gradual development of the human race, depends upon the faithful discharge of our duty to children, it becomes a very important question—how we shall secure fit men to whom we may entrust the interests of the multitude, and the office of presiding at the fountains of our humanity. All thinking men must be convinced that the whole course of Popular Education depends upon the fitness of the educator. Write it as an axiom never to be forgotten—"As is the Master, so will be the School." Scatter over the land men of inferior stamp, who will treat children as so much stock in trade, and who form their estimate of their mission by the amount of profit they are likely to realize—men without high purpose, without sympathy, without heart—and a generation of these men of earth, men of hard machinery, will rise up and mock every hope of practical Christianity. According to our view of the aim of education, so will be our estimate of the educator. The day has gone by when men thought the mission of a schoolmaster was



to beat the rebellious will into submission, to teach the barest elements of mechanical instruction, or to keep a herd of children out of harm's way. But men are beginning to realize the fact that there is in every infant mind, immured in every alley, the germ of a spirit that can hold converse with the spiritual world, and will outlive the destruction of this material universe; that there are there the first rudiments of mental greatness and moral grandeur, which need but the blessing of God to make them expand into possessions more beautiful, more precious, than all the most exquisite creations of mechanical skill. It is upon such material as this, that the educator has to work; and if the workman is to be estimated by his work, what manner of men, I ask, should our workmen be? What keen sympathies, what a sense of the beautiful, what love of justice, what devotion to truth, what perfection of morality, what mental endowments, what grace of the spirit, what bond of perfection, what love and knowledge of Christ, the Great Teacher!

It seems to me that it is impossible to overrate the qualifications of the educator. I do not speak of acquired so much as natural qualifications. So far I have thought more of that mental and moral greatness which shall early enlist the sympathies of the child on the side of his own higher attribute, and so force upon his young and pliant nature an early faith in good, which, in later years, the rough world may not wholly obliterate. But while natural qualities are the most indispensable—for which no acquirements can be possibly substituted—I do not mean that the latter are unimportant. These requirements should be solid and special. If education includes the physical, the educator should know on what conditions the state of health depends. If education includes the mental and the moral, he should know the laws of mental science and of moral—the ignorance of which has stunted and distorted the growth of so many millions of our once promising peasantry. And if education includes the spiritual part of man, he should be thoroughly conversant with Holy Scripture, and at the same time deeply penetrated with its spirit—not that he may arm his youthful scholars with texts to serve no higher purpose than warlike missiles, but that he may teach them to love and worship Truth at its purest sources, and to slake their ardent

thirst for pleasure at the Fountain of Religion.

Above all—the educator must be the perfect example to his school. I do not mean perfect in God's eye, nor do I mean perfect in men's eyes absolutely; but perfect in his children's. Of what earthly use can be all our brilliant gallery-lessons on humanity, when the quick sighted scholars can observe the teacher conceited to the very shape of his boots? On holiness, when they see him to be the companion of bad men? On truthfulness, when they know that at every recurring examination he can palm a cheat upon the world by a system of deceitful cramming? I again repeat the Prussian adage, "As is the master, so will be the school." Every school possesses its peculiar and distinctive character, and that character is the character of the master. And how can it be otherwise? A child is an imitative and an inquisitive animal; and, except when he is eating and sleeping, is almost entirely in the presence of his master. Think how readily a child takes impressions, and how prone he is to be affected by any influence, good or bad—how accessible his heart, and how easily its affections are moved—and how should we be surprised that the whole future senior life is in the keeping of its teacher, to whom it appertains to guide its first tottering footsteps, and to cast its die for moral weal or woe to its dying hour!

There is no particular on which there is a greater necessity to lay stress than this—the moral training of our schools—both for its own intrinsic value and because of the habit of under-estimating it. There has been great improvement in many departments of education. Better school houses have been built, more skillful teachers have been prepared, superior class-books have been published; but I fear I must not say that moral training has advanced with equal steps. The school is not sufficiently formed after the model of a home, and the schoolmaster after that of a parent. The old boast of the master is that he stands in the place of a parent—and so he should—but what parent would work all day long with a stick in his hand, under a mistaken notion of supporting his authority? God has furnished him with another and far better instrument, and that instrument is love. The teacher must employ it too, and just in so far as he does he will deserve the

honorably appellation of a moral trainer. Nor is it a suitable weapon with the good and gentle of the children only—but its omnipotence will be felt among the self-willed and refractory. Nay, I doubt whether there is any spirit of childhood so utterly hardened that it will not, sooner or later, yield to the influence of a love which refuses to be discouraged or wearied out. The great idea of Christianity is love—it is God's own weapon for subduing the alienation of the human heart. The Great Teacher was a living exponent of its power, and every other teacher must adopt the same method. What is that obedience worth which is based on fear? Depend upon it no fruits are worth the gathering in any single school where the heart remains a wilderness. But where love rules, every other humanity will follow; love not only gives birth to every virtue, but it compacts them harmoniously together. That is a beautiful definition of the Apostle from meditation or which I write, "Love is the bond of perfectness." What a bond between child and child, and between children and teacher. If in the home-circle the loving husband is the house-band, so in the school-life the loving teacher should be the school-band. Without love, he may speak and teach the living words of God's truth; but they will have no life for the children. If he "speak with the tongue of angels, and have not charity, he becomes as sounding brass and as a tinkling cymbal." He cannot in any sense employ the language of his Master, "The words that I speak unto you they are spirit and they are life."

I pass to another view of the mission of the elementary schoolmaster. He has a social mission. To him the country looks to disseminate right principles of social duty. A man that lives a life of animal drudgery, that subsists from hand to mouth—dwarfed in mind, stunted in moral growth, spending the hours of his leisure in animal gratification—what should he know of his duty to his neighbor or to the state, when he knows not his real duty to himself? It is the province of the schoolmaster to enforce provident habits, to explain the consequences, moral and physical, of self-indulgence—the ruinous effects of drinking habits—the pleasure and self-respect of laying up a little property; and he may safely appeal to a lawful ambition of self-advancement in the world. It belongs to the school-

master to teach the first rudiments of our British constitution, that he may contrast its privileges and securities with those of governments, and that he may, if future events allow it, prepare the population for an extension of the elective franchise, and for the discharge of that high social duty of appointing their own representatives in the council of the nation. It belongs to the schoolmaster to disarm the people of unreasoning prejudices, which often rise up to imperil, at different crises of the national history, their own prosperity and that of the country. To what but an universal ignorance of first principles is owing that constant collision between capital and labor—not only ignorance of the benefits of machinery and improved art, but of the rights of labor, whether regarded in relation to the workman himself, the master, or the body of his fellow-operatives? To what but a low intelligence is owing that rising in arms against the hoarding of corn in the face of short harvests, and the consequent rising of the price of bread, which very increase of price is the only security against the rapid exhaustion of our stocks, and the consequent horrors of famine, before another yield of harvest?

So much for the mission of the teacher. The more we think of it, the more we shall feel how high and holy it is. In every child you admit into your school, the parent expects you to send back a better man, the state a more exemplary citizen, the church a holier disciple. I wish now to make a few remarks upon your duties to others, toward whom you will stand in official relations. And first, your duty to the parent. Instead of honoring you, it is possible they may slight you, or insult you, and you will need more than human forbearance to sustain you. Be careful, above all things, to give no occasion of offense, that your office be not blamed. Form questionable characters, contract questionable habits, or even carry yourself morosely toward parents; and what is the consequence? Parents and neighbors will talk and slander; boys and girls will listen and carry away the estimate they have heard; and then must fall the fruits of all your rich studied lessons of moral beauty, and perish the last vestige of your moral authority. Depend upon it, if you would live in the affections of your children, you must also live in the esteem of their parents.

## CHOICE MISCELLANY.

## POWER OF THE VOICE OVER CHILDREN.—

It is usual to attempt the management of children either by corporeal punishment, or by rewards addressed to the senses, or by words alone. There is one other means of government, the power and importance of which are seldom regarded. I refer to the human voice. A blow may be inflicted on a child, accompanied by words so uttered as to counteract entirely its intended effect; or the parent may use language in the correction of the child, not objectionable in itself, yet spoken in a tone which more than defeats the influence. Let any one endeavor to recall the image of a fond mother, long since at rest in heaven. Her sweet smile and ever clear countenance are brought vividly to recollection; and so also is her voice—and blessed is that parent who is endowed with a pleasing utterance. What is it which lulls the infant to repose? It is no array of mere words. There is no charm to the untaught one in letters, syllables, and sentences. It is the sound which strikes its little ear that soothes and composes it to sleep. A few notes, however unskillfully arranged, if uttered in a soft tone, are found to possess a magic influence. Think we that this influence is confined to the cradle? No, it is diffused over every age, and ceases not while the child remains under the parental roof. Is the boy growing rude in manner and boisterous in speech? I know of no instrument so sure to control these tendencies as the gentle tones of a mother. She who speaks to her son harshly, does but give to his conduct the sanction of her own example. She pours oil on the already raging flame. In the pressure of duty, we are liable to utter ourselves hastily to our children. Perhaps a threat is expressed in a proud and irritating tone; instead of allaying the passions of the child, it serves directly to increase them. Every fretful expression awakens in him the same spirit which produced it. So does a pleasant voice call up agreeable feelings. Whatever disposition, therefore, we would encourage in a child, the same we should manifest in the tone in which we address him.—*Church of England Magazine.*

## TEACH THE GREATEST NUMBER.—

The extent to which a teacher may multiply his power, by acting on numbers at a time, is very great. In order to estimate it we must consider carefully what it is, when carried to the greatest extent to which it is capable of being carried under the most favorable circumstances. Now it is possible for a teacher to speak so as to be easily heard by three hundred persons, and three hundred pupils can be easily so seated as to see his illustrations or diagrams. Now suppose that three hundred pupils, all ignorant of the method of reducing fractions to a common denominator, and yet all old enough to learn, are collected in one room. Suppose they are all attentive and desirous of learning, it is very plain that the process may be explained to all at once, so that half an hour spent in that exercise would enable a very large proportion of them to understand the subject. So, if a teacher is explaining to a class in grammar the difference between a noun and a verb, the explanation would do as well for several hundred as for the dozen who constitute the class, if arrangements could only be made to have the hundreds hear it. Now, so far as we fall short of this full benefit, so far there is, of course, waste; and it is not difficult or impossible to make such arrangements as will avoid the waste, in this manner, of a large portion of every effort which the teacher makes. Always bear in mind, then, when you are devoting your time to two or three individuals in a class, that you are losing a very large proportion of your labor. Your instructions are conducive to good effect only to the one-tenth or one-twentieth of the extent which, under more favorable circumstances, they might be made available. And though you cannot always avoid this loss, you ought always to be aware of it, and so to shape your measures as to diminish it as much as possible.—*Abbott's Teacher.*

## HINTS TO TEACHERS.—BY A PUPIL.—

Every teacher should adopt a mild, mutual plan of government, treating all scholars justly and impartially, whether the children

of rich parents or of poor. And from this rule of action let nothing divert him. Be mild and even tempered at all times, and under all circumstances. As like produces like, anger is productive of anger. If scholars find it exhibited towards them by the teacher, they, in return, will reciprocate its manifestation, and consequently hatred or discord is engendered, which renders a school worse than useless to the extent of such exhibitions. Anger ever acts as a law of repulsion, unfitting the teacher for giving, and the scholar for receiving instruction—destroying that harmony of feeling that should ever exist between them.

But let a teacher once thoroughly convince scholars that he *loves* them, and is striving to promote their best educational interests, and how soon does he receive in return their love and esteem, that grows brighter and stronger as time wears away, and which can never be obliterated. Then, there is nothing that can induce them to wrong him in any way, or disobey what he requires of them, but on the contrary his very wishes are anticipated, and need not a verbal request to have them complied with. Their minds are fully prepared to receive any instruction he may wish to impart, and he is much better prepared to instruct them, than when laboring under the degrading influence just spoken of. How tractable and easily governed does he find them when they are bound to him by the attracting principle of love. Order and harmony reign, and the school is a prosperous and happy one. Should not those who have the care of training youthful minds—those tender scions that depend upon the goodness and faithfulness of your cultivation for what manner of fruit they shall bring forth, whether of good or evil, pay particular attention to that little word, love, and see that they act out in everything they do, its every requirement? Let its principles ever have a home in their breast, and never drive them hence, but let them ever govern those who would govern others.

A FRAGMENT.—When I look upon the tombs of the great, every emotion of envy dies in me; when I read the epitaphs of the beautiful, every inordinate desire goes out; when I meet with the grief of parents upon a tombstone, my heart melts with compassion; when I see the tombs of parents themselves, I consider the vanity of grie-

ing for those whom we must quickly follow; when I see kings lying by those who deposed them; when I consider rival wits placed side by side, or the holy men that divided the world with their contests and disputes, I reflect with sorrow and astonishment on the little competitions, factions, and debates of mankind; when I read the several dates of tombs, of some that died as yesterday, and some six hundred years ago, I consider that great day when we shall all of us be contemporaries, and make our appearance together.

VENTILATE.—Why not? There is pure air enough, just outside, that may be had for the asking; and yet, how many of our school-rooms are reeking day after day with the poisonous filth sent forth again and again from the lungs of two or three score of pupils, and with no less poisonous and filthy exhalations from uncleanly clothing and uncleanly persons. The teacher enters the school-room in the morning, when the air is comparatively pure, and the constantly increasing impurity blunts the senses, and so is not perceived. The air becomes charged and surcharged with noxious matter, teacher and pupil grow dull and listless and irritable, the head aches, and the work of the school drags wearily and drowsily on. By and by it is discovered that the seeds of disease have been sown, and another recruit is added to the great army of broken down teachers.

Unventilated school-houses are one of the crying evils which the friends of popular education should strive to remedy. Why, fellow teachers laboring in one of these dens of foul air did you ever stop to think what you are taking into your lungs day after day? Father or mother, do you know what kind of atmosphere your child is living in at the school? The air that he is breathing has repeatedly been down into the lungs of thirty or forty of his schoolmates and each time has been reinforced with a fresh supply of decaying matter, until it is loaded with poison which can not be taken into the system without at least seriously weakening the vital forces. Such a state of things should not be suffered to continue, if there is any help for it. But what can be done? Much can be done. In the first place, there are now to be had, at reasonable prices, stoves and furnaces of a variety of make, with which pure air may be introduced warm into the school-room, and the foul air may

be removed through a shaft by an opening at the floor. No school-room is fit to occupy without some such arrangement for securing ventilation,—certainly no new school-house should be erected without something of the kind. But parsimony says that all this costs. Yes it does cost ; it always costs to live and be decent. If cheapness is the one desideratum, the true way would doubtless be to warm the room and then close it up as tight as possible, and let the pupils breathe the air over and over until it needs warming again. It is true that ventilation costs, but the doctor and the undertaker and a lot in the graveyard cost, too, and the question is which is the best investment.

But if no such provision for ventilation can be secured, something may still be done toward making the school-room clean and healthful. The floor and walls may be kept free from anything that will contribute to the impurity of the air. Something may be done in the way of enforcing personal cleanliness upon the pupils. Where the conditions are such as to render it possible, a window may be lowered a little from the top on one side of the room, and another window raised a little from the bottom on the other side. At the recesses and at noon, and oftener if need be, the windows may be thrown open from the top and the bottom and the pure breeze of heaven invited in to drive out the accumulating stench and nastiness. At any rate with these miles of life-giving air above and around us, let us not kill ourselves and murder the innocents with the villanous compound so often found in our school-rooms.—*Illinois Teacher.*

SOLEMN THOUGHT.—We see not, in this life, the end of human actions ; their influence never dies ; in ever widening circles, it reaches beyond the grave. Death removes us from this to an eternal world. Every morning, when we go forth, we lay the moulding hand on our destiny ; and every evening, when we have done, we have left a deathless impression upon our character. We touch not a wire but vibrate in eternity ; we speak not a word, we have not even a thought, which is not reported at the throne of God. Let youth, especially, think of these things ; and let every one remember that in this world, where character is in its forming state, it is a serious thing to think, to speak, to act.—*Ohio Journal of Education.*

INCITEMENT TO PERSEVERANCE.—Nothing is impossible. Strike out a new path—court honor, fame, glory, wealth.—All shall be yours, if you so will. But with the will there must be energy, courage, foresight, prudence. The heart must be steeled either to bear the shafts of envy, or to hear unmoved the sigh of the widow and fatherless. In many cases the joys of home must be foregone, and the wife considered an appendage, worth the money she saves ; the children as only so many incentives to lay up the gold that perishes in the using.

Ask you for fame? Nothing is easier obtained. Turn your hat inside out, wear a shoe on one foot and a boot on the other ; make yourself known by your oddities ; get “ posted up ” about town ; you are a marked man—the property of the public ; you are famous do what you will.

Ask you for wealth? Begin your search early. Sleep on your pallet of straw—till after the midnight hour—breakfast on a crust—eat no dinners—never allow yourself the luxury of a warm supper. Tie yourself to a penny, and be the bound slave of a dollar.

Deny yourself the pleasure of a book—consider a newspaper a nuisance—forget that you have a soul ; turn a deaf ear to distress—time for benevolence when you get rich ; then you may sit down with the pious reflection that your deeds are honest—for, good man, have you ever demanded more than your due?

What if your brother perishes in destitution and misery—art thou thy brother’s keeper? What if that poor debtor died in the prison house—was not his debt a lawful one? Was your demand more than the strictest justice might warrant?

Then you can take your gilded bible, turn over its embellished pages, and let its clear, beautiful print, rejoice the sight of thine eyes. But, what, if unthinkingly, they should rest upon the following passage :

“Thou hast sent widows away empty, and the arms of the fatherless have been broken. Therefore snares are around about thee, and sudden fear troubleth thee.”

Never think to get away from the justice of that sentence. Hedge thyself in with golden thorns as thou wilt, snares are around about thee, the sudden fear troubleth thee.—*Boston Olive Branch.*

**PRACTICAL POWER OF KNOWLEDGE.**—The globe, with all its dynamical energies, its mineral treasures, its vegetative powers, its fecundities of life, is only a grand and divinely-wrought machine put into his hands; and on the condition of knowledge, he may wield it and use it, as an artisan uses his tool. Knowledge inaugurates us into the office of superintendent and director of the elements, and all their energies. By means of knowledge, they may all be made ministering servants for our profit and our pleasure. Such is the true philosophic relation in which we stand to this earth, to the perfect system of laws which govern it, and to the mighty and exhaustless energies with which its frame, and every organ of its frame, is filled. It is our automaton. Gravitation, repulsion, caloric, magnetism, air, water, fire, light, lightning,—through knowledge, we can play them all, as Maelzel plays his chessmen.—*Horace Mann's Thoughts for Young Men.*

**HOW TO MAKE CHILDREN READ SLOWLY.**  
—The following plan for checking the speed of those pupils who have acquired the habit of reading by the page against time, has the recommendation of having been successful: Ask the pupil to look at as many words as, from their connection, he thinks is desirable to speak without a pause; then ask him to look from the book to you and speak them. After this, let him look on the page for the next phrase, or proposition, or so much as should be spoken without any pause, and again look up to you and speak it. Continue this through the paragraph; and then let the pupil read the same from the book, taking care to make the same pause as before. The habit will be broken up before many days have passed.

Most persons have observed that, in animated speech, the speaker enunciates at once and with considerable rapidity, so much as the mind will receive at once; after which follows a pause more or less protracted, according to the importance of what has been uttered. The method we have spoken of above, no doubt originated from observing this fact.

**POWER AND ELEVATION WHICH KNOWLEDGE CONFERS UPON MAN.**—All created things are governed by laws,—each by its own. The inanimate move and gravitate and are chemically changed from form to form; and

animate live and reproduce their kind and die, in obedience to unchangeable laws. These laws the intellect of man can discover and understand; and thus make his dominion co-extensive with his knowledge. So far as we understand these laws, we can bring all substances that are governed by them under their action, and thus produce the results we desire; just as the coiner subjects his gold dust to the process of minting, and brings out eagles. So far as we understand the Creator's laws, He invests us with His power. When knowledge enables me to speak with the flaming tongue of lightning, across the continent, is it not the same as though I had power to call down the swiftest angel from heaven, and send him abroad as a messenger of my thoughts? When a knowledge of astronomy and navigation enables me to leave a port on this side of the globe and thread my labyrinthine way among contrary winds, and through the currents and counter-currents of the ocean, and to strike any port I please on the opposite side of the globe; is it not the same as though God for this purpose had endued me with His all-seeing vision, and enabled me to look through clouds and darkness around the convex earth? Nor does the intellect stop with the knowledge of physical laws. All the natural attributes of the Author of those laws are its highest and noblest study. Its contemplations and its discoveries rise from the spirit that dwelleth in a beast to that spirit that dwelleth in a man; and from this to the spirit that dwelleth in the heavens. Every acquisition of knowledge, also, which the intellect can make, assimilates the creature to the all-knowing Creator. It traces another line on the countenance of the yet ignorant child, by which he more nearly resembles the Omniscient Father. Do not these reflections prove the worth and power and grandeur of the human mind, and show the infinite nature of the boon and blessedness which have been placed within reach of every human being?—*Horace Mann's Thoughts for Young Men.*

It is better to throw a guard about the baby's cradle than to sing a psalm at a bad man's death-bed; better to have a care while the bud is bursting to the sun than when the heat has scorched the heart of the unguarded blossom.—*Sterne.*

## EDUCATIONAL INTELLIGENCE.

## GREAT BRITAIN.

A new educational movement has sprung up in England. The great object of Mr. Foster's Education Bill was to utilize the denominational system with the national, and thus it indirectly recognizes the principle of church endowment. The Episcopalians, Roman Catholics, and Wesleyan Methodists have derived the chief advantage from this system, and the latter have now two Normal Schools, and 900 schools, all of which are virtually a part of the Church machinery. But notwithstanding the prosperity of their own schools, the Wesleyans are beginning to see the inadequacy and injustice of the whole system. They find that the Church of England is getting a firmer hold on the schools of the country, that not one half the country is provided schools, and that where schools are established, many evils seem to be inseparably connected with them. Accordingly a strong movement has sprung up among the Wesleyans to secure the universal establishment of School Boards, and with a view to establish a truly national system of education, a large party among them are willing to hand over the control of their own schools to these School Boards. The movement is significant, and may lead to important results.

## CANADA.

—At the recent examination Mr. J. Hughes, M. A., the retiring head master of the Markham High School, was presented with a beautiful writing desk by his pupils.

—S. P. Groot, Esq., Inspector of Public Schools, East Middlesex, presented an interesting report at the recent meeting of the County Council. He deprecates hobbies, inculcates thoroughness, and says that better school accommodation has had a beneficial effect. He thinks the establishment of Township Boards of Trustees, and the appointment by them of a proper officer to prosecute in case of neglect of the "compulsory clause" would result in a better enforcement of the law, and consequent advantage to the educational interests of the country.

—At the late examination of teachers for the county of Wentworth nine third-class and one first-class, grade B, certificates only were granted by the Examining Board.

—Mr. George Eyeul, who has for the last three years been principal teacher in Wroxeter Public School, was waited upon by a number of his late pupils and presented with a beautiful writing case and a complimentary address, expressive of their esteem for him as a teacher, and their regret at his departure.

—The pupils of the Kincardine High School at the close of the Christmas examination, presented their teacher, Mr. John Thompson, A. B., on his accepting a similar position at Bradford, with a beautiful watch and chain, and an address expressive of the high esteem and regard in which he is held by them. Mr. Thompson made a suitable reply.

—At a meeting of the teachers of Lennox and Addington, held at Napanee, January 2nd, a County Teachers' Association was organized with the following officers: Inspector of Schools, Mr. F. Burrows; President, Mr. C. Kellogg, High School, Newburgh; 1st Vice-President, Mrs. Robinson, Public School, Napanee; 2nd Vice-President, Mr. P. F. Neilson, Public School, Napanee; Executive Committee, Messrs. W. Tilley, Mabee and Cadman, and Misses McLeod and McKill.

—Geo. E. Murphy, Esq., Principal of the Petrolia Public School, was presented with a service of silver plate worth \$75 by his pupils at the close of the term in December last. The presentation was accompanied with an address, beautifully written by one of the girls of the school breathing the warmest sentiments of affection for their teacher, and regret at his departure. We understand that though Mr. Murphy intended leaving for another sphere of labor, he has been induced, at the earnest request of the people of Petrolia, to remain another year in his position as Principal of the Petrolia Public School.

—D. McDonald, Esq., Inspector of Schools, Durham, communicates some interesting facts to the *Port Hope Times*. During the winter term there were 137 day, and 3 evening schools in operation. Number of pupils registered, 6,580; average attendance, 3,038, being less than half the registered number. The number present daily for each 100 registered was 46. He shows that these statistics prove that the people are throwing away for nothing half the amount paid for the support of schools. He strongly advocates compulsory attendance.

#### UNITED STATES.

—Prof. Hadley, of Yale College, died November 14th, 1872. He was one of the best Greek scholars in the country, and by his death Yale loses one of her most distinguished professors.

—The State Normal School of Rhode Island, which was opened in September, 1871, has already taken rank with the best Normal Schools in the country. It has a superior class of students, and the instruction and training are efficient and thorough.

—Harvard University lost heavily by the Boston fire of November 9th, 1872. Its property in the burnt district, including the land, was valued by the city assessors at \$562,000. The buildings destroyed were insured for \$216,000, only \$100,000 of which will be paid, and it is estimated that it will cost \$300,000 to rebuild.

—The Michigan State Teachers' Association met in Jackson, December 26th and 27th, and the Illinois Teachers' Association, in Springfield, and the Missouri State Teachers' Association in Kirksville, each December 25th, 26th and 27th. The Indiana State Association met in Logansport, December 31st and January 1st, 2nd and 3rd, and the Rhode Island Institute of Instruction in Providence, January 9th and 10th.

—Mr. Mori, the Japanese Minister, has received the details of the new educational system in Japan, which embraces the organization of Colleges, two hundred and fifty-six high schools, and over fifty thousand public schools, at which the attendance is to be compulsory for all children above six years of age.

—The Maryland School Law, passed last January, provides for a board of county school commissioners in each county, to consist of three persons appointed by the judges of the circuit courts. In counties having over one hundred schools, five persons shall be appointed. They are to serve three years, and to receive as compensation not more than one hundred dollars a year on an average. The board of county school commissioners is to appoint for each school district a board of district school trustees, who are to serve one year. It is also made the duty of the county board to elect a county examiner, who shall not be a member of the board, and whose duties are substantially the same as those of county superintendents in Illinois. The salaries of teachers are to be fixed by the county board. The county examiner, who is also to act as secretary and treasurer of the county board, is required to devote his whole time to public school business, and is to receive such compensation as the county board may direct. A teachers' institute, to continue five days, is required to be held, during vacation, in each county, once a year. It is made the duty of the Governor of the State, by and with the advice and consent of the senate, to appoint at each regular session of the legislature, from among the presidents and examiners of the several county boards, four persons who, together with the principal of the State Normal School, shall constitute the State Board of Education. One of the duties of this State Board is to examine candidates for the office of county examiner.



## EDITOR'S DRAWER.

—The publication of this number of the *ONTARIO TEACHER* has been somewhat delayed, owing to causes entirely beyond the control of the publishers. In future it will be issued as nearly as possible on the first of each month.

The publishers respectfully invite Inspectors, Teachers, and all other friends of education to send items of educational intelligence. Condensed notices of Teachers' Associations, presentations, &c., will at all times be welcome.

—The *ONTARIO TEACHER* will furnish an excellent medium for advertisements, particularly those relating to subjects coming within its sphere. A limited number will be inserted at ten cents per line, each insertion. A liberal discount will be made to those advertising by the year.

—It is our intention to open a department in the *ONTARIO TEACHER* to be known as the "Teachers' Desk." Its design will be to afford the teachers an opportunity to ask queries of all sorts in connection with school work, to which answers will be given editorially or otherwise. Short contributions, pertinent remarks, &c., for this department solicited.

—A meeting of Inspectors was held in the Theatre of the Normal School, Toronto, on the 8th inst. and two following days, at which some important alterations in the Law were discussed, and some amendments proposed. The result of their deliberations was laid before the Chief Superintendent, and we trust to see many of the changes recommended embodied in the New School Bill.

—We are pleased to know that the Government of Ontario intend providing facilities for the education of a class of idiots, hitherto very much neglected. At present there are between 200 and 300 of this class in the Province, of whom only 38 are now receiving any education whatever. It is proposed to increase the capacity of the London Asylum and furnish rooms for at least 100 inmates.

—We respectfully appeal to all friends of education to aid us in extending the circulation of the *ONTARIO TEACHER*. We are determined to issue a journal worthy of hearty and generous support, but as it is manifestly impossible to employ a travelling agent, we must rely very much on the voluntary assistance of Inspectors, Teachers, and others throughout the Province. Clubs of 10 and upwards will be forwarded at \$1 each, or 50 copies for \$45.

—We notice several important educational returns have been asked for in the Ontario Legislature. When they are brought down a great deal of interesting information may be expected.

—The *ONTARIO TEACHER* being designed to **DRAW OUT** as well as to **BUILD UP** the Teachers of this Province, we cordially invite contributions from members of the profession on any subject congenial to their taste, connected with education. We submit a list from which we trust some selection will be made and contributions forwarded for publication as soon as possible :

How to make Teachers' Associations profitable.

What is the true Philosophy of School Government?

What motives and incentives to study should be appealed to?

Are public school examinations and exhibitions advisable?

What are the prominent causes of failure in teaching?

What is the natural order of mental development?

Does the stability of a nation depend upon the universal diffusion of intelligence?

—Mr. Gladstone's speech at the Liverpool College last month, contains some very wholesome and important truths. The main object of education, he asserts, is "Not to stock the mind with knowledge as a shop is stocked with goods, that the wants of life can be met just like the wants of customers, but to improve the mind itself—to make it solid, elastic and capable of enduring wear and tear." His comparison of education in England with Scotland and Germany showed that Englishmen did not, according to their advantages, attain the high standard reached by those other countries. This disparity arose, in his opinion, not from any **INCAPACITY** in Englishmen, but from a lack of earnestness. "The beauty and the power of Knowledge," he says, "fill **THEIR** hearts with love and they go in quest of her from the ends of the earth, with ardent devotion, like pilgrims to a favorite shrine." His remarks further showed that enterprise and wealth have always been associated with educational advancement. "In Greece, that State which took its place at the head of literature, and philosophy, and art, was noted for its encouragement of trade." These are valuable lessons for the young men of our New Dominion.

—The report of the Chief Superintendent for 1871, just issued, presents some very encouraging features in regard to the progress of education in our Province during the last year. The amount contributed from all sources for school purposes was \$2,224,471, or an increase of \$180,106 over 1869. The increase of last decade foots up the very agreeable total of \$743,192, or nearly three-quarters of a million. The expenditure on school sites and buildings amounted to \$261,833. The number of school age in the Province is given at 489,615, of whom 446,326 were attending school. The number reported as not attending any school is 38,535, being an increase of 7,270 over the preceding year. Why this state of affairs should exist we know not. We believe there is ample accommodation for all the children of school age in the Province, and there can be no valid reason for such a large number absenting themselves from our Public Schools. Indeed, it is the duty of all lovers of morality and good order to INSIST upon the compulsory clause of the School Act being enforced to prevent the disastrous results to the well being of society which must arise from the propagation of such vicious habits as are inseparably connected with ignorance and illiteracy. The progress of the schools, as shown by the studies pursued, is gratifying in many respects. We are particularly well pleased to see the increase in Arithmetic, Grammar and Canadian Geography. The latter subject, as well as Canadian History, has been too long neglected. The increase in such subjects as Algebra, Geometry, Mensuration, Bookkeeping, and Vocal Music, is also gratifying. We see no reason why the latter subject should not be universally taught, and we would like to see it made imperative upon teachers to prepare themselves for teaching this very important branch of education. We further find that 107,198 pupils are taught military drill. In regard to the teachers employed, we find that there is a decrease in the number of male teachers and an increase in the number of female teachers. This, no doubt, arises from the fact that the salaries are not sufficiently remunerative in the case of males, whereas, in the case of females, salaries are somewhat higher than can be procured in any other avo-

cation. The number of female teachers now exceed the number of males—the former being 2,641, the latter 2,665. The number of trained teachers employed is far below what we hope to see in the course of a few years—only 327 being reported as holding first-class Provincial certificates, and 517 second-class. No doubt many of those holding county certificates received more or less training in our Normal School, but judging by the number of Provincial certificates as quoted above, there is ample room for very material improvement in this direction. The average salary of male teachers in counties was \$254; of female teachers, \$182; in cities, of male teachers, \$629; of female teachers, \$236; in towns, of male teachers, \$483; of female teachers, \$225; in incorporated villages, of male teachers, \$419; of female teachers, \$186. The only inference deducible from the very low salaries paid to teachers in counties is that so long as it exists the efficiency of the schools must be sadly affected and the education of pupils very much neglected. In table K, of the Report, there is a very valuable abstract of the number of students that attended the Normal School since it was opened, and the counties from which they came. We find the total number who passed through the Normal School, (of course including, but not separately pointing out those who attended several sessions) to be 6,418. The number of certificates awarded was 3,266. No doubt many of those certificates expired, but yet is it somewhat strange that only 844 teachers were employed in 1871 with Provincial license. What has become of the rest? Have they left the profession? And why? These are questions well worthy of consideration. Another remarkable fact revealed by this table is that out of 6,418 who entered the Normal School, 1,907, or nearly one-third, was from the County of York, while from the more distant counties, such as Essex, there were only 13, Lambton 68, Bruce 51, Glengary 40, Russell 18, and Renfrew 20. This is certainly strong evidence in favor of additional Normal Schools. We purpose to refer to this Report and make some further extracts in a future issue. It contains much that is valuable and will amply repay a careful perusal.

## SELECT POETRY.

## THE CHILD'S DREAM.

BY WM. BARR.

Oh, stay by my couch to-night, Mother,  
And sing me some beautiful song ;  
For I fain would dream as I dreamed last night,  
For my eyes would gaze at that wondrous sight,  
Amid the archangel throng !

I dreamed that I roamed last night, Mother,  
Afar in some beautiful land ;  
Bright spirits of light in their shining plumes,  
Where sunlight no longer that land illumines,  
There hovered in shining bands !

Bright forms, on dazzling wings, Mother,  
Went by on their flashing round ;  
And trembled the chords of their golden lyres,  
And anthems of praise from the heavenly choirs  
Through the star-lit courts resound.

And happier forms were there, Mother,  
Than bloom in this time bound sphere ;  
And the joyful acclaim of that blood-washed throng  
As they chanted the strains of the heavenly song,  
There fell on my raptured ear.

And sweet sister Emma was there, Mother,  
As fair as an angel of light ;  
She stood in the ranks of that angel throng,  
And chanted the notes of the seraphim's song—  
A cherub serenely bright !

And she sang the songs we sung, Mother,  
Together that lonesome night ;  
Her voice was as sweet as a seraph's tongue,  
That high in the arches of glory rung,  
Enrobed in celestial white !

I thought of the long, long night, Mother,  
We sat by her dying bed ;  
And I saw the tear in your mournful eye,  
As dying, " Sweet mother, good bye—good bye ;  
I'll meet you in Heaven," she said.

Oh, there was no misery there, Mother,  
Away in that beautiful land ;  
Nor sun with its blazing flame was there,  
Nor angry howl of the wintry air  
Envenomed its zephyrs bland.

She quitted the blazing ranks, Mother,  
And quick to me hastening sped ;  
And the shining curls of her golden hair  
Were kissed by the gales of that redolent air,  
As sweetly, dear Mother, she said.

" Oh come to these love-lit realms, Anna,  
And strike on an angel's lyre ;  
Come, bask in the beams of a nightless home,  
Through its changeless bowers we'll sweetly roam,  
And join in the heavenly choir."

Oh, stay by my couch to-night, Mother,  
And sing me some beautiful song ;  
For I fain would dream as I dreamed last night,  
And my eyes would gaze on that wondrous sight,  
High 'midst the archangel throng !

## THE LITTLE BOY THAT DIED.

Dr. Chalmers is said to be the author of the following beautiful poem, written on the occasion of the death of a young son whom he greatly loved :

I am all alone in my chamber now,  
And the midnight hour is near,  
And the fagot's crack and the clock's dull tick  
Are the only sounds I hear ;  
And ever my soul in its solitude  
Sweet feelings of sadness glide,  
For my heart and my eyes are full when I think  
Of the little boy that died.

I went one night to my father's house,  
Went home to the dear ones all,  
And softly I opened the garden-gate,  
And softly the door of the hall ;  
My mother came out to meet her son,  
She kissed me and then she sighed,  
And her head fell on my neck, and she wept  
For the little boy that died.

I shall miss him when the flowers come  
In the garden where he played ;  
I shall miss him more by the fire-side  
When the flowers have all decayed ;  
I shall see his toys and his empty chair  
And the horse he used to ride ;  
And they will speak with a silent speech  
Of the little boy that died.

We shall go home to our Father's house—  
To our Father's house in the skies,  
Where the hope of our soul shall have no blight,  
Our love no broken ties ;  
We shall roam on the banks of the river of peace,  
And bathe in its blissful tide,  
And one of the joys of our Heaven shall be  
The little boy that died.

## BOOK REVIEWS.

## OUR PUBLIC SCHOOLS.

We have received a small pamphlet of twenty-two pages, from the pen of George B. Elliott, of McGill Normal School, in which the "wants" of our Public Schools are somewhat fully discussed. The author would discard the educational system of this country, which places the University at the head, and the Public and High Schools as subordinate members of the system. He holds the Primary Schools, by which we suppose he means Public Schools, to be the foundation of any system of education, and consequently entitled to the largest share of Government support. The writer's ideas of Primary instruction are good. In speaking of the deficiencies of many of our teachers, he says :

"If you inquire for the result of this teaching, you will learn that children who have read scores of school-readers, containing a large amount of information, common and uncommon, have no real knowledge of the things they have read about. Children who have "gone through geography," as the phrase is, yet cannot describe the source, flow, and discharge of the nearest spring branch ; who can do every sum in arithmetic, yet in the counting house are non-plussed at the first settlement of accounts ; who have learned by heart every principle of grammar, yet cannot write a page without a grammatical blunder. It is not that these subjects are difficult, but the child has never been taught to observe, to express his knowledge, and to apply it to the reality of life. The words of books may have become familiar, but the language of books has not been learned, simply because no language can be learned

till the things, acts, and relations it represents, can be learned."

Mr. Elliott has certainly struck the right chord here. Any person who has had anything to do with Public Examinations could not fail to see the parrot-like recitations which some teachers, in their ignorance of true education, pronounced admirable. Nothing in the whole performance but the merest repetition of facts and names, without any mental assimilation whatever.

The standard which he has set for the teacher is a high one, but no higher than the educational interests of the country require. The moral element is thus tersely alluded to :

"Every teacher should be a moralist and theologian, and possess a heart in which morality—pure Christian morality—is established in the love and fame of the Omnipotent. The school that is wanting in the influence of such a heart, is without the vital spark. We ask not for sectarianism—it is the bane of true morality and religion. Neither do we ask for that moral instruction or religion that comes in the cold formal prayer. It is that religious morality which acts in every action, breathes in every breath, lives in every life—that which from its abundance in the heart flows in every vein, and lends its sweet and benign influence all around—that should adorn the teacher's instructions."

We commend the pamphlet to the profession, believing, though it smacks strongly of Beecherism, that the ideas which it sets forth are worthy of consideration.