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## TEACHERS' ASSOCIATIONS.

Co-operation of forces is the order of the day. Nations, Provinces and religious bodies, are uniting the world over, either for protection, aggrandizement or the concentration of power.

Craftsmen of all kinds also seem animated by similar motives. We have Trades' Unions, Co-operative Stores, Granges, *et hoc genus omne* to almost an unlimited extent; all banded together with a view either for mutual improvement or mutual benefit. And rightly too.

Where there is a common interest, there should be a common and united effort. Isolation means decline, weakness and ultimate decay. It is only by the interchange of opinions, by the friction, so to speak, of mind, by the contact of the *positive* with the *negative*, that those forces can be evolved which move society and animate its elements with the vitalizing influences of development. From combinations of Agriculturists we have those wonderful improvements, which to-day make agriculture a science. From the meetings of *savans* at

Social Science Congresses, our knowledge of many important subjects is remodelled and new light is thrown upon the theories of the past. The wheels of commerce and trade move more rapidly and successfully from the decisions of our Boards of Trade. And even national troubles are ameliorated, and a scowling horizon cleared of the war cloud, by the deliberations of International Conventions.

With so many examples to lead them, Teachers are now organizing Associations for mutual improvement all over the Provinces. And as no organization can be profitable unless it has some *definite object* in view, it is our purpose, briefly to indicate the means by which such associations may result in the greatest good to the profession. Three things then we consider indispensable to success—spirit on the part of the teachers—a teacher's library, and a judicious programme for each meeting.

In regard to the spirit which should animate the teachers, we would prefer saying but little. There *should* be no neces-

sity to say anything. The purpose of all Teachers' Associations cannot be easily misunderstood. They can have but one object, the elevation and advancement of the profession. This being the case, is it possible that teachers would be lacking in the public spirit necessary to make them a success? Is it possible that any teacher would grudge the pittance necessary to pay contingencies or purchase the few paltry *et ceteras* necessary for the ordinary routine of business? Or is it possible that teachers would hesitate to walk or drive a few miles in order to be present at the regular meetings? Surely not. We admit, to do any or all of these, may perhaps require a little self-denial. It may not always be quite convenient to "turn out" in time for the meeting of the association. There may be some other way of spending the day more gratifying to the pleasure seeker. But that is not the point to be considered. The interests and the honor of the profession require that sacrifices should sometimes be made. Sacrifices must be made in any case to achieve success. Cæsar sacrificed the affection of a Cleopatra, but won the sceptre of Universal Empire. Newton sacrificed the companionship of gay associates, but won the highest honors of the philosopher. Teachers too, must sacrifice, if need be, some comfort—they must sacrifice ignoble ease, vain indulgences and even domestic enjoyment at times, in order to build up their profession and establish their claims to that distinction, which an exacting public opinion requires of those whom it afterwards delights to honor.

We would urge then upon the profession to embark, with the warmest possible enthusiasm into every scheme calculated to promote the interests of education—to lose no opportunity of giving character and efficiency to a calling which is so closely identified with the public interests—and by honest exertion, judiciously directed, im-

press the public with that sincerity of purpose which never fails sooner or later in receiving its due reward.

"Let all the ends thou aimest at,  
Be thy Country's, God's and Truth's,  
Then if thou fall'st O, Cromwell,  
Thou fall'st a glorious martyr."

LIBRARY.—No association can be successful without a good professional library. Besides being a bond of union, it is an invaluable source of instruction. Who would ever think of pretending to have skill in medicine or knowledge in law, without having read carefully and studiously, not merely *one* text-book, but a number of them, of a professional character. Look at the groaning shelves of an ordinary practitioner in either of the subjects named. Look at the many well thumbed books to which your family physician daily refers, and what does it show? Simply this. That he does not depend for success upon his own observation, but on the contrary, he is constantly in consultation with others, whose experience may have been more varied than his own or whose facilities for acquiring a knowledge of the "ills which flesh is heir to" were better.

Your counsel also does not go into court to plead your case depending upon precedents gathered from his own experience. He has a learned cabinet of references. Coke, Blackstone and Taylor, are all marshalled in your defence, and with such a retinue of precedents on your side he challenges the court to bring in an unfavorable verdict.

But how is it with teachers generally? A few may have read Page on Public Schools, but beyond that where is their professional knowledge, or what is it? Nothing more than as much rudimentary education as entitled them to a Third Class Certificate from the County Board of Examiners. Now this state of affairs should no longer exist. The profession requires, society requires, self-respect requires more general knowledge

and more skill in the "Art of Teaching." No teacher should be content with that information simply, which he was able to pick up when a pupil himself, or which amidst repeated failures for which the public had to pay, he was able to acquire by experience. As no man would knowingly make himself the subject on which the apothecary would try the virtue of his drugs—as no man would place his property or his life in the hands of a pettifogger, so no teacher should expect or ask the public to entrust him with the education of the young, whose knowledge was not well-defined, and who theoretically at least, did not understand the processes by which mind is developed and proper habits of study formed. Surely in point of importance the work of the teacher is by no means inferior to that of the physician or the lawyer.

So far as the financial difficulties in procuring a good library are concerned, there should be no trouble. The bonus granted by the Department, together with such funds as teachers might contribute themselves, would in any county, place two or three hundred volumes very easily at their disposal. The character of the books comprising such a library, though chiefly professional, might be varied with Biography, History, Books of Travel, Natural History, &c. And thus the teacher, while fitting himself particularly for professional duties, might also be extending the range of his mental horizon and laying up material for illustration and reflection. We have frequently said in these columns, and hesitate not to repeat it, that the teacher who contents himself simply with the knowledge to be gathered from the text-books which he uses daily at school, is a discredit to the profession, and his early withdrawal though it might be his loss, would be public gain.

PROGRAMME.—We have already said that a well defined object in view is necessary to the success of Teachers' Associations.

To this end it is desirable to arrange in advance the work to be done. To give variety and interest to the work it is well not to confine it strictly to one class of subjects. While a certain portion of the time might be taken up with practical illustrations of school work, and by far the greatest portion of the time should be thus employed, arrangements might be made for a debate, selecting as a topic something that might admit of historical reference, or some subject of a practical nature on which differences of opinion are known to exist. For instance the propriety of prizes as a stimulus to learning, might be argued *pro* and *con*—or the efficiency of corporal punishment, &c., &c. Occasionally an Essay might be read, and its literary merits or the general tenor of its ideas discussed. These with such other criticisms as the modes of teaching illustrated might excite, should surely occupy the time of one day with pleasure and profit. There is still another source of interest that should not be overlooked—the answering of queries. To make this a success, a committee of the oldest and most experienced teachers should be formed, to whom all questions either connected with the management of a school or difficulties in the solutions of problems, the pronunciation of words, &c., should be submitted. The skilful and lucid answering of such queries would add largely to the interest and profit of the meetings. While young teachers were thus receiving information, older ones might have new ideas suggested to them.

The extent to which Teachers' Associations might be made profitable, is almost beyond the range of calculation. The intercourse of teachers with each other—the friendly interchange of courtesies the discussion of personal or local difficulties—the comparison of notes on unsettled points—all tend to the elevation of the profession and the cultivation of those faculties by

which greater aptitude is acquired for the demands which may be made upon them in active service. To neglect such advantages is certainly to close the mind to one important source of information. And the teacher who, from a want of energy or enthu-

siasm fails to embrace such opportunities as these associations afford, should consider whether or not some other sphere of life would not be more congenial to himself and profitable to the public.

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## THE ART OF QUESTIONING.

BY D. A. MAXWELL, MATHEMATICAL MASTER, STRATHROY HIGH SCHOOL—READ BEFORE THE STRATHROY TEACHERS' ASSOCIATION, AND ALSO THE EAST MIDDLESEX TEACHERS' ASSOCIATION, AND PUBLISHED BY REQUEST.

I have undertaken to say a few words to you on the "Art of Questioning." It is a subject of great importance to all who desire to become good teachers; for probably the success and efficiency of our teaching depend more on the skill and judgment with which we propose questions than on any other single circumstance.

Questioning is called an art, inasmuch as it is practical work, and to be learned mainly by *doing* it, not by talking about it. Much patient experience is necessary in this, as in any other art, before proficiency is attained. If, however, this were all, the only advice to be given would be, "Go to your classes, work in them, and learn the art of questioning by *questioning*."

Every art is based on some principle or principles, and as it is the business of every artist to investigate the reasons for the method he adopts, so it will perhaps be worth our while to dwell for a little on the general principles which should be kept in view in questioning.

Questions may be divided according to their use into three classes:—*Preliminary*, *Instructive* and *Examinative*. These have many qualities in common, but are used for different purposes.

*Preliminary* questions consist of a few pithy, lively interrogations proposed at the

beginning of a recitation. Their nature will be determined best from their uses. They enable the teacher to ascertain the proper point at which to begin instruction; they show what erroneous views may have been formed on the previous lesson; they serve as connecting links between the past instruction and that about to be given; they create between the teacher and the pupil a sympathy which soothes the mind into a proper receptive condition; they gain that attention which is essentially necessary, and they create an appetency for knowledge in the absence of which strength is spent in vain.

*Instructive* questioning is used to lead the mind to a conception of truth, or in other words to gain knowledge, by the exercise of its own powers. There are two systems employed for this purpose, viz: *Elliptical* and *Socratic*.

In *Elliptical* questioning the teacher reads the greater part of the text, and makes a short pause where he wishes the pupils to insert a particular clause or sentence, e. g., "Europe is bounded on the north by the Arctic Ocean." Arithmetic is the study of *numbers*. This method cannot be used at all in some subjects, and can scarcely ever be made of much service in training the mind. It may develop

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but not INTELLECT. It may be used occasionally in all grades of classes to arouse attention, or re-establish sympathy between the teacher and pupil; but from its very nature it is more applicable to young pupils because it identifies the teacher with them in thought, and gives them encouragement. It however, should not be used alone, for if it is, the pupils are not taught to think that they may give direct and independent answers. Great care should be exercised that intimation of the ellipses by gesticulation, inflection, or other means, should not be given to the pupil, but above all the habit of giving half the word should be discarded, *e. g.*, the capital of Spain is *Ma—drid*.

*Socratic* questioning compels the pupil to take a prominent part in giving himself the lesson, and to discover truth. This method derives its name from Socrates by whom it was practised long before Aristotle invented the particular forms of syllogism and figure now used in scholastic disputations. He lived among a clever, cultivated, but opinionated people; and he made it his business to question them concerning the foundations of their opinions. By familiar interrogations he led through immediate principles, until they found themselves landed in some absurdity. In this system the answer to one question is made the basis of a second question, and the second answer the basis of a third question, and so on, each portion of information sought being a development of some thought already in the mind.

The following is a translation of a part of one of Plato's dialogues in which this method is illustrated. Socrates having called to him Meno's attendant began to question him.

"My boy do you know what figure this is?" (Drawing a square upon the ground.)

"Oh yes. It is a square."

"What do you know about these lines?" (tracing them.)

"That all four are equal."

"Could there be another space like this only larger or less?"

"Certainly."

"Suppose this line (pointing to one of the sides) is two feet long, how many feet will there be in the whole?"

"Twice two."

"How many is that?"

"Four."

"Will it be possible to have another space twice this size?"

"Yes"

"How many square feet will it contain?"

"Eight."

"Then how long will the side of each space be?"

"It is plain Socrates that it will be twice the length."

"My boy you say that from a line of four feet long, there will be produced a square of eight square feet; is it so?"

"Yes Socrates, I think so."

"Let us try then." (He prolongs the line to double the length.)

"Is this the line you mean?"

"Certainly." (He completes the square.)

"How large is *become the whole space*?"

"Why it is four times as large."

"How many feet does it contain?"

"Sixteen."

"How many ought double the square to contain?"

"Eight."

After a few more questions the lad suggests that the line should be three feet long; since four feet are too many.

"If then it be three feet we add half the first line to it shall we?"

"Yes. (He draws the whole square on a line of three feet.)

"Now if the first square we drew contained twice two feet and the second four times four feet—how many does the last contain?"

"Three times three, Socrates."

"And how many ought it to contain?"

"Only eight, or one less than nine."

"Well now, since this is not the line on which to draw the square we wanted tell me how long it should be?"

"Indeed, sir, I don't know."

When the boy began he knew nothing, and when the exercise is finished he knows nothing of the nature of the calculation, but now knowing nothing he is more likely to enquire and search for himself. The known must be made the basis from which to proceed to the unknown; hence, the question should not contain or communicate the answer it aims at eliciting, nor should anything be assumed as known by the pupil regarding the subject, except what has been communicated by the lesson as far as it has gone, or what has been ascertained by the preliminary questioning. Only these facts and principles which link themselves with what was known before are readily remembered. It is claimed that this system makes teaching *exact, thorough, methodical, and animated.*

*Examinative* questioning. A skilful teacher aims to induce his pupils to tell all they know on a subject, then to find out all they can; then he adds all that seems necessary. He does not, however, rest satisfied with giving them information. He knows full well that the lesson is of value just in proportion to the extent to which it is taken into the mind, and made part of the intellectual being. He must, therefore, test his work. Three leading methods are used to accomplish this, viz: *Heuristical, Topical, and Categorical.*

The name *Heuristical* was adopted by Rev. W. Ross, an English writer on education. This method may be either analytical or synthetical *i.e.*, wholes given to find parts or parts given to find wholes. The parsing of a sentence is an example of the former, and the writing of a composition of the latter. This method is not equally well adapted to all studies, and is of more advan-

tage with advanced pupils than with beginners. It gives a pupil time to exert all his powers, but compels him to work independently, hence the knowledge acquired is deeply impressed on his mind.

*Topical* questioning consists in arranging the facts of a subject in groups, as for instance, in Geography one question may require the productions of a country, another the character of the inhabitants, another the chief cities, or in history one pupil may be asked to describe some period, or reign, or to classify events into religious, warlike, &c. This method requires the pupil to do all or nearly all the work, and trains him to continuity of discourse. How few pupils are able to give a connected account of any occurrence that may have come under their notice. If this method were adopted more, composition would not be such a difficult subject as at present found to be. To insure attention while using this method, each member of the class may be held responsible for the mistakes made by the one answering, unless he corrects the error. For advanced pupils this method has many advantages and excellencies, among which we may name the following, viz: the labor on the part of the teacher is less, while the advantages to the pupil are greater; it presents a connected view of the subject, and therefore makes knowledge available; it strengthens memory and cultivates the powers of the understanding and judgment; it cultivates the powers of expression and description, and teaches to give connected history of an event; it cultivates independence and originality of thought; it corrects many of the abuses incident to the other methods.

*Categorical* questioning is usually practised because of the greater liberty given to the teacher in varying and distributing his questions and its applicability to all subjects. Whatever other method *may* be, this one *must* be used because of the necessity of

testing every pupil's attainments, or challenging his attention. It requires direct and positive answers, and creates life and interest in the work.

It will usually be found that if a class is dismissed without a short review, much of the value of the lesson has been lost before the next recitation in that subject. The youthful mind is easily led away, and therefore, the necessity of great watchfulness. Review questions should be very searching so that superficial may not pass for thorough preparation, and that pupils may ascertain where their weaknesses are. Much stress should therefore be laid on the important points in the lesson and care should be taken not to include more than has been taught.

#### QUALITIES OF QUESTIONS.

Questions should be *well-defined*, i.e. they should not be ambiguous or susceptible of more than one meaning. Doubtful questions produce three different results according to the class of children to whom they are addressed. The thoughtful pupil is bewildered by them. He is anxious to be correct, but he is not clear as to what answer his teacher expects, hence he is silent, looks puzzled, and is perhaps mistaken for a dunce. The bold confident boy, who does not think, answers at random when he hears an ambiguous question. He is not quite sure that he is correct, but he tries the experiment and is strengthened in the habit of inaccuracy and guessing. The children in the third class are not very clever, but shy and knowing and by watching the teacher's peculiarities, they acquire the faculty or rather knack of ascertaining the answer from the structure of the sentence or some motion of the body, or expression of the countenance. They do not understand the subject any better than the other pupils, but they understand the teacher better. I do not hesitate to say, that all three classes are injured by this kind of questions.

Vague questions are not unfrequently proposed, which may admit of many correct answers according to the stand point from which they are viewed. Pupils exercised by such questions come to think eventually, that almost any answer will do; often depending on the features of the occasion for manufacturing one. How often under such circumstances the deserving pupil has been condemned, and the proficient in guessing commended.

A question *should not contain its answer*. That a pupil think is of vastly more importance than that he should have a great fund of information collected, because he may gain information as a parrot would, but he cannot exercise thought intelligently without soon gaining an amount of knowledge far in excess of what he would otherwise have had, and will have it so arranged that it will be of service to him at any time. This kind of questioning usually accompanies the ambiguous class, and the two together injure the mind very much, e. g., What is found on the earth? Is land or water found on the earth? (These are types of bad questions.)

Questions should require specific answers. Every question should be so proposed, that the pupil must exercise thought to answer it. The effort put forth may be of memory, imagination, or judgment, a great effort or a feeble one, but exertion should be challenged. In certain circumstances a question that can be answered by "Yes" or "No" may be quite proper, but such cases are rare. Such questions require no mental exertion, and however much such exercises may seem like work, they may coexist with utter stagnation of mind and complete ignorance of the subject under consideration. Instead of saying, "Is the earth round or flat?" the question should be, "What is the shape of the earth?"

*Questions should be as nearly as possible in logical order.* They should be like the links

of a chain moving freely with each other, but all connected in one continuous whole. Knowledge is bound together by laws, and to take a bit here and another there is of comparatively little value. Our text-books are very inferior as educational instruments, because of their bad arrangement; they aim at giving a great amount and give very little effectually; first the connected outline, their attaching to that the more important facts and deductions. As already said we remember well only those things connected with what was before lodged in the mind. The pupil cannot readily make the information his own, when the facts are disconnected. He who attempts to master "Collier's Outlines of History," will understand this better than we can explain it.

The benefit of connected questioning may be seen in the manner in which a lawyer will, by marshalling his facts beforehand, cause a person utterly incapable of making a few statements without wandering and blundering, relate a *straightforward* well connected account of some transaction.

Of course a rigid adherence to this rule must not be followed at all times. Misconceptions will reveal themselves in the course of the lesson which will require to be corrected, hard words will need explanation; new trains of thought will seem to start out of the lesson, and demand occasional digression. While no good teacher will allow himself to be so enslaved by a mechanical routine as to neglect these things, yet he will keep the main purpose of the lesson steadily in view. It very frequently happens that such incidental difficulties can be disposed of satisfactorily in a separate lesson. If attended to when they occur they are apt to beguile a teacher into a neglect of those truths the lesson was primarily designed to teach.

Questions should be proposed in full and complete sentences, and as precisely and concisely as possible. The inaccuracy that

exists in the formation of simple sentences, is to be regretted very much. Teachers are to a great extent responsible for this, because their modes of expression are copied by their pupils, and all will admit that "as the teacher, so is the pupil." Awkward and incomplete questions are generally followed by answers of a similar character. That the pupil may answer well he should see clearly the requirements of the question, and not be required to make out the meaning of a sentence in addition to answering the question. Example—"Why did the Scotch assist the Parliamentary Party in opposing Charles I, but on the death of the latter oppose the former?"

*Questions ought to be proposed with a good deal of animation.* We all know how tedious it is to listen to a dull, dry, almost lifeless speaker. We should remember all are children, although of different ages, and that the younger we are the more we are influenced by surrounding circumstances. The teacher will but kindle the mental activity of his pupils and give life and force to his work, by proposing his questions in a rapid, pleasing, spirited manner, by a dexterous challenging of all who seem inattentive and above all, by an earnest feeling of interest in his subject and in seeing the minds of his pupils at work. It is necessary to avoid long pauses, monotonous tones, sluggishness of manner, and to vary the phraseology of the questions if we would kindle enthusiasm.

*Leading questions*, which are very objectionable have been classed by some person, as follows:—

1. By asking questions which require only the assent or dissent of the pupil. (2) By arranging the questions in such a manner as to make them embrace all the answer except the last few words, which can be readily inferred from the preceding. (3) By suggesting the answer, either by a significant word, tone of voice, look or gesture.

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(4) By open assistance, or preventing the pupil by untimely assistance.

#### MODE OF PROPOSING QUESTIONS.

Questions are divided according to the method of proposing them and receiving answers thereto, into *Simultaneous or Concert, Individual or Consecutive, Class or Promiscuous*, including the *Silent method*.

In the *simultaneous* method the class is addressed as a whole, and all are expected to answer. Although this method awakens an interest in class and school, aids the timid to overcome their diffidence, secures uniformity and cultivates the voice, and makes the school *show off* to advantage, yet it does not secure the working of each pupil. Some pupils through indolence or ignorance, will not answer at all, others will catch up the answer suggested by their neighbors and thus appear to be doing very well. The whole affair is only a *show*. Pupils thus trained are not trained at all, and when individually asked the same questions they fail miserably. By this method answers are purely mechanical, generally consisting of single words. If the question requires thought, the answers will be shaped in so many ways as there are persons attempting to answer it, and what a jargon ensues.

In the *Individual or Consecutive method* the class is so arranged, that the exercises uniformly begin at a given place in the class and pass in order from head to foot. If reliance can be placed on the attention of all, serious objection cannot be taken to this method. The youthful mind, however, is too volatile to allow of such dependence being placed upon it—during inactivity the attention will wander. This may be prevented to some extent by requiring the inattentive one to repeat the last question or last answer given. If he cannot proceed some imposition is laid on him. I think, however, that the imposition should be laid on the teacher and not on the pupil—the

former should adopt such means as may avoid the probability of the latter falling from grace. While this method has many excellencies, it has more faults than counterbalance its good qualities. Generally, pupils do not prepare the lesson until they ascertain the part of the work likely to fall to their share. They set at work vigorously to prepare this, while all the other part is omitted, and as soon as his part of the recitation is over each pupil feels no further responsibility, and in larger classes there is a probability some pupils may be slighted altogether.

*The Class or Promiscuous method*, including the *Silent method*, consists as its name implies in asking questions to any member of the class, irrespective of time, place or order. No pupil knows how much he will be required to recite, therefore, he is compelled to get the whole lesson; he is liable to be called upon to recite at any moment, hence he must be attentive; and as he may be required to finish the statement partly made by another, he must keep in mind the connection. By this method a maximum of work is secured in a minimum of time. There are various ways of proceeding by this method. (1) The teacher proposes the question, and all who are prepared to answer raise the hand or stand up. Some one is requested to state his answer. All who agree with him lower the hand or sit down, the others retain their position, the answer is taken from one of these, &c. It must not be taken for granted that all who do not intimate their readiness to answer, are ignorant of the true answer. There are some modest conscientious pupils who think they can answer, but are afraid to make the attempt, lest they should fail; on the contrary, bold, confident pupils, come to a conclusion without giving any thought to the work and perchance they are wrong, but when the correct answer is given they suddenly remember it and act accordingly, thus gaining

credit they did not deserve. (2) The teacher calls on some pupil who takes a certain position, and is then catechized on some topic of the lesson until the teacher being satisfied calls on the other. Though excellent in many particulars the plan does not sufficiently distribute the work. (3) The teacher gives no questions, but calls on one to state the subject, another to begin the recitation, a third to continue, &c. This plan prevents the class from receiving any assistance from the teacher during the recitation. It answers a good purpose in reviews. (4) A pupil is selected and the others in turn question him; as soon as he cannot answer the question proposed, the proposer of it takes the stand. Although this calls all minds into activity, yet it is objectionable because of the tendency to ask unimportant questions or those asked before. Geography is probably the only subject in which this plan can be applied profitably.

Other methods than these mentioned and several modifications might be taken up, but these must do for the present. Whatever be the method adopted, it should bring into exercise all the powers of the pupil's mind, and prevent all probability of escape during the recitation. We ought not to be satisfied with obtaining correct answers from one pupil, nor even from the whole class. It will often be necessary to repeat the question to some one who has appeared to be inattentive. If a pupil has missed a question it is well to require him to answer it

after another has done so; else he will be inclined to give no attention to the answer, but the questions should not be repeated to him two or three times because of the tendency to inattention.

It may be well to remember the following rules for questioning:—

I. Study beforehand the form of question with special reference to the purpose.

II. Questions must be to the point; clear, concise, in the natural order and in language easily understood.

III. Do not use in the question the words of the answer.

IV. Do not propose ambiguous questions.

V. Do not indicate the answer by emphasis, inflection, expression of countenance, or other means.

VI. Do not question in a set form or in the words of a book. Avoid questions usually contained in text-books.

VII. A question should not be repeated unless some peculiar circumstances require it.

VIII. Questions should not be general unless we wish a pupil to tell all he knows on a subject.

IX. Questions requiring merely "Yes" or "No" should not be given.

X. Questions pupils cannot reasonably be expected to answer, should not be given.

XI. Avoid questions such as "Geography is what?"

XII. Questions should be adapted to the age, capacity, and attainments of the pupil.

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## SELECTIONS.

## THE NECESSITY OF A HIGHER LITERARY CULTURE IN OUR SCHOOLS.

BY REV. J. H. BORTHWICK, M. A.

(We find in the *Ottawa Times* the following lecture, delivered at a recent Teachers' Institute in the City of Ottawa, by Rev. J. H. Borthwick, M. A., Inspector of Public Schools for that city, and as it is very valuable, and comparatively few teachers in Ontario see the *Times*, we transfer it to our columns.)

In these times of intellectual progress development and activity, when the press is hourly pouring forth for the education, instruction and uplifting of humanity, its teeming myriads of volumes in almost every form of human speech, when one with an inclination towards "letters" hovering around the golden portal of the temple of learning, gathering up some wandering beam from the Altar-Throne within, when such a one I say is called upon from the circumstances of his position to address his fellow laborers, a difficulty at once presents itself, "What shall I say?" "On what subject shall I treat?" Lectures and addresses illustrating almost every phase of thought and every subject of human knowledge are of such frequent delivery that novelty is impossible. Let me then, if I cannot be novel and original, be at least useful. Born, I may say, and bred a teacher, I would contribute my mite towards the elevation of that most useful of all classes of our fellow citizens, towards their elevation to a higher position than they now occupy in the estimation of the community at large; and in so doing, permit me to address you this evening, ladies and gentlemen, on the subject just announced, "The Necessity of a Higher Literary Culture by our Teachers." Let us remember that the teachers of our time need all the training and culture they can acquire. Our age is more dependent on intellectual culture than

any previous one. The supremacy of labor in the service of intellect over labor guided by mere habit and instinct, is established beyond dispute or argument. Between the weak hand and the gigantic but yet formless world of matter, thought has interposed the powerful tool, the representative of thought in the material world, which, making the intellectual accomplishments of the wise the common property of all, remains powerful, even if wielded by the untutored hand. The hands of our age are not more skilful than the hands of ages that shaped the works of art which still delight and charm our eyes, nor has the rigidity of the material world, out of which civilization must tear its sustenance, become less stubborn. But between the hand and the task there has intervened a powerful instrument, and it has accomplished wonders. To the present age it has been reserved to demonstrate the great truth that it is on the instrument, the agent, that the result is dependent. The highest truly demands the highest instrument. And thus the success of our education will be dependent on the instrument that is employed to enliven it, viz: the teacher. All ages have tried to educate, but to our time it was reserved to see the necessity of perfecting the most important instrumentality in education—the teacher. Hence works on education innumerable libraries, training schools, lectures—hence my imperfect effort to show you now, that necessity is laid upon us to rise to a higher standard of literary culture, to open up for ourselves a wider range of study, to gather in from all garner of learning and wisdom, that, which becoming assimilated in our own mind, we have to impart to others. Thus, then, in insisting upon my theme, two questions present themselves before us Can we, as a class, be called "Literary

Men?" Are our teachers, ladies and gentlemen, generally of this kind? And, if not, ought they to be so? To the first I answer, No! To the second I answer, Yes. Men do not, as a rule, like to have the truth spoken concerning themselves, women still less so; in fact, we all have our sins and cherish our little failings. We are willing enough indeed, to confess in a general way that we have faults as others have, but beyond that we care not to go; we would rather not descend to particulars. Human nature is frail and erring, but it is also self-deceiving, it commits an evil deed and sins again by drawing a curtain over it to hide it from the eyes of men. But may not one of ourselves enter into judgment with us and open up unto us our failings. He may, but even he must do it tenderly. If he will apply the knife, he must handle it cautiously. If he will administer reproof he must just sweeten the bitter draught by acceptable words. No argument is required to prove the great importance of the profession of teaching to the highest interests of the community; and of the high moral standing which it occupies—the most useful man being in the long run the greatest man. Of all men then, the successful teacher is a great man. Still he is but man. He has failings, peculiarities and deficiencies as other men, and like the rest of his race he dislikes to have his faults told to him. There are some, indeed, who hold that this is the weakest point of the teacher's character. By such men, a schoolmaster has been looked upon as a little embodiment of self-sufficiency. "There struts a perfect man," we can hear them say in bitter mockery. There may in certain cases be truth in the assertion that teachers are self-important. Accustomed to rule and bear no rival near their throne, and finding none equal among those in school, they may sometimes forget to lay aside their school-face when they go out into the world. There are few however of this class, I am convinced, amongst us. Permit me then to be the friend, the one of yourselves, who will give sweet counsel in words of kindness, reproving without holding up to ridicule, speaking the whole truth in a spirit of gentleness and love. Who will do this in answering the question, are our teachers literary men? Before he deserves to be called literary, a man must have done more than obtained a mere smat-

tering of Latin and Greek. These are of great importance, indispensable as a foundation, but further than that they do not go. He only can lay claim to that title who has acquired a considerably extensive knowledge of the literature of his country past and present. Neither will the mere fact that he has read a certain number of books give him the right to a niche, however humble, in the great temple of letters. He cannot be said to know a country who has merely passed over its surface led by the swift impulse of almighty steam, but he who has threaded its intricacies, studied its features, examined its prominent beauties—and retains a lively intelligent remembrance of its points of interest. In like manner he is the truly literary man who has not only read extensively but who has in some degree made himself master of what he has read, who has learned to decide upon the genius and merits of different authors and to appreciate what is best in each. In short it is not dallying with the muses that will make a man literary. We must have reaped a harvest, rich, golden and abundant. The text must have been refined, the intellect strengthened, the judgment sharpened. The rude block of nature must have been polished by contact with minds of a higher order and must have become more graceful by that contact than it could have been without it. Let it not be said that we set up too high a standard. We do not expect or wish to see teachers become walking encyclopedias. We ask no more than what is within the reach of almost every teacher. So after all we look to the tendency more than to the amount of progress, to the direction of the text more than to the attainment made in that direction. The print may be scanty, but if it be of the right kind, we would accept it as sufficient to establish a rightful claim to the fair epithet—literary. Now, do teachers in general work up to this standard? Are there many who do? Not many, we are assured. Why, then, are there so few? Simply because the course of study through which teachers have to pass in order to obtain a certificate even of the highest class is comparatively limited one. Now, do not, I beseech you, imagine that I disparage in the slightest your noble efforts to obtain those distinctions now mentioned. They have in many cases within my own knowledge been obtained

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under many discouragements and after much honest and earnest labor; but still after all does the possession of those distinctions entitle us to be called literary? I trow not. Let us pass with a swift gleam of thought over the vast range of modern literature—not only that embodied in the English tongue, but that of the modern nationalities of Europe, of the German, French, Italian, Spanish and other peoples. Let us bring before our dazzled eyes Goethe and Schiller, Moliere and Voltaire, Dante and Petrarch, Cervantes and Calderis. How many of us have read the works of these mighty giants of literature even in translations? Tracing our steps up the stream of time till we reach the period when English and German, French and Italian, Spanish and Portuguese were not; when the language of Cicero and Virgil, Horace and Livy was the form of speech of men of mind. Alas how meagre is our acquaintance with these giants of old, and with the even greater giants of Greek drama, of Greek eloquence, of Greek epic poetry. Passing all these then in review before the mind and humbly bowing the knee in awe and reverence as the matinee forms glide before us in shadowy outline we are compelled after all to confess that hitherto we have been but as children picking up here and there a pebble on the shore of the great sea of knowledge, in a word that as a class our teachers are not entitled to be called literary. Having stated our conviction, a conviction formed from a large induction of parts, that teachers are not in general literary, we come to the question—"Ought they to be so? What advantages would be gained if they were more distinguished as men of letters than they are?" In the first place I am sure it would greatly tend to raise their position in the eyes of the world. The teachers of Canada have been long spoken of as being a down-trodden, abject race, unable, or if able, careless to assert their dignity and importance. Contented with obscurity, when they ought to have had, and might have had if they had claimed it, a much higher standing. This accusation is in a great part true, much more in the past, however, than now. A change has begun to be wrought with regard to this matter. Teachers begin to see that to be properly esteemed, their real importance must be known. To show their

importance they must exhibit their strength—to be strong they must be united. Individual effort they see will not do. It is a mere expenditure of force without any result upon the elevation of the mass, but continued efforts with and common aims and common interests will eventually command a higher social standing. On the other hand men are now showing themselves more willing to listen to the claims of the teacher. The blessings of education were never so highly esteemed as now, and the dispensers of those blessings are receiving at the hands of the public a greater appreciation. The teacher, however, has himself much to blame for the comparative lowness of his own standing. He has not in the past approved himself worthy of a much higher place. He has not as a general thing kept pace with the advancement of the times. He has been moving, but his fellows have been moving faster. We do not at present speak of his professional attainments, his merely scholastic knowledge is in general not deficient; we speak now of the teacher as a man and a member of society, viewed in that light he has not generally progressed, other classes have acquired as much general knowledge and a better acquaintance with literature than he. That higher literary attainment will do much to elevate the teacher in the estimation of men can hardly be doubted. "Knowledge is power" it is said, it is also honor, being always regarded with honor. Literary acquirements have everywhere become the great passport to distinction. The noble lord and the humble worker, whether at desk or in the field, may be seen treading the same path. The community of letters is essentially republican, and presents no barrier to the admission within its pale of true merit, in whatever class it may be found. Lord Dufferin is a citizen of this grand republic, not because he is a lord or Governor-General of Canada, but because he is an author of repute, and able to express his thoughts by pen and tongue in terse and vigorous English, and Sangster, the poet of Canada, native born, inspired with the divine afflatus, although as humble toiler in a Government office, not only treads the outer court of the temple of "letters," but even ministers at her inmost shrine; and you teachers, ladies and gentlemen, if you but present a well-founded

claim, will not be denied the rights of citizenship in this most glorious of all fields. Still further, a literary taste in the teacher not only tends to raise his position in the eyes of the world, but would assuredly have a beneficial effect on the taught. If children imitate the language, copy the gait, and gestures of their parents, so must they naturally do those of their teachers, especially if there is a bond of sympathy between teacher and taught. As the poet says :—

“From those we love unconsciously we learn,  
We think their thoughts and with their passion burn ;  
Breathe the same accents - the same idiom speak -  
Strong in their strength, but in their weakness weak.

A man cannot long give much attention to any pursuit without being in some degree moulded by the contact. Devotion, whether paid to worldly or spiritual objects, gradually assimilates the worship to the thing worshiped. This is especially the case in the pursuit of letters. A continual contemplation of the highest and best products of genius must leave an abiding impression upon the mind and heart. The sweet music given forth by nature's choicest sons finds a ready response in the universal sympathies of mankind. One can hardly commune with the Miltons and Shakespeares of the past—the Macaulays, Wordsworths and Tennysons of the present, without being made a better and a wiser man by the sweet converse. Their noble creations, like some fair plant on an old rugged wall, imperceptibly perhaps, but not the less surely entwine themselves around our hearts, and creep into the rough crevices of our nature and find a ready lodgment, thus filling in the irregularities and imperfections and making vernal man more symmetrical and more graceful than before. Nor is this good influence partial in its nature. It appears in the little as well as in the great things of life. It modifies the man's whole being and gives a new aim and direction to his individual likings. It extends the sphere of his sympathies, giving them greater intensity. It enters into the less and more pleasing concerns of life and imparts a greater attractiveness to the sterner and more repulsive duties that devolve upon us. As Cicero says in one of his famous speeches in the Roman forum, pleading the poet's cause—referring to the influence of literary studies. “These

studies nourish youth, delight old age, adorn prosperity, afford a refuge and solace in adversity, give satisfaction at home, do not hinder us abroad, spend the night with us, accompany us in our travels and go with us to our country retreats.” Great as is the influence which these studies exercise upon him who pursues them, the influence which the teacher has upon his pupils is still greater and more certain, in the one case the soil of the heart may have been early hardened by sinister impressions, so that it refuses to be softened—in the other, the hardening contact of the rude world has been anticipated and the heart opens itself readily to the sunny influences that are brought to bear upon it. We accept in all their breadth those common phrases which are used to express the plastic nature of children. “They are as wax—they are as blank paper,” ready to receive any impression we please. “They are as things” whose beauty and fitness when matured depend upon the early training they have received. The school is a great nursery. Its influences are of wonderful power, second only to those of home, and the teacher is the guiding hand that lifts the sapling into sunshine, gives it direction and has in a great measure the power of deciding whether it shall be tall and sprightly or a stunted and improper thing. We do not say that all the influence of school depend upon or are traceable to the teacher. The associations, the friendships, the rivalries, even the petty feuds that form a part of every scholar's life have all an important share, are all only so many tutors, silently but surely educating both head and heart, and determining what the future man shall be. But even these subordinate influences derive their tone and character from the genius and temper of the teacher who governs the whole. Like some great general whose enthusiasm is caught up by every soldier in the army, and whose commanding mind is seen in every thing, whether in the decisive onset or in the less momentous arrangements of the camp, the mind of the enthusiastic teacher pervades and controls the little as well as the great things that make up the early experiences of the young under his care. If the teacher is kind, intelligent, active and refined, his labours will be seen to produce fruits of the same quality, and the amount of the fruit will always

bear some proportion to the intensity of these qualities in the ruling mind. The malleable material which he moulds will present an image—clear and distinct, or blurred and irregular; just as the die that is impressed upon it is well or ill defined. Such being the mighty influence of the teacher, and so great the necessity that that influence be the best possible both in kind and degree, of how great importance is it that he should bring the highest preparedness to bear upon the work. We have already pointed to the cultivation of literature as one great means of ameliorating man's moral condition, and the same discipline will speedily make the teacher more fitted for his great office. Whatever elevates him as a man elevates him as a teacher. The same qualities that make him acceptable in society will give him success in the school. A man cannot personate two characters. His more domestic likings and habits invariably mingle themselves with and give a color to his official duties. Let it not be thought that we thus recommend literary pursuits, because we imagine that the boys and girls of our schools should enter much earlier or much more deeply into literature than they do. Perhaps some advance might be made in this respect. It is in the spirit that literature infuses into the teacher, and which he again conveys to his pupils, that we conceive its chief merit to be placed. It is because of the elevated tone that it gives to the whole man. They do not believe that we have either sounded too highly the praises of literature or that we demand from teachers an attainment that is unattainable. If the importance of the study were fairly recognized, the barriers that stand in the way would soon be broken down. We earnestly trust that teachers will consider these things. They wield an instrument of mighty power. Let them see to it that they make that instrument effective only for good and that the good be the highest that can be attained. If they come to the work properly furnished with the qualification we have been demanding, as well as with those more usually required of them, they will speedily have their services more highly valued and more suitably rewarded. The greater and still greater influence that they exercise will be seen in the gradual elevation of the people, in the lessening of vice and crime and misery so

often the offspring of ignorance and defective early training. In concluding this part of the subject let me endeavor to impress strongly upon your minds two things. The first is that the work of a teacher is the work of an artist dealing with complex and difficult subjects. None but a person who really has considerable culture and insight into human nature can deal adequately with the education of young people, and the teacher who has not proper culture and insight into human nature is very apt to produce, not education, but the very thing which of all others is to be avoided—dull routine. If teachers do not stir the educational faculties, they deaden them, and if they deaden a human soul a tremendous responsibility rests upon them. The second thing I desire to impress upon you is that I feel convinced there is an enormous waste of mental energy in this world. I believe the difference between a savage and an ordinary human being, from what he might be if all his faculties were brought into full and harmonious play. There is a great future in education if we work it out fully. Teachers alone can do it. We must have parents educated, so that they bring to bear a right influence on the child's life. We must have the public educated, so that men in high position might make arrangements which would not be detrimental to the whole interests of education, and we must have the whole community educated in that it might second the teacher's work. Every human being is capable of being a good and a happy man, and if that is the case, why should not we struggle as hard as we can to make all men good and happy. We have examined the two questions, then, that naturally presented themselves at the outset in the consideration of our subject, and now permit me for a few minutes to suggest the means by which teachers may thus elevate the standard of their attainments, and by doing so elevate their position in the community at large and especially in the world of letters. The study of the ancient classics must form part of the curriculum through which a teacher has to pass in order to obtain the highest position in his noble profession. To a competent knowledge of Greek and Roman literature must also be added an acquaintance with the literature of those modern languages which are used as the vehicle of thought by so many power-

ful minds of the present age. Without such skill in the ancient and modern literatures alluded to, one cannot fully appreciate the grandest of them all either ancient or modern—that of our noble English tongue destined to be doubtless in the coming age the universal language. Little argument is needed to prove this. All will at once concede that the study of language, if properly conducted, accustoms us not only to correct thinking, but also to a correct and appropriate manner of expressing our thoughts. If the study of language in general then does this, what reason is there for giving a preference to the study of the dead languages of Greece and Rome, as the formation of all literary knowledge and excellence. First, because a very large and increasing proportion of the words of our own language are taken from the Greek and Latin, and cannot be properly understood without a knowledge of those tongues, and secondly, that the whole of our literature is in form and substance so much interwoven with that of the Greeks and Romans that it is impossible thoroughly to comprehend the one and thus a knowledge of the others. Examine the best authors in our literature from Chaucer down to the present day and you will find yourself obliged almost in every page to go back to Greece and Rome to light the truth that is to guide you on your road. Without that aid, half of our literature would be an unintelligible mystery. This is a great and stubborn fact which we cannot get rid of unless indeed we destroy our whole literature and begin afresh on an entirely new principle. Time and circumstances have made it and we cannot alter a single iota, but must take it as it is and accommodate ourselves to it. Nay, the literature of all Europe—that of the present day and that of all time to come is and will be connected and in a great manner dependent upon that of the ancients—and the more we advance in science, literature and art, the stronger will become the tie that connects us with the ancients, for it is to their languages that we are perpetually obliged to resort for new terms and forms of words. It would be difficult then, I say, nay, almost impossible, to discover any languages, the study of which combines so many and surpassing advantages for the prosecution of literature as the languages of the Greeks and Romans, for we have in

them the languages which are no longer in a state of progress and change, but complete in themselves. The national mind of the Greeks and Romans in them, reveals itself to us in all its phases. We can trace it from the very dawn of literature to the time when it reached its highest point of development, and we may witness the gradual decay of their languages until, in form and character, they became different tongues. We have thus placed before us two languages, as it were, in their entireness manifesting in their organic development the same, or similar, phenomena that all other languages have to pass through. Every point is fixed and established and our investigations are not impeded by any of the conflicting opinions and fashions which, in a living language, so long as there is any vitality in it, we must needs encounter; and thus, for our mental training and progress in literature, we may choose the languages such as they were at the very best period of their existence, and as they are handed down to us by the best writers of whom their respective nations can boast. What a vista opens up before us to gaze upward and inward into the profound beyond, and as we stand and gaze on with eager eyes, we hear as it were the melody of the spheres. We hear Homer, in melodious hexameters, chanting for us with inexpressible simplicity and beauty the heroic age of the infancy of the world. We behold the passions or the human soul depicted for us in stern and awful grandeur in the tragedies of *Æschylus*—a grandeur which under serene aspects shines forth to us in the milder depths of *Sophocles*—we listen to the riotous irony of *Aristophanes*; the gay, pictorial narrative of *Herodotus*; the cutting and pregnant brevity of *Thucydides*; the simple and graceful wisdom of *Xenophon*; the soaring, aerial, fancy tinted philosophy of *Plato*, and the last accents of Roman virtue breathed forth in the austere pages of *Tacitus*. We prize and reverence and love the noble band of thinkers and poets whom time and the human race have dignified with the title of *Oriental classics*. And doing so, ladies and gentlemen, would you say I am Utopian in insisting upon it that a knowledge of these authors and with it the time in which they lived and moved and had their being, is a good thing for all teachers, and especially for those

who aspire to literary distinction. But I also insist upon it that not only is a knowledge of the literature of those ancient times couched in the writings of these classic worthies necessary for the formation of a literary taste, but that also a competent knowledge of the literature of modern Europe will greatly tend to that elevation of position, and appreciation of the labours of the teachers which I am advocating. The literature of France, from the lays of the Provençal minstrels to the last poem of Victor Hugo, the last song of Beranger, and the dying strains of Maurice de Guerin, what a galaxy of illustrious names does it not include. It would be almost impossible for me to overstate the claims which the literature of France has on the attention of the student—Pascal, Fenelon, Montesquieu and Laplace. How much are we indebted to them in their respective works—Moliere and LaFontaine, Corneille, Racine and Boileau, Descartes and Malebranche, Bossinet, Massillon and Bourdaloue—what illustrious names, and what a study is embodied in their writings. Poetry and philosophy, earnest and sport, all are there. But all these are but as stars of the second or third magnitude, compared with Voltaire, a star of the very first magnitude—a man who in his single person united whatever is best in each of the great geniuses enumerated in the roll call of the grand French army. Voltaire—at once poet, dramatist, philosopher, historian, man of science—a man of universal acquirements—universal gifts. No man was ever perhaps endowed with a mind so flexible as his—his ideas always clear, always natural, came from him with that facility from which springs an enchanting grace which is spread over all his works and render them the delight of ages yet to come. But I must not dally too long in these charming groves of sunny France. Bear with me a little longer till I recommend to your notice in connection with the subject I have in hand—that most important interesting and opulent, both in itself and in its literature of the northern tongues of Europe, the great German language, and what a literature; from its earliest dawn in Winkelmann in the middle of last century, with his "History of Art," followed by Laping, he again by Herder—then all of them eclipsed by Goethe and Schutler—a wit, a thinker

and poet; such was Goethe with wonderful creations of Werther, Faust and Wilhelm Meister—Shulter—what a noble picture gallery of historical portraits has he formed for us all, depicted as they might have looked in reality but enhanced and embellished glittering in the light of genius. But we must hasten on from the cold regions of the north to the sunny south, to Italy, claiming our attention from the fact that its literature is the earliest of any consequence of which modern Europe can boast. At the threshold of modern European literature we meet the austere and venerable figure of Dante, and in his hand a book which shews us many more. In this book, "The Inferno," Dante, the greatest poet of the age and of many afterwards, has painted for us all his most celebrated contemporaries. After Dante, Petrarch, the priest,—troubadour, troubled with his melodious sonnets, and then at more or less remote intervals, the daring, fantastic Ariosto, the melancholy, devout, and silvery Tasso, and all the long line of Italian poets, grave and gay, down to the sternest of them all, the gloomy and terrible Algieri. On the literature of Spain I may content myself with briefly remarking that it contains two names of men unrivalled in their several walks—Cervantes with his quiet and ethereal humour, and the religious dramatist L'Alderves—a poet in whose works the spirit of Catholicism and of the South has found an expression worthy of what is best in both, glittering and splendid as the Alhambra, that wondrous relic of the Moorish power in the land of the Hidalgo—solemn and awful as a Spanish cathedral. And now in conclusion, fellow-workers in the noblest work in which man can be engaged, I have confessed for you and for myself that we are deficient in many things, and especially in the one study of which I have spoken, the study of literature. I have shewn you, feebly it is true, but still in all earnestness and love, the means of elevating our noble profession to its true rank. Men have hitherto denied that teaching is a profession, but we must show them that the teacher is the true artist. With enthusiastic ardour we must be constantly improving ourselves in our art, so that we may take our true place in the rank of life—the workers are the men who win, and of all workers we surely ought to be the

best equipped, seeing that we have to deal not with blocks of wood and stone, but with beings created after God's own image, with immortal minds—minds to be moulded for time and eternity, and for the moulding of which we shall have one day to give an account.

A vote of thanks was moved the lecturer

at the close by the Rev. J. May, Inspector of Schools for the County of Carleton.

Mr. J. Thorburn, M.A., Rector of the Collegiate Institute, seconded the resolution, which was carried amid loud applause.

Mr. Borthwick briefly acknowledged the compliment, after which the meeting adjourned.

## TEACHING MANNERS AND MORALS.

By example and by precept the teacher should teach his scholars the most common and sensible rules of etiquette, or good manners, such as will enable them to be at ease and deport themselves well in good, though not necessarily in fashionable, society.

Example is the best teacher of these things. It is sometimes dangerous to teach the rules of etiquette in any other way, for the parents will hear of it, and think that you are reflecting on them. They may also get the idea, very unreasonably perhaps, that you are "stuck up" and feel above them. This, of course, does not apply to those rules of etiquette that are based on good morals.

Good manners are worth but little unless they spring from the heart, unless they are prompted by good will to all, and a desire to secure the happiness of all around us. It would be a difficult task to produce, one by one, the many branches and leaves and flowers of a tree, but plant the seed in the ground, and they all come naturally and easily. It is a difficult task to teach or learn all the different rules of etiquette, but if the seeds of kindness and love are planted in the heart, the essential rules of etiquette will naturally unfold from them.

Scholars should be taught the true idea of the words "gentleman" and "lady." There is danger of losing the true meaning of these words; they are certainly often misapplied,

"And thus he bore without abuse

The grand old name of gentleman,

Defamed by every charlatan,

And soiled by all ignoble use."

Teachers can do no better work for the rough boys under their care, than to inspire within them an ambition to be true gentlemen. To accomplish this, teachers must be gentlemanly or ladylike themselves, to the roughest as well as the most refined scholar. They must take pains to commend what they see in their pupils that is in good taste, and very gently and carefully reprove things which, while not immoral, are in bad taste or contrary to good manners.

Short talks should also be given on the habits and customs of good society. In these three ways, by example, by approving good manners and reproofing bad manners, and by occasional talks, the teacher can do much toward making gentlemen and ladies of many who would otherwise be awkward and boorish in manners.

A still more important part of the teacher's work, is the teaching of good morals. I mean, of course, the common rules of morality, rather than religious teaching, though the only true basis of morality is in religion.

It is the duty of teachers as well as of parents to guard the young against deceit, lying, cruelty, profanity, obscenity, gambling, intemperance, the use of tobacco, etc. All of these bad habits will probably exist in the district, and most of them in school. The example which some of the children have at home is all in favor of these habits. All the more need, then, that they be taught right at school.

1. *Teach the opposite of these bad habits by your example. If you are free from them yourself, you can freely oppose them without any danger of incurring the silent or*

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open rebuke, "Physician, heal thyself." But if you approve of them, or practice them openly or secretly, of course you will have no success in preaching against them, even if you have the face to do it, for you cannot then oppose them with any heartiness, and it is only by *heartily* opposition that such evils are removed. Moreover, if you practice only one of these evil habits, it will neutralize your efforts in opposing the others.

2. Give frequent and earnest talks about these things. If you have strong convictions about the evil of them, you will find it no hard task to talk against them. Show plainly the reason why they are wrong. Explain their effects on those that practice them and on others. Show that they are sins. Write on the blackboard the commands or precepts which forbid them. Give precept on precept and line on line; here a little and there a little. Show that you are intensely in earnest about it, and impress your strong feelings, if possible, on the minds of your pupils until they come to abhor and loathe all these evils. Get the whole school committed against them by some sort of vote judiciously taken. Refer in your general talks (without giving names) to things which you have seen and heard among the scholars. Ask all those who think that such things are right, to raise their hands, then all those who think they are wrong. You will most likely get the very scholars who did the things to condemn their own acts. A number of years ago, Mr. Cowdery, of Sandusky, Ohio, wrote a book on Moral Lessons, designed for teachers. It contains many illustrative incidents with questions under the various moral duties. It is a valuable book to refer to when preparing such as have just been recommended.

There is one evil which every teacher, whether male or female, should take in hand. There is hardly a school building in our land, upon the buildings and outside walls of which may not be found obscene pictures and words. They are almost always put there by the boys. It is a crying evil, but the subject is a delicate one to

handle. What shall be done? Carefully and prayerfully prepare in your mind an earnest talk upon the subject, carefully choosing your words, and yet making it so plain that your meaning cannot be mistaken. See the boys by themselves, and talk to them about it. Show them the degrading character and the great evil of such things. Make them thoroughly ashamed of having such things around their building. Try to create a public sentiment in the school that will frown on any such thing. Whether you are a lady or gentleman, you can do this in such a way as to suppress the evil in great part, and lose none of the respect which the pupils have for you. You can sometimes tell who the guilty ones are by the way they look and act when you are talking about it.

Any other immorality or bad habit noticed among the scholars should be talked about in the same way, and do not forget to notice approvingly any striking observance of the opposite virtues.

3. Get cheap printed tracts on intemperance, tobacco, profanity, Sabbath breaking, etc., and circulate among the children. They will frequently hit the mark at home. By a little inquiry you can get the address of some one who will send you such tracts cheap, or even free, if you can not afford to pay for them.

4. Cultivate a spirit of reform in your school. Teach your scholars that they should not only refrain from these bad habits themselves, but that they should also actively engage in opposing them and in standing up for what is right. Help them to such strong convictions, that they can not help opposing these evils.

If any teacher is disposed to underrate the duty or importance of teaching morals, let him remember as he looks upon his boys that each one is a *possible* Jim Fisk or Boss Tweed, and as he looks upon his girls that each one is a *possible* outcast of society, and let him also remember that an ounce of prevention is worth more than many, many pounds of cure.—R. T. C., in *N. Y. Educational Journal*.

## A FEW THOUGHTS ON HOW TO TEACH.

"What is orthodox to-day may be heterodox to-morrow." The "school marm" of twenty years ago is the *teacher* of to-day. What was then an appendage, is *now* an organized fact; what was then an object of commiseration is now a self-poised, dignified rule of thought and action, and so far recognized by the higher powers, that compulsion drives lazy indifference into effort, and the dolt is made to prove itself a dolt, and genius is compelled to assert itself a genius. The ill-ventilated, low ceiling of the 12x15 room is transformed into modern breathing flues, and halls reverberating with the march. Then, juvenility came in like bees, through windows and roof; now it comes in line, to music, with veteran steadiness. Boys' heads were knocked together and the boxwood ruler and birch switch were organs in angry hands. Now the ideal presence of love lifts the school to its highest self. It is said of the *savan*, "he has reached the vestibule of science," so we, as teachers, have just come into the light which God has called from inspired wisdom, and he calls upon us to plant the germ of manhood and womanhood in each little soul that inspiration may find a place. In childhood the perceptive faculties, we know, are the most active, and it is through the senses, of course, they perceive, though that which is gained through the sense of sight is the least impressive of them all, and yet it seems the basis of the other faculties, that is, the others are addressed *through this* in frequent instances.

We call this sense that of observation. If a child is burned, fire is an understood fact, as far as heat is concerned; sharp and dull edges are productive of cuts, abrasions, &c. A dead animal is shunned by a child, and decomposition is, by him, well understood. Objects producing harmonious or discordant sounds are either loved or avoided by him.

We teach children the alphabet of nature, as printed on the leaf, the sunbeam, and the rainbow; in fact, the three kingdoms of form, color and sound? for these three I consider as embodying every department of science. We should do our utmost to strengthen the perceptive faculties of the

child, by rightly directing his observation and thus fortifying his retentive powers. It should be the special province of the teacher to know the character of the child with whom she comes into daily association. Children are as diversified in temperament as adults. A good business man, in the common parlance "knows his man." His first object is to study the manner in which he can best be approached; to ascertain his peculiarities; his weak points and his strong ones; and then he addresses him accordingly, and usually with good success. In a similar manner must we learn the nature of the child, and by a system of drawing out, pleasantly presented, we can arrive at the child's aptness to receive and understand; then we must proceed to kindle into active life his best mental abilities, and instead of the "mouldy skeleton of dry form," let us present truth clothed in colors of living green. Let us watch closely the effect produced upon the pupil's mind by the study of each branch of knowledge; what particular faculties are brought into exercise, and what remain in a passive state, and select such subjects as will discipline his mind for a deeper and more profound course of study. Place before him objects which shall interest him and teach him to observe the qualities they possess in common. He will soon detect their points of likeness and of difference. He will tell us that the ox and the dog are similar; that both have four legs, and that their eyes, ears and other organs are nearly the same in structure. He will discover that one animal has a backbone and another has his body made up of rings and joints. Always have the scholar examine carefully each object presented to him. Do not allow him to pass from one thing to another, as fancy may dictate. This will induce carelessness and materially weaken the purpose of our work, namely, to encourage habits of observation and reflection. Some children can be approached through their curiosity, or their love or appreciation of the ludicrous. I once sketched upon the blackboard the picture of a monkey standing on his head; also one of a worm standing on the extreme end of his tail in a falling position, for the pur-

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pose of impressing upon a scholar the difference between a vertebrate and an invertebrate animal, showing how the monkey could sustain itself by the use of hands, feet and spinal column, and how impossible it was for the worm to do the same thing. The child saw the structural possibility of the one and the structural impossibility of the other. We place the drawing of a fish and some land animal on the board. We show the uses of fins in the water, and the same connection, the webbed feet of the duck and its love for the water, and the feet of a hen and its aversion to the water. We must call largely on the young imagination, of how a hen would act in water, and here we could make good use of the time honored story of the hen and her ducks.

We can show the difference between the human hand and the hoof of a horse. Ask the child how a horse could write, paint a picture or make a watch, or how a lobster could draw a cart. These illustrations call to mind the sensitiveness of the touch upon the human fingers, in the construction of a watch as small as a ten cent piece, or writing or engraving the Declaration of Independence upon the polished surface of a five cent piece. Let all lessons at first be of a conversational character. Send the pupil to watch the movements of a cat, a dog or a horse. Listen carefully as he gives the result of his observation. Mark his manner of expression and the kind of language employed by him, and see wherein his statement differs from that given by another. By this method of comparison, we can discover the child's ability to observe. Do not aid him too much, but rather train him to notice leading characteristics. It is only by this system that we can successfully develop the individual strength of the child. Question him closely in relation to what he sees, for by this means thought is more easily awakened and lasting impressions produced.

There being neither up nor down in space we can sketch a globe and surround it with dotted lines, showing an atmosphere. Draw a man upon the rim of the circle and a dot in the centre, and a line from the dot through the man into space, and he will forever understand what gravitation means. He will readily perceive that up is only relative, meaning from the centre, and the reason the man does not slide off, is because

there is no attraction from any object above. In this connection, we can give a Newtonian apple.

Simple illustrations of whatever we undertake to teach are great helpers, but let us be careful to avoid the *too* abundant use of scientific terms until they can be fully understood, and then only gradually introduce them. Backbone means more to the child than *vertebra*, and flesh eater than *carnivora*. It would be time thrown away for the teacher to tell the young student in his first lesson in botany that A. was a *phanogamous* plant, and B. a *cryptogamous* one. All the pleasure which he had anticipated in studying the growth and structure of the tree and flowers would be destroyed, and he would only think of the long, hard names which he "never could remember!" Rather at first simply tell him that you have in your hand a wonderful object, which is no more nor less than a little seed, and that seed, if put in earth properly prepared for it, will become a beautiful plant, which, in time, will develop a lovely flower. That you want him to place the seed in the soil, to watch it and care for it, and mark its growth. You will find that his interest is at once awakened and he is anxious to know more of the way in which the seed is to develop, and whether the plant will have long roots or short ones, and how many leaves do you think there will be on it and what shape, and will the blossom be pink or white? His curiosity is aroused, and you, taking proper advantage of his eagerness to learn, proceed to give him fresh information each day, clothed in language which shall accord with his understanding. Gradually employ, in an incidental way, the simple scientific terms for shapes of leaves, parts of flowers, explaining their meaning, and if his retentive faculties are sufficiently developed, his mind will grasp and keep *that* for which it will be ever reaching out. I may employ strong terms, but I *do* think this cramming process, as it has been aptly styled, is a very pernicious one. I never heard a child rattle off its indiscriminate jargon, but I think of an automaton, a chattering parrot or a taught poodle, going through college with a brain full of vocabulary, and either ending with meningitis or with successful Virgil on one end of his tongue, and the proof of an impracticable dunce at the other. This system is destruc-

tive, and our whole school fabric is jeopardized by the heaping on to the already overtaxed brain of the scholar. I am told that the Board of Education of this city are now agitating the expediency of introducing new studies, each of which demands a new text-book, numbering in all, I think, twenty one; thus inundating the already well-filled vessel of scholastic ability.

Many young teachers, who have had little or no experience, commit great errors in bringing into play the simple cultivation of the memory. It sounds well, and makes a fine impression on the mind of the visitor, who hears a child recite page after page from some text-book; but what is the ultimate effect upon the child? Is his imagination quickened; his thought matured; his power to arrange and conceive truth strengthened? Is a desire for investigation awakened; in short, has he learned to think? I think not. He simply handles the key of knowledge, but with it makes no attempt to unlock the mystic door and draw therefrom new ideas and original thought. This kind of education can but result in failure of the direst kind, and for this reason I would not advocate too free a use of the text-book. But this increases the teacher's labors and

renders her work twice as arduous, you say. Yes, this is so; but as teachers we are unfitted for the vocation we have chosen if we are not willing to unveil the image which shall fill the childish mind with delight, and inspire in it a lively sense of its vast capabilities. It is our business to light the torch and guide the way to worlds teeming with all that is beautiful and grand; not only paving the way with flowery beauty, but also resting awhile by the boulders of stern fact, thus constantly opening to the mind of the child new and varied truths, which shall be the stepping stones to a future replete with longings for more light! more knowledge! Discover the secret art of the spontaneous play-life, ever active, ever happy, ever inventive, of children in their own little world of daily pastime. Capture it, harness it to school work, and in the tenderness of our spirit sympathies, be a child with them, older in knowledge but as young in heart. That, I believe is the divine way of help. Oh! that we could fully realize what we have in our hands to do, and do it with our best strength, and thus accomplish our labors which are freighted with God-given accountability.—*Mary E. Hoffman, in Chicago Teacher.*

## THE SCHOOL-MASTER'S GUESTS.

### A FARM LEGEND.

BY WILL CARLETON.

#### I.

The district school-master was sitting behind his great book-laden desk,  
Close-watching the motions of scholars,  
pathetic and gay and grotesque.

As whisper the half-leafless branches, when  
Autumn's brisk breezes have come,  
His little scrub-thicket of pupils sent upward a half-smothered hum;

Like the frequent sharp bang of a waggon,  
when treading a forest path o'er,  
Resounded the feet of his pupils, whenever  
their heels struck the floor.

There was little Tom Timms on the front  
seat, whose face was withstanding a  
drought,  
And Jolly Jack Gibbs just behind him, with  
a rainy new moon for a mouth;

There were both of the Smith boys, as  
studious as if they bore names that  
could bloom,  
And Jim Jones, a heaven-built mechanic,  
the slyest young knave in the room,

With a countenance grave as a horse's, and  
his honest eyes fixed on a pin,  
Queer-bent on a deeply laid project to  
tunnel Joe Hawkin's kin.

There were anxious young novices, drilling  
their spelling books into the brain,  
Loud-puffing each half-whispered letter,  
like an engine just starting its train ;

There was one fiercely muscular fellow, who  
scowled at the sums on his slate,  
And leered at the innocent figures a look of  
unspeakable hate,

And set his white teeth close together, and  
gave his thin lips a short twist,  
As to say, " I could whip you, confound  
you ! could such things be done with  
the fist ! "

There were two knowing girls in the corner,  
each one with some beauty possessed,  
In a whisper discussing the problem, which  
one the young master likes best ;

A class in the front, with their readers, were  
telling, with difficult pains,  
How perished brave Marco Bozzaris while  
bleeding at all of his veins ;

And a boy on the floor to be punished, a  
statue of idleness stood,  
Making faces at all of the others, and en-  
joying the scene all he could.

## II.

Around were the walls gray and dingy,  
which every old school-sanctum hath,  
And many a break on their surface, where  
grinned wood grating of lath,

A patch of thick plaster, just over the  
school-master's rickety chair,  
Seemed threat'ningly o'er him suspended,  
like Damocles' sword, by a hair.

There were tracks on the desks where the  
knife-blades had wandered in search of  
their prey ;  
Their tops were as duskily spattered as if  
they drank ink every day.

The square stove it puffed and it crackled,  
and broke out in red-flaming sores ;  
Till the great iron quadruped trembled like  
a dog fierce to rush out-o'-doors.

White snow-flakes looked in at the windows,  
the gale pressed its lips to the cracks ;  
And the children's hot faces were streaming,

the while they were freezing their  
backs.

## III.

Now Marco Bozzaris had fallen, and all of  
his sufferings were o'er,  
And the class to their seats were retreating,  
when footsteps were heard at the door ;

And five of the good district fathers march-  
ed into the room in a row,  
And stood themselves up by the hot fire,  
and shook off their white cloaks of  
snow ;

And the spokesman, a grave squire of  
sixty, with countenance solemnly sad,  
Spoke thus, while the children all listened,  
with all of the ears that they had ;  
" We've come here, school-master, intendin'  
to cast an inquiren' eye 'round,  
Concernin' complaints that's been entered,  
an' fault that has lately been found ;  
To paze off the width of your doin's an'  
witness what you've been about,  
An' see if it's payin' to keep you, or whether  
we'd best turn ye out.

" The first thing I'm bid for to mention is,  
when the class gets up to read ;  
You give 'em too tight of a 'reinin' an'  
touch 'em up more than they need ;  
You're nicer than wise in the matter of  
holdin' the book in one han',  
An' you turn a stray *g* in their doin's an'  
tack an odd *d* on their *an'* ;  
There ain't no great good comes of speakin'  
the words so *folite*, as I see,  
Providin' you know what the facts is, an'  
tell 'em off jest as they be,  
An' then there's that readin' in concert, is  
censured from first unto last ;  
It kicks up a heap of a racket, when folks  
is a travelin' past,  
Whatever is done as to readin', providin'  
things go to *my* say,  
Sha'n't hang on no new-fangled hinges, but  
swing in the old-fashioned way."

And the other four good district fathers  
gave quick the consent that was due,  
And nodded obliquely, and muttered,  
" *Them 'ere is my sentiments tew.*"

" Then, as to your spellin' : I've heern  
tell, by them as has looked into this,

That you turn the *u* out o' your labour, an'  
make the word shorter than 'tis ;  
An' clip the *k* off o' yer musick, which  
makes my son Ephraim perplexed,  
An' when he spells out as he ought'r, you  
pass the words on to the next.  
They say there's some new gratted books  
here that don't take them letters along;  
But if it is so, just depend on't, them new-  
gratted books is made wrong.  
You might just as well say that Jackson  
didn't know all there was about war,  
As to say that old Spellin'-book Webster  
didn't know what them letters was for."

And the other four good district fathers  
gave quick the consent that was due,  
And scratched their heads slyly and softly,  
and said, "*Them's my sentiments tew.*"

"Then, also, your 'rithmetic doin's, as they  
are r'ported to me,  
Is that you have left Tare an' Tret out, an'  
also the old Rule 'o Three ;  
An' likewise brought in a new study, some  
high-steppin' scholars to please,  
With saw-bucks an' crosses and pot-hooks,  
an' *w's*, *x*, *y's* an' *z's*.  
We ain't got no time for such foolin' ; there  
ain't no great good to be reached  
By tiptoin' child'r'n up higher than ever  
their fathers was taught."

And the other four good district fathers  
gave quick the consent that was due,  
And cocked one eye up to the ceiling,  
and said, "*Them's my sentiments tew.*"

"Another thing, I must here mention, comes  
into the question to-day,  
Concerning some things in the grammar  
you're teachin' our girls for to say.

My girls is as steady as clock-work, an'  
never give cause for much fear,  
But they came home from school t'other  
evenin' a-talkin' such stuff as this here;  
'*I love,*' an' '*Thou lovest,*' an' '*He loves,*'  
an' '*Ye love,*' an' '*You love,*' an' '*They*  
—'  
An' they answered my questions, 'It's gram-  
mar'—'twas all I could get 'em to say.  
Now if, 'stead of doin' your duty, you're  
carryin' matters on so  
As to make the gals say that they love you,  
It's just all that I want to know ;—"

## IV.

Now Jim, the young heaven-built mechanic,  
in the dusk of the evening before,  
Had well nigh unjointed the stove-pipe, to  
make it come down on the floor ;

And the squire bringing smartly his foot  
down, as a clincher to what he had  
said,  
A joint of the pipe fell upon him, and lar-  
ruped him square on the head.

The soot flew in clouds all about him, and  
blotted with black all the place,  
And the squire and the other four fathers  
were peppered with black in the face.

The school, ever sharp for amusement,  
laid down all their cumberous books,  
And, spite of the teacher's endeavors,  
laughed loud at their visitors' looks.

And the squire, as he stalked to the door-  
way, swore oaths of a violent hue ;  
And the four district fathers, who followed,  
seemed to say, "*Them's my sentiments*  
*tew.*"

## EDUCATIONAL INTELLIGENCE.

## C A N A D A .

—The Chatham teachers are now paid  
monthly instead of quarterly.

—Education is advancing rapidly in Bruce.  
There are now 160 schools.

—The Lindsay Union Board of School  
Trustees have granted a sum of money for

a cricket ground, and \$50 for prizes, to the  
High School.

—It is proposed to unite the Orphan's  
Home, and Lancastrial School Society of  
Kingston for educational purposes.

—The Walkerton *Telescope* has an interest-  
ing article on the progress of education in

Bruce. There are now two Inspectoral Divisions, each Inspector having about eighty schools. There are two most successful High Schools with very efficient gentlemen as Head Masters.

—The Chief Superintendent in the *Journal of Education* gives notice, that an election of a member of the Council of Public Instruction, by the legally qualified Masters and Teachers of Collegiate Institutes and High Schools, also of another member by the Inspectors of Public Schools, will take place on Tuesday, the 17th day of August next.

—A successful convention of the North York Teachers' Association was held May 28th and 29th, in Newmarket, at which the methods of teaching various branches were profitably discussed, and much interest in the profession aroused. Professor Goldwin Smith, the Teachers' representative in the Council of Public Instruction, attended to ascertain by personal intercourse the views of practical men on various important topics, such as change of text-books, holidays, salaries, libraries, &c. On the evening of the first day a select and appreciative audience was favored with a most interesting and instructive lecture from the Professor on "A Tour to England."

—In accordance with the Statute, and the General Regulations adopted by the Council of Public Instruction, the Annual Examination of Candidates for Public School Teachers' Second and Third Class Certificates, for the year 1875, will be held (D. V.) in each County Town of Ontario, commencing on Monday, 19th July, at 1.30 p.m., for Second Class; and on Tuesday, 20th July, at 9 a.m., for Third Class. The Examination of Candidates for First Class Certificates will be held at the same place, commencing on Monday, 26th July, at 1.30 p.m. Forms of the notice to be previously given by the Candidates, can be obtained on application to any Inspector.

—We learn from the Walkertown *Tele-scope* that the East Bruce Teachers' Association held a very successful meeting in that town on Friday and Saturday June 4th and 5th. Upwards of fifty Teachers, ladies and gentlemen, were present. Discussions upon the "Teaching of Arithmetic," "Discipline," "Object Lessons,"—and other subjects of importance to the profession, were

entered into with spirit. The proceedings were enlivened by vocal music from some of the friends of the members in Walkerton' and a very pleasant and profitable time was spent. Rev. Dr. Bell, of Walkerton, delivered an interesting and instructive address on "Ethnology in relation to Education." The chief feature of this meeting was the lecture on Friday evening by Dr. James A. McLellan, High School Inspector, who very kindly consented to assist the Association in their laudable efforts to promote education in our midst. The Dr. delivered a very able and eloquent Lecture on "Elements of National Greatness" to a large, intelligent, and appreciative audience, on Friday evening. The next meeting will be held in Paisley, some time in October.

—One of the most successful meetings ever held under the auspices of the Bosanquet and Plympton Teachers' Association took place at Forest on Saturday the 19th June. About forty teachers were present besides quite a number of outsiders. At 9 p.m. the President G. W. Ross took the chair and proceeded to discuss the programme. Mr. Macdonald, of Ravenswood, showed his method of constructing a 'Time Table' which met with considerable criticism. Mr. Dunsmore then explained his system of teaching the alphabet which was on the "look and say" principle. Mr. Ross then gave an able address on school organization Messrs. Norton, Sharman, and Prof. Tyndall followed with readings. The following teachers were appointed query committee: Messrs. Donagh, Johnston, Norton, Mills and Kirk. The debate on "Resolved that Cromwell's administration was beneficial to England," was taken up. Norton, Shaw, Kirk, McLean, Dunsmore and Johnston took the affirmative, and Tyndall, Donagh, McTavish and McDonald the negative. The chairman decided in favor of the affirmative.

—At the examination of the University of Toronto for this year the Prince's Prize was awarded to Mr. W. Fletcher, of Toronto. The gold medal in Classics was won by Mr. F. W. Kerr, of Hamilton; Messrs. F. L. Boyd, of Toronto, D. M. Snider, of Eglinton, and L. Harstone, of St. Mary's taking silver medals. The gold medal in Mathematics fell to Mr. W. F. King, of Port Hope; and a silver medal to Mr. D. Forsyth, of *Cal.* The gold medal in Modern Languages was

gained by Mr. G. E. Shaw, of St. Louis; Messrs. L. E. Embree, of Toronto, and T. C. L. Armstrong, of Whitby, taking silver medals. The gold medal in Natural Sciences was awarded to Mr. W. Fletcher, and silver medals to Messrs. T. H. Smyth, J. McCoy, of Hamilton, and J. Wilke, of Guelph. The gold medallist in Metaphysics is Mr. T. Carscadden, of Kendall; and silver medallists, Messrs. F. R. Beattie, A. P. McDiarmid, of Nova Scotia, and J. McMurchie, of Clinton. The prizes for French and German were taken by Mr. G. E. Shaw, and those for Oriental languages in the third, second and first years, by Messrs. E. Harris of Woodstock, A. Baird, of St. Mary's, and J. P. Balfour, of Whitby.

—We learn from the *Liberal* that a meeting of the County of Oxford Teachers' Association was held at Ingersoll on Friday and Saturday, May 21st and 22nd. The greater part of the first day was taken up with a discussion on Grammar and Reading, the subject being introduced by Messrs. Frazer and Huntsman respectively. "The best means of advancing the teacher's position" was a topic discussed at length. Mr. McIntyre, Principal of the High School, and Mr. Carlyle, P. S. Inspector, took part in the discussion—the former indicating, as excellent means for the above purpose, "hard work, close application to study, and a higher standard of examinations." On Saturday the subject of "Time Tables" was taken up, after which an address on "Practical Knowledge" was delivered by Mr. Chadwick, Chairman of the Ingersoll Board of Trustees. The address will be published in the ONTARIO TEACHER, by the request of the Association. After a discussion on "Proportion," a purse of not less than \$2.60 was offered by Mr. Clarke to the teacher who will present at the next meeting of the Association the best timetable suitable for the first five classes in a rural school of about forty-five pupils. Mr. Huntsman offered prizes of \$2 and \$1, respectively, for the best and second-best timetables suited for the first four classes in a school similar to the above. It was resolved that the meetings of the Association be held annually, instead of semi-annually, as heretofore, and that the Inspector be requested to convene township conventions at suitable times. The following officers were elected for the ensuing year:—President,

C. J. Frazer; 1st Vice-President, John W. Clarke; 2nd Vice-President, J. E. Dennis; Secretary and Treasurer, J. S. McKay; Executive Committee, Messrs. Huntsman, Sherwood, Gard, Mercer and Miss Maggie M. Ross.

—The Annual Meeting of the Huron Teachers' Association was held in Clinton on Friday and Saturday, June the 11th and 12th. The meeting was opened at 10 a.m. on Friday, Mr. S. Hicks, Vice-President, in the chair. After the transaction of preliminary business, Mr. Hicks introduced the subject of Object Lessons, which was well received. The first subject in the afternoon was a paper by Miss C. Mustard, of Wingham. The title was, "Education Required by Canadian Children," and was prepared and read in a manner highly creditable to that young lady. Mr. Miller, I. P. S. for the Western District, then proceeded with an Address on Competitive Examinations. He gave Comparative Statements, showing the percentage obtained in the examinations held recently in the several municipalities. These showed the schools to be in a very satisfactory state, highly creditable to the teachers, and also to the Inspector, who has contributed so largely to the proficiency of the schools under his charge. In the evening Dr. McLellan delivered an eloquent and instructive lecture in the Town Hall, to a large audience. His subject was "Elements of National Greatness," and was highly appreciated, as was shown by the loud and frequent applause given during its delivery. The Mayor, R. Callander, Esq., occupied the chair, and on the platform were several members of the Council, the Boards of High and Public School Trustees, the County Inspector, the High School Masters, Principal of the Central School, &c. A vote of thanks, proposed by the Reeve, Mr. A. S. Fisher, and seconded by the editor of the *New Era* Mr. E. Holmes, was presented to Dr. McLellan for his able and instructive lecture, after which the meeting closed with the singing of the National anthem. On Saturday morning Mr. H. I. Strang, B. A., took up his subject "Difficulties in Analysis and Parsing." This he handled very ably, which was followed by an interesting and intelligent discussion by many of the Teachers. Mr. Strang was requested to continue the subject at the next meeting of the Association.

Dr. McLellan, who was present during the morning session, was then asked to address the Convention. He strongly urged on the Teachers the importance of thoroughness in their work and of careful preparation for it. Votes of thanks were tendered to Dr. McLellan and to the ladies and gentlemen who took part in the work during the meeting, and also to the retiring officers. The officers appointed for the ensuing year are President, Mr. J. R. Miller, I. P. S.; 1st Vice-President, Mr. L. L. McFaul, Seaforth; 2nd Vice-President, Mr. S. Shaw, Brussels; Secretary and Treasurer, Mr. G. Sheppard, Clinton. Mr. J. R. Miller was chosen delegate to the Ontario Teachers' Association. The next meeting of the Association will be held in the month of December.

—We take from the *Liberal's* summary the following particulars of the proceedings of the Council of Public Instruction at the meeting on the 19th May:—A communication was received from Messrs. J. Campbell & Son, asking permission to print certain books. The required permission was granted in the case of Arithmetical text-books, but the applicants are informed that the subject of English Grammar is still under the consideration of the committee. Several graduates made application for certificates of eligibility as head masters of High Schools, and the Chief Superintendent was empowered to grant them to such as have complied with the regulation of the Council. The report of the High School Inspectors, containing a new scheme for the payment of the High School grant, was received and adopted with a single slight amendment. As we have already published the details of the scheme, it need not be further alluded to here. It was ordered by the Council that application for an allowance for the travelling expenses of the High School Inspectors be again made to the Government. A request having been made by the Public School Board of Toronto that the time fixed for the High School entrance examinations should be changed, the Council refused to accede to the demand on the ground that the time in question had been chosen in accordance with the recommendation of the Inspectors, who deemed it the most convenient that could be adopted. On the recommendation of the Chief Superintendent, pensions were ordered to be granted to a number of Superannuated teachers.

It was ordered that the report of the Committee on Regulations and Text-books should be adopted and its recommendations carried into effect. The changes in authorized list of school-books, as we have already published them, are substantially correct, but for the purpose of making one or two emendations, and that the list may be put in form convenient for reference, we here re-publish it in full, so far as it is yet completed; some further information, not embodied in the official minute, we have already furnished. The following works are dropped:—

Peck's Ganot's Natural Philosophy, Davidson's Animal Kingdom, Collier's History of English Literature.

The list, so far as completed, is made up of the following, some of which are simply retained, and some added now for the first time:—

## CLASSICS.

*Latin.*—Dr. Wm. Smith's Series, I, II, III, IV, and his smaller Grammar of the Latin language.

Arnold's First and Second Latin Books; the English editions, or revised and corrected by J. A. Spencer. Harkness's Introductory Latin Book. Harkness's Latin Reader. Harkness's Latin Grammar. Bryce's Series of Reading Books. J. Esmond Riddle's Latin Dictionary.

*Greek.*—Dr. Wm. Smith's *Initia Græca*. Curtius' Smaller Grammar. Farrar's Greek Syntax Greek Lexicon, Liddell & Scott, smaller and larger editions.

*Ancient History, Geography and Antiquities.*—Schmitz's Ancient History (retained at present). Pillan's First Steps in Classical Geography. Dr. W. Smith's Dictionary of Greek and Roman Antiquities.

## HISTORICAL AND ENGLISH LITERATURE.

Freeman's European History. Craik's English Language and Literature. Spalding's History of English Literature.

## PHYSICAL SCIENCES.

*Science Primers.*—Balfour Stewart's Physics Foster's Physiology; Geikie's Physical Geography; Roscoe's Chemistry; and Geikie's Geology. Balfour Stewart's Lessons in Elementary Physics. Nicholson's outlines of Natural History. Huxley's Lessons in Elementary Physiology. Page's introductory Text-book of Physical Geography (for High Schools).

## APPLIED MATHEMATICS.

Cherriman's Mechanics (including both Statics and Dynamics.) Hamblin Smith's Elementary Statics. Hamblin Smith's Elementary Hydrostatics.

## DRAWING.

Mr. Vere Foster's two series of Drawing Books; but the Council desire to invite the attention of

teachers to the great benefits recognized as resulting from teaching children at an early stage to draw from the objects themselves, instead of from drawings.

In pure mathematics there is apparently to be no change; we have already indicated what steps the Council is taking with reference to British History, General Geography, Music and Drawing. A revised scheme of Entrance Examination and course of study for the Normal School was adopted. It was also ordered that after the next ensuing examination Normal School students shall be examined at the same time and on the same papers as the teachers throughout the Province generally. All Normal School students who desire to compete for the Provincial or other medals must do so at the midsummer competition, along with all other candidates. A resolution was passed empowering the Principals of Normal Schools, after consulting with their colleagues

to remove from the roll the names of any students who show marked incapacity for the teaching profession; or who have been reported by the teachers of the Model School as unlikely to receive even the lowest mark upon a Normal School certificate. This is what the masters of the Normal School have been doing all along, but it is just as well that they should be able to fall back on official warrant for their action. In accordance with a suggestion of the Public School Inspector for Halton, the lists of subjects for study, and the revised limit table will be printed and pasted inside of the covers of text books. The Council, after acknowledging the important services rendered by the High School Inspectors in the report above alluded to, and directing the attention of the Text Book Committee to the text books used in Roman Catholic Separate Schools, adjourned.

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### CHOICE MISCELLANY.

THE MISUSE OF KNOWLEDGE. — The truth is, that most men want knowledge, not for itself, but for the superiority which knowledge confers; and the means they employ to secure this superiority are as wrong as the ultimate object, for no man can ever end with being superior who will not begin with being inferior.—*Sidney Smith.*

CIVILIZED AND SAVAGE MAN. — A Choctaw could run from here to Oxford without stopping. I go in the mail coach; and in the time that the savage has been employed in learning to run so far, I have employed in something else. It would not only be useless in me to run like a Choctaw but foolish and disgraceful.—*Sidney Smith.*

—Learned professors have occasionally been outwitted by the sayings of the simple. Dr. Hill, an Edinburgh professor of the last century, met in the suburbs of the city an inoffensive creature who was generally regarded as an imbecile. Somewhat irritated by the creature's intrusion on the privacy of his walk, the professor

said to him, "How long, Tom may one live without brains?" "I dinna ken," said Tom; "how lang hae ye lived yersel?"—(From *May Home and School*, Louisville, Ky.)

CHINESE ASTRONOMY.—China furnishes us with the most ancient observations of which we can make any use astronomically. The earliest eclipses of which we have any mention can only serve the purposes of chronology, on account of the vague manner in which they are reported. But these eclipses prove that the epoch of the Emperor Yao, was more than two thousand years before our era. Astronomy was cultivated in China as a basis of religious ceremonies. The calendar and the announcement of eclipses were important objects, for which they had created a tribunal of mathematics. They observed the meridian shadow of the gnomon at the solstices, and the passage of the stars over the meridian. They measured the time by clepsydras or water-clocks. They determined the posi-

tion of the moon with reference to the stars at its eclipses, by which they determined the position of the sun and the solstices with reference to the stars. They had even some instruments suitable for measuring angular distances between the stars. By these means united they discovered that a solar year exceeds by about a quarter of a day three hundred and sixty-five days. Their year began at the winter solstice; their civil year was lunar; and to make a correspondence between the civil and solar year they made use of nineteen solar years, equivalent to two hundred and thirty-five lunations, the same period which Callippus introduced into the Greek calendar more than sixteen centuries later. Their months were alternately twenty-nine and thirty days; their lunar year three hundred and fifty-four days, consequently too short by eleven and one-fourth days; in the year when the number of days exceeded a lunation they intercalated one month. They had divided the equator into twelve immovable signs and into twenty-eight constellations, in which they determined the position of the solstices. The Chinese had instead of a century a cycle of sixty years, and a cycle of sixty days instead of a week; the small cycle of a week, or seven days was known to them in the earliest ages, as to all other nations of the East. The division of the circumference in China was always subordinated to the length of a year, so that the sun described exactly one degree per day; but the divisions of the degree, of the day, and of all weights and measures were decimal; and this example, set by a great nation and in use for four thousand years, shows its advantage over all other methods of enumeration, and accounts for its extreme popularity.—(From *May "Home and School," Louisville, Ky.*)

## FIVE MAXIMS FOR TEACHERS.

*Maxim I.—What is seen is best understood.* Apparatus, teaching by the eye, and giving more definite and correct impressions than can possibly be conveyed by language, is the best means for making the sciences well understood.

*Maxim II.—What is understood interests.*—Hence, apparatus increases a love of schools; promotes industry and good order in pupils, and secures their continued im-

provement after closing their school education.

*Maxim III.—What interests is best remembered.*—The knowledge acquired by the aid of apparatus will be permanent. It does not depend on the memory of certain words, which, when learned, convey no clear conception of what they were designed to teach; but the pupil having seen, understood and been interested in the matter taught, will retain it vivid and distinct through life.

*Maxim IV.—Principles are better than rules.*—By giving the principle—i.e., the reason of the rule—instead of the rule, apparatus imparts knowledge in place of mere information.

What the mind thus acquires is not inert, like a collection of dates and statistics, but a living power, suggesting thought, leading to investigation, analysis and combination of principles and powers, and to consequent invention.

On the foregoing it is easy to base

*Maxim V.—Illustration is the basis of successful teaching.*—"The abundance of one's intellectual knowledge, and the degree of his mental improvement, will depend somewhat on the number of his ideas of sense, but more on the distinctness with which the mind perceives them."—*Maryland School Journal.*

## THE ARTIST TEACHER.

I saw a builder near a pile

Of massive blocks of polished stone.

Wherein a monarch ruled awhile,

And sat upon a regal throne;

The monarch laid his sceptre by,

The kingdom passed, and lost its name,

The throne was vacant and a sigh

Was all that spoke of cherished fame;

The kingdom vanished, and the palace fell,

And king and builder lost their name as well.

I saw the sculptor rift the rock,

And hew therefrom a mighty mass,

And slowly chisel out a block

That might all other works surpass;

He toiled with long and patient skill,

Until I saw the vision fair

Before his genius and his will

Spotless and perfect standing there.

The polished marble crumbled into dust,

Nor left the artist's name it kept in trust.

I saw a painter turn his eye  
 To heaven's blue dome and radiant  
 spheres,  
 To fleeting clouds and mountains high,  
 With promise of immortal years ;  
 He touched the canvas, and it glowed  
 With visions of enchanting dreams,  
 While glorious o'er the picture flowed :  
 His soul's desire in rapturous streams ;  
 The color faded, and the pencil lay  
 Still as the painter who had passed away.

I saw a weaver at his loom,  
 With warp and woof of strange design ;  
 He made the threads in flowers bloom,  
 And painted with a hand divine ;  
 The web was crossed with golden threads,  
 The gems were radiant with the sun,  
 And beauty such as genius sheds,  
 Bathed in the picture as he spun ;  
 The shuttle trembled, and at last stood still,  
 While other hands the waiting picture fill.

I saw a TEACHER building slow,  
 Day after day as passed the year,  
 And saw a spirit-temple grow  
 With fear, and hope, and often tears ;  
 A mystic palace of the soul,  
 Where reigned a monarch half-divine !  
 And love and light, illumed the whole,  
 And made its hall, with radiance shine.

I saw a TEACHER take a child,  
 Friendless, and weak, and all alone,  
 With tender years, but passions wild,  
 And work as on a priceless throne ;  
 Out of the rude and shapeless thing,  
 With love, and toil, and patient care,  
 I saw her blest ideal spring—  
 An image pure and passing fair.

Upon a canvas ne'er to fade  
 I saw her paint with matchless art,  
 Pictures that angels might have made  
 Upon a young and tender heart ;  
 And growing deeper for the years,  
 And flowing brighter for the day,  
 They ripened for the radiant spheres,  
 Where beauty ne'er shall pass away.

TEACHER ! FAREWELL ! For all thy care  
 We long shall love the cherished name  
 For all thy toil we give a prayer,  
 For all thy love we give the same ;  
 Farewell ! Be thine the happy years,  
 And thine the Hope, and Faith, and

Trust ;  
 That when the dawn of Heaven appears,  
 Thy crown may shine with all the just.

—W. O. Bourne, in *N. Y. School Journal*.

—Education and health should never be separated — or rather they ought to be considered in connection with each other ; and the duties of life can not be perfectly performed unless the physical and intellectual health and culture are united. *Mens sana in corpore sano*. These principles are acknowledged by all who are qualified to consider the subject, and must ultimately be acted upon, but the reform is slow. The State Medical Society of Rhode Island lately took action in the matter, and published a number of resolutions calling for various changes and improvements. That physical culture and gymnastics should be part of the school system. That 300 cubic feet space and 25 square feet of floor are required for each pupil. That the same position should not be maintained more than half an hour. That children under seven should be prohibited. That for those over twelve, four hours a day of mental exertion is enough. That undue emulation and study in school ought to be repressed, and that the half-time system should be generally introduced. Some of these suggestions are calculated to cause a revolution in the teaching business, but there is no doubt that when the body and mind are both fresh and strong as much work can be done and better done, in half the time occupied in a humdrum, apathetic fashion.—*Orillia Packet*.

PEDANTRY.—As pedantry is an ostentatious obtrusion of knowledge, in which those who hear us cannot sympathize, it is a fault of which soldiers, sailors, sportsmen, gamblers, cultivators, and all men engaged in a particular occupation, are quite as guilty as scholars ; but they have the good fortune to have the vice only of pedantry, while scholars have both the vice and the name for it, too.—SIDNEY SMITH.

EDUCATION OF WOMEN.—As the matter now stands, the time of women is considered as worth nothing at all. Daughters are kept to occupations in sewing, patching, mantua-making, and mending, by which it is impossible they can earn tenpence a day. They are kept with nimble fingers and

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vacant understandings till the season for improvement is utterly passed away, and all chance of forming more important habits completely lost.

—Pretension and insincerity are great vices in a teacher. The youth who graduates with the belief that his teacher knows everything is apt to be too well satisfied with the extent of his own information.

A shallow, tricky man with the craft to impress everybody with the sense of his greatness as a scholar and an educator has a worse influence on young people than one with a few vices of considerable magnitude. A young man had better graduate with a bad habit than with an overpowering sense of self-sufficiency.

## LITERARY NOTICES.

NEW MUSIC.—We have received two pieces of very fine music, "The Dying Child" and "Think of Heaven," words and music by Mr. J. Lawson, Kingston, Ontario. Those wanting copies can be supplied by the author at the rate of 5 cents single, or 50 cents per dozen.

HOME AND SCHOOL FOR JUNE.—Of the eight contributed articles in *Home and School* for June five are elegantly illustrated. There are also a fine portrait of General John C. Breckenridge and a set of illustrations showing the way cuts are prepared for printing. A graceful poem and a pretty song arranged for the piano make up a most attractive number. The editorial notes are characteristically newsy and readable. The subscription-price of this magazine is only \$1.50 a year, and the publishers are Morton & Co., Louisville, Kentucky.

THE CANADIAN MONTHLY FOR JUNE.—This is an excellent number of this ably conducted magazine. It opens with a well written article on the "Intellectual Progress of Canada during the last Fifty Years," by James Douglas, Quebec. Rev. G. M. Grant contributes his second paper, on Hon. Joseph Howe. Laon contributes an article on "Messrs. Moody and Sanky and Revivalism," which has drawn forth much hostile criticism. "Mohammed and Mohammedanism" and "Central American Sketches" are both readable articles, while the "Current Events" has the usual able comments on the occurrences of the month. The departments devoted to Poetry, Stories, Current literature, &c., &c., are all well sustained. The *Canadian Monthly* is a credit to Ontario, and to the Province.

## TEACHERS' DESK.

J. C. GLASHAN, ESQ., EDITOR.

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

1. To send questions for insertion on separate sheets from those containing answers to questions already proposed.
2. To write on one side of the paper.
3. To write their names on every sheet.

## CORRECT ANSWERS RECEIVED.

ALEX. DICKIE, Lynden ; 99.  
 L. WELCH, Mt. Brydges, 103, 104.  
 M. FERGUSON, Florence ; 101, 103.  
 E. T. HEWSON, Garnet ; 99, 100, 103  
 HENRY GRAY, Sombra ; 99, 100, 103.  
 JNO. E. TOM, Canfield ; 96, 99, 103, 93.  
 DAVID REID, Troy ; 96, 101, 103, 104.  
 ALEX'R HOTSON, London ; 101, 102, 103, 104.

## ANSWERS TO CORRESPONDENTS.

Robert Drinnan, Elmvale. You are right. The answers given in McMurphy's *Elementary Arithmetic* to probs. 5 and 15 of EX. XLI are incorrect. Whoever prepared the problems purposed calling attention to the note to the rule, but whoever prepared the answers seems to have been in blissful ignorance of that note. The note should have been incorporated with the rule, for in practical calculations where the fractions are not purposely selected to suit the rule, its application is important in saving time and labor.

Several correspondents have asked for the names of the publishers of Abbott's *How to Parse* and *How to tell the Parts of Speech*. SEELEY, JACKSON, & HALLIDAY, *Fleet Street, London*. The best plan for purchasers is to order through some reliable local bookseller. He or his agent can always find out the names of publishers. The

prices we sometimes quote are the full retail prices at the regular rates. Occasionally the price falls below that given by us. An instance was the issue of the cheap edition of Green's *History of the English People*.

## PROBLEMS.

(111.) How many rails would be required to enclose a square field with a fence eight rails high and two panels to the rod, so that for each rail in the fence there would be an acre in the field?

DAVID REID, Troy.

(112.) Two men took a contract of putting up 300 sq. yds. of wall for \$300, and it was agreed that the one should have 25 cents per yard more for what he did than the other. They each received the same amount of money. How many yards of wall did each build?

L. WELCH, Mt. Brydges.

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 EDITOR'S DRAWER.

—“Sonnet” on Creation will appear next month.

—The proceedings of the Leeds and Grenville Teachers' Association duly received, but too late for this No.; will appear next month.

—We have received from G. D. Platt, Esq., Inspector, Prince Edward County, a specimen of the blank Monthly Report prepared by him, and used in the Public Schools of that County. It seems to be well adapted to the purpose for which it is intended, and can be used for one, two, or any number of months up to a half-year. They are printed at the expense of the County Council, and distributed to the schools by the Inspector, an example worthy of imitation by other counties.

—Mr. S. C. Wood, M.P.P., the representative of the Inspector in the Council of Public Instruction has resigned, and it becomes necessary to select another to fill his place. Mr. Mills, M.P., of Bothwell, was last year supported by quite a large number of the Inspectors, and is every way qualified for a seat in the Council. His experience during seven years as County Superintendent of Kent, his educa-

tional attainments and general ability, are calculated to make him a useful member of the Council. We would like very much to see him placed in a position where his experience could be used to subserve the interests of education.

## TO SUBSCRIBERS.

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

1. When you want your Post Office changed, or the “Teacher” discontinued, always let us know at what Post Office you have been receiving it, and save us a great deal of unnecessary trouble.

2. The “Teacher” may be discontinued any time, by sending back a “refused” copy, or sending us notice, always giving name and Post Office address. But all arrearages must be paid, before it is discontinued.

3. Always register letters containing money. They will then be at our risk.

4. When any number of the “Teacher” fails to reach a subscriber, we always re-mail a copy, if notified promptly.