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THE ONTARIO TEACHER:

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A CENTRAL BOARD.

We notice that an agitation is commencing for the abolition of the County Boards of Examiners, with a view to substitute for them a Central Board by which the work of Candidates for every grade of certificates would be examined. The arguments advanced for the change are, *uniformity of valuation, fairness, and cheapness*. We are quite well aware that so far as uniformity of valuation is concerned, the present County Board does not fully meet our views. Notwithstanding the fact, that the questions sent out by the Central Committee are uniformly valued, and that every County in the Province receives the same questions, yet among so many Boards there must be a great variety of opinions regarding the value of the work done. It is certainly beyond question that certificates may be more easily obtained in one County than another, not from any *lack* of judgment on the part of Examiners, but from a *variety* of judgment. What one might regard as a *full* answer may, (and sometimes with a fair shew of justice) be regarded by another as a defective answer, and thus

practically we will have as many grades of certificates as we have Boards of Examiners. With a fair and impartial Central Board no such variation could take place. Allot to each examiner a special subject, let him examine all the papers in that subject, and there is no doubt the greatest possible degree of uniformity attainable would be secured.

Impartiality. It is alleged that under the present system there is some danger that the Inspector who is *ex-officio* a member of the Board, will have his favorite and from considerations purely personal, grant "better terms" to one candidate than another. While not disclaiming the possibility of such an *evil* existing, we hope it is beyond the region of *probability*. Even with a Central Board such a grievance might exist, although materially circumscribed in its effects. So far, we have heard of no grievance from this quarter. It was certainly said to be a grievance, when Normal School Teachers were the examiners of their own students, and it is not impossible to be a grievance under the present system. We find

many teachers, apprehensive of this danger attending examinations in other Counties than their own, lest an offended Inspector or a "doubtful" Examiner might exercise his authority to their detriment. But so far, we are not informed that the danger was anything more than imaginary. On a Central Board there could be but very little danger from such a cause.

Cheapness. In this respect there could be but little, if any difference, as somebody must necessarily take charge of the candidates in every County—the only saving would be in the time now occupied in examining papers over and above what is required to conduct the examination.

There is one objection to the Central Board system, which if removed, would at once

settle its superiority, that is, could the work be done with sufficient despatch to meet the wants of the community? To overcome that difficulty, it would be necessary to have as many Examiners on the Board as there were subjects of examination, and the county examinations must needs be held at such a time, that all the candidates for certificates could be apprised of the result at least one month before the close of the year, in order to be prepared for an engagement at the beginning of the year following. Could this be done, we would have no objection to see our County Board abolished at once and a system adopted, uniform in its applications and applying equally to Normal School students as to candidates from every other educational institution.

COUNCIL OF PUBLIC INSTRUCTION AND THE "PRESS."

We are very much surprised to notice that the Council of Public Instruction insists upon conducting its deliberations with "closed doors." As yet, we have failed to see any good or valid argument for this extraordinary course. We readily admit that there may be cases in which, owing to the nature of the discussion, such as investigations into the "private," character of officers, it might be judicious to exclude the "Press;" but in regard to the general business of the Council there is no argument which can be applied to this exclusiveness which would not equally apply to all other deliberative bodies. The very fact that the Council is now a representative body shuts out, or should shut out, all idea of secrecy. Surely it cannot be urged, that the constituency sending a representative has no right to know how he votes and speaks. Yet from the meagre reports of proceedings contained in the "minutes" of the Council, nearly all that can be ascertained of how Mr. Goldwin Smith, or Prof. Wilson, or Mr. Wood, says

or does, is covered up, under the pedantic and red-tape phraseology, "ordered" that so and so should be done. Why thus smother and bury the idea of responsibility? If changes are proposed in our Text Books, or any "Regulation" of the Council made a law by which we are to be governed, let its paternity be acknowledged, so that those who voted for Prof. Smith, or Prof. Wilson, or Mr. Wood, may know whether they are entitled to a renewal of confidence.

We can easily see how such a system would be admirable in a Parliament, for concealing the defection of not over-scrupulous politicians. Are we uncharitable if we suspect that it is quite possible, such obscurity of action may be made to serve a similar purpose on the Council of Public Instruction?

It is also well-known that the *debates* of any deliberative body are valuable as educational agencies. They are calculated to inform the public mind in regard to the abuses which legislation is designed to remove; they also assist in preparing the pub

lic mind for measures which they will not, and should not accept, unless "cause is shewn." Yet this Model Council—the *creme la creme* of deliberative bodies, issues its regulations with all the dignity of a "pronunciamento," the whole subject being summed up in the "terse" imperative word ORDERED.

We do hope for the dignity and useful-

ness of the Council itself, that the order to exclude the "Press" will be cancelled, and that the only surviving specimen of that hoary institution called a "Star Chamber" will be "ordered" to take its place amongst those other institutions of the past, which modern thought declares can be well dispensed with.

READING AS AN ART.

BY RICHARD LEWIS, TORONTO.

Paper V.

EMPHASIS. The greatest confusion, and if I may be excused for the use of so hard a term, the greatest ignorance exists on the subject of emphasis. It is generally defined as *force* thrown upon one word to give it a special distinction; and sometimes is regarded as another name for accent. Emphasis is not accent; it demands other qualities besides mere force of voice, and it is applied as much to phrases and clauses of sentences as to single words. Its final purpose is *expression*, and mere shouting or loudness of voice will never truly express the deep feeling which finds its relief in emphatic utterance. There are two peculiarities which mark uncultivated delivery. The one presents an unvarying regularity of tone, not the slightest distinction being made in the reading of one word from another. The other causes emphasis to be given almost to every word. School reading is chiefly marked by the first defect; and the second is often heard in the ambitious recitations given by the best readers at school examinations, and other similar exhibitions. But the defects do not cease with the school practices. They are heard in courts of law and in the pulpit. In the latter place the monotony of the school reading is repeated, and the sublimest pas-

sages of the Bible, all the rich poetry of the Psalms and the Prophecies, or of sacred lyrics, are read in one flat, unvarying, and utterly inexpressive tone, without the slightest regard to the thought of the passage. Sometimes the reader declaims the passages he has to read, and then every part of speech is pressed into prominence; prepositions, conjunctions and adverbs, receive as much distinction as the nouns and verbs. It is a bouncing, leaping, thundering monotony. Every word is emphasised, and the delivery is worse,—less intelligible, and more destructive of the sense of the passage than the tamest and most inanimate reading; for the latter if it have no expression, is at least free from the deformity of hideous noise.

True emphasis, however, is the economy of power; the logical application of force and supported by proper inflection it becomes an admirable interpretation of the composition, and gives it beauty, power and reality. Writers on elocution usually divide emphasis into two sections: *Emphasis of sense* and *emphasis of feeling*. The emphasis of sense is that which gives distinction to the leading words of the clause, and especially to the *nouns* and *verbs* which should generally have more force than rela-

tional words, as prepositions, conjunctions, &c. This emphasis is secured by an increase of *force* and of *time* in the delivery of the passage, and when there are antithetical expressions in the reading, the application of these qualities at once, with great beauty of effect, marks the contrast. The following passages present illustrations of this kind of emphasis. When the italicized words are read with a slight increase of force and of time, that is of slowness, the due emphasis is given. The passages, however, are antithetical, and the inflections must be carefully observed, to give due effect to the contrast.

"*Anger* may *glance* into the hearts of the *wise*, but *rests* only in the bosom of *fools*."

Here the contrast lies between *glance* and *rests*, *wise* and *fools*, which receive greater force; but as *anger* is the subject, it demands the same distinction. The reader must, however, diminish the force in reading the other words to give due force to the leading words.

"Man never *is*, but always *to be* blest."

He raised a *mortal* to the skies,
She drew an *angel* down."

It is by the use of this emphasis that we give the meaning to a passage and hence its name. Thus in the question

"Do you leave Toronto to-morrow?"

A different sense is given to the question according as we give the force to each word in succession.

The chief rule to be attached to the right practice of this emphasis, is that it will correct the two defects of reading without emphasis, and of giving undue emphasis to every word. In some respects, it is really more important than the emphasis of feeling. The latter is the highly wrought emphasis of oratory and poetry; but the former gives interest and meaning to the commonest paragraph of a newspaper or even

the dull speeches of civic councillors. But as the teacher is to be the great Reformer, it ought to commence with the simple lessons of the First Reader. Let the class read such a simple passage as the following in the usual school way of emphasizing every word, and then read it with the emphasis only on the italicized words, and the advantage will be manifest; while if the pupils be as regularly and carefully trained to give the emphasis of the sense to every passage read, as they are trained to pronounce the words correctly, the ear will be cultivated in the music of expression and the first steps to the study of Reading as an Art secured.

"This fine ship—the PEARL—was on its way to *New York*, when it was caught in a *great storm*. For *two days* and *nights*, by *hard work*, the men kept it from the *shore*. They had to *furl* all the sails, but they still *thought* they might get through the *gale*. Their bark *flew*, like a *bird*, with the *wind*. The *third* night, they heard the *mate*, pass the word, for *all* to *pray*, that *God* would *curb* the *storm*, and *save* them. It was now so *dark*, and they could not *see*, which way to *steer*, but soon they heard the deep *boom* of the *surf*, as it beat on the *shore*. Then they knew that *all* was *lost*, and that their *last hour*, had *come*. The gale was so *strong*, as to twirl the great ship about, like a bit of *light bark*. So on it ran, upon the *rocks*, and the men were *cast* into the *sea*. The waves *beat* them about, and *all*, but *eight*, *sank* to *rise no more*"

This extract is punctuated rhetorically so as to indicate where the pauses should be.

It would also be of service occasionally, to vary the book reading, by writing such sentences as "Can you write a letter," "Can you lift ten pounds?" and so forth, on the black-board, moving the emphasis from one word to another and explaining or asking the class to explain the change made in the sense by the variation. In the reading of the more advanced classes, the principles

here explained can be applied with ease, if the previous practice has been enforced. All that is needed is that teacher and scholar shall study the form, the sense and whole tenor of the passage, and read the leading words, as in conversation we speak the leading words. Thus the following sentence, selected at random from page 209 of the 5th Reader, demands this emphasis on the italicized words: "Charles had been led to *move* his troops from their *former*, and as it should seem *preferable* position, owing to his *mis-conceiving* the purpose of some movements on the part of his *adversary*, and *now* had scarcely *time* to *arrange* his *army*, before the enemy made signs of *attacking* him."

Let us now proceed to consider that higher and more difficult emphasis which is not really necessary, but which is suggested by emotion, and is in fact its best interpreter and representative. Let us take for example the last three lines of "William Tell" page 499, of the 5th Reader.

"Gselser.—

For what
Hid you that arrow in your breast? Speak
slave.

Tell.—

To kill THEE, tyrant, had, I slain
my boy."

In this passage the emphasis of feeling or emotion is thrown upon "thee" while that of sense is given to "boy." But the cultivated reader would (1) pause before "thee"; he would next (2) raise the pitch of his voice as he gave the first sound of the word; (3) the inflection would be downward; and (4) the word be delivered slower than any other word of the passage, the voice swelling with intensity of power as it uttered the difficult expression.

Precisely the same process would be observed in the delivery of the word "stones" in the first, and the word "must" in the second of the following passages.

"But were I Brutus

And Brutus *Antony*, there were an Antony
would *ruffle* up your *spirits* and put a
tongue

In every wound of Cæsar that should
move

The STONES of Rome to *rise* and *mutiny*."
5th Book, page 480.

Portia Then *must* the Jew be *merciful*.

Shy. On what *compulsion* MUST I, tell
me that?

The italicized words in the above passages take emphasis of sense, that is, are rendered with greater force and longer time than the other words; but the distinction must not be too marked, or it will weaken the effect of the one leading word. For that word the vocal powers and the passion on high delivery are reserved, that it may be rendered with grandest effect, the highest oratorical force on "stones," the utmost defiance, savage hatred, and sense of power on "must."

It will thus be seen that four elements of elocutionary effort are required, to secure the emphasis of feeling. These elements are, (1) a PAUSE before and after the emphatic word; (2) an elevation of PITCH; (3) a DOWNWARD INFLECTION of more than ordinary compass; and (4) a prolongation of TIME. As a general rule, all emphasis of feeling is expressed with the downward inflection. But Dr. Rush has shewn, and experience confirms his views, that when the expression is to be one of admiration and astonishment, embracing doubt or earnest inquiry, or of a quick, a taunting, an indignant, or a mirthful interrogative, the rising inflection, moving through the compass of an octave, is natural and appropriate.

Thus when Shylock reproaches Antonio for the insults cast upon him, he uses the inflection on the words "dog" and "cur."

"Monies is your suit,

What should I say? Should I not say.—
Hath a *dog*. money? Is it possible
A *cur* can lend three thousand ducats?"

In rendering the last line, so earnest and savage is the sneer that every succeeding word to the end must have the rising inflection, as the slightest change would mar the effect to be shewn in the rising octave given to "cur." The succeeding inflection will not have a much less extent of compass. The time is also more rapid in the utterance of this inflection, than that of the downward emphasis.

The same effect is shewn on the following exasperated defiance of Hamlet, when he hears Laertes express his grief over the dead Ophelia.

Hamlet.—

"Come shew me what thou'lt do.
Woul't weep? Woul't fight? Woul't fast?
Woul't tear thyself?
Dost thou come here to *whine*?
To outface me with leaping in her grave?"

There is another force of emphasis, which may be regarded as a fifth quality of its characteristics. It is called the *aspirated emphasis*. It may affect a single word or be spread over a whole sentence; and as its name indicates, it is marked by a powerful aspiration or roughness of tone as if scraping the throat. It is an admirable expression of loathing, disgust, hatred, horror, tenor, &c.

Thus Hamlet, when contrasting his father with his uncle king, expresses his hatred and disgust in the word "blasting" of the following passage:

"Here *is* your husband, like a mildew'd ear,
BLASTING his whole-soul brother."

Thus also Cassius responds to Brutus in the quarrel scene.

Brutus.—

The name of Cassius honors this corruption,
And chastisement doth therefore hide his head.

Cassius.— *Chastisement?*

It is impossible in the space of a brief essay, to give all the varieties of expression

which emphatic words require. In this as in all other instances, I can only suggest and indicate; for a full knowledge of the subject can only be communicated by the examples, illustrations and explanations of the living teacher. One other point, however, is necessary even to this imperfect exposition. In instances where the emphasis is to be strong, the voice runs up or down in a concrete or continuous tone, over the compass of not less than five musical tones and frequently over an octave; and in order to effect this inflection so that it shall terminate in a full pure tone of voice, the reader must, when he commences the word, change the pitch of his voice. That is, if the inflection is to be downward, whatever the pitch of the preceding word, the voice must instantly ascend for the utterance of the emphatic word; and if the inflection is to be a rising one, it must descend below the previous pitch. Unless this be carefully observed, the emphasis will be marred in power, and the voice in the downward inflection will end in gruffness, and in the rising inflection it will terminate in what is called falsetto, or a scream.

The next and last point for consideration is that of the word or sentence to be selected for the emphasis of feeling. For this, however, there can be no fixed rules given. It is one of those difficulties which exercise judgment and taste, and which make elocution an intellectual discipline. A general principle is all that can be offered to solve the difficulty, and the application of this principle will be seen in the passages that shall be selected. The words that take this emphasis must be those which most clearly and instantly express the strongest feeling of the speaker, or best convey the meaning of the general thought.

In the following passage the emphasis is generally laid on "was."

"And God said, Let there be light and there *was* light."

Coleridge, however, whose judgment was

that of a philosopher, and whose ear was that of a poet, maintained that the emphasis should be on "light." Let the reader deliver the passage, saying "and there was"—in one solemn monotone pausing briefly after "was," but giving it no emphasis and suddenly raising the voice on "light," come down with full and swelling tone on that word, and I am disposed to believe, he will admit the effect to be grander and more expressive of the instantaneous outbursting of the glorious element over the universal darkness, which had before reigned supreme, and which it expelled, than by giving the force to "was." It is a remarkable fact that Haydn, in the Oratorio of the *Creation*—has adopted the same reading. The chorus sings "and there was," in piano, and bursts into double forte and is prolonged four beats on "light," and those who have heard this great Oratorio will admit the grandeur of the effect.

In the following passage, while all the elements of emphasis are demanded, the mocking tone of Elijah secures greater effect, by dwelling longer on the emphatic words :—

"And it came to pass at noon that Elijah mocked them, and said : *Cry aloud*, for he is a *god* ; either he is *talking*, or he is *pursuing*, or he is on a *journey*, or peradventure he *sleepeth* and must be *awaked* "

The IXth Chapter of John has several points of expression for the application of the arbitrary emphasis.

"Some said this is *he*; others said, He is *like* him : but he said : I *AM* he. His parents answered them, and said : We

know that this is our son, and that he was *born* blind ; but by what means he now *seeth*, we know *not* : he is of *age* ; ask

HIM ; he shall speak for himself."

In none of these selections is there any great force or compass of voice required

because they relate to the emphasis of thought, rather than of passion. But in the following passages the mind raised to high excitement finds its true vocal expression in the utmost force, and the sweep of an octave in its inflection. Such passages should be frequently read by the student as exercises in emphasis.

BRUTUS.—Remember MARCH, the IDES of March remember,

Did not great Julius *bleed* for justice's sake?
What villain touched his body, that did stab,

And not for JUSTICE ? *What !* shall one of *us*

That struck the foremost man of all this world,

But for supporting robbers—shall *we now*

Contaminate our fingers with base *bribes*,
And sell the mighty space of our large honors,

For so much *trash* as may be grasped *thus* ?

I had rather be a *DOG*, and BAY the MOON,
Than such a *Roman*."

" *Stormed* at with *shot* and *shell*
Boldly they rode and *well*,

Into the jaws of *death* ;

Into the mouth of *hell*

Rode the *six hundred*."

It is impossible in this paper to give more examples. But if the student limits his practice to the regular school books, although meagre enough in high class literary selections, he will find ample scope for exercises. But let him satisfy his judgment and his ear, that the right word or phrase has been selected; for false emphasis will not only alter the sense, but sometimes stamp it with absurdity. The following are hackneyed enough, but they serve to show the effect of false emphasis.

" And he spake to his sons and said saddle *me*, the *ass*, and they saddled *him*." A clergyman reproved one of his people for

swearing "I see no harm in it," said the offender. "No harm in it?" returned the minister; "Why don't you know the commandment, Swear not at all?" "I don't swear at ALL," said the man, "I only swear at those who trouble me."

In my next paper, which will be the last of the articles on this subject, I purpose to explain the methods of studying passages for expressive delivery by the application of the principles already explained.

THOUGHTS ON TEACHING.

BY R. MCCLELLAND, ESQ., ST. CATHARINES.

It is not my intention to exhaust the subject in this paper; but, as opportunity may offer, to continue the "Thoughts" until they assume the dimensions of an essay, or lecture. I have no fear of their assuming the *length* and *breadth*, but as to the *depth*, I will have to let others judge.

From the buzzing bee, and the humming bird, up to the morning stars that sang together; from the deep base of the roaring wave, to the rich alto of the feathered choir, harmonic nature unites her thousand voices in a perpetual anthem of exultant labor; while toiling man responds in cheerful chorus from many a busy home, field, and studio,—from many an eloquent hall, desk, and bar; from bustling mart, noisy shop, and clacking loom, through ringing bell, snorting engine, and rustling car, saying "My Father worketh hitherto, and I work."

Yet not for themselves alone do these agents toil. Earth and her teeming myriads, beast, bird, and insect, has each a work to do, a mission to perform. Every vegetable and mineral, every element and atom, has an end to accomplish in Nature's great laboratory; and unwearied Nature herself, while she charms our eye, and symbolizes the spirit-life, assures us that she labors, not for herself, but to convert rude chaos into a glorious dwelling-place for man, and from the inanimate mineral kingdom, up through the organic vegetable, to elaborate

beautiful forms of animal life. Her mission is to vivify and educate matter, and in its joyous fulfilment she "rests not day and night."

And man, creation's lord, for whom all nature toils, and for whose development the universe was organized,—man, the image and transcript of the Deity, with graceful form and lofty mien, comprehensive intellect and high moral endowments, assures us he too has a work to do, a great work, and one that corresponds in sublimity with his high rank in creation's scale; that his lofty powers were not given him merely to transform matter by delving perpetually in earth, wood, stone, and stubble, but to render him a fellow-worker with God in the education of mind; that his high aspirations were not implanted, simply to stimulate him in the pursuit of wealth and self-aggrandizement, but to lead him out from the thralldom and materialism of Nature to ascend those intellectual and moral heights, where he may survey the immortal spirit's wide domain, and receive and radiate the life divine.

Every human being has an appropriate place, and an appropriate sphere of labor. Each individual is sent into the world on a special errand, and must deliver his own message; and to subserve this end, God endowed him with suitable talents, and corresponding tendencies; and the more eminently to qualify him, Providence wisely

orders the circumstances of his life, and directs his education. To know, then, what is the sphere for which Nature has endowed us, and how to fill it; to know what is the work for which God has prepared us, and how to do it, should be the earnest desire of every heart, and the chief aim of every life; for this is our peculiar mission, "the work the Father hath given us to do."

What is the true mission of the teacher? But first we will enquire, What is the true mission of the human race? Before the artizan converts rude masses of wood and stone into edifices of symmetry and magnificence, before he lays the foundation or rears the walls, he enquires the design and use of those structures, and then shapes the rough cedar and marble into appropriate forms of strength and beauty. And before the teacher moulds the plastic minds of his pupils, he too should know something of the ultimate purpose of their lives, that he may train them to answer that purpose; and something of their high destiny, that he may the more successfully lead them on to its full achievement.

Ever since man went forth from Eden to till the ground from which he was taken, his incessant effort has been to subordinate earth, air and sky to the subserving of his temporal interests. Since the days of Tubal Cain, he has been a successful "artificer in brass and iron." Nor has he forgotten to assert his dominion over the "beasts of the field;" but ever since Nimrod first subdued the wild denizens of the forest he has roamed over the earth, "a mighty hunter." Harnessing the very elements into his service, he levels the forests, and converts the howling wilderness into a blooming Eden, which he covers with waving grain and delicious fruits, traverses with roads, and adorns with cities, themselves embellished with the enchantments of art. "Triumphing over wind and wave," he exchanges the products of distant climes. Summoning electricity to do his bidding, he

annihilates distance, and brings remote nations into close communion. And that he may reduce Nature to a more complete vassalage, he seeks for new truths in science; he discovers and invents,—ever thus developing his physical energies, his intellect and will, and fostering his love of supremacy, while the noblest powers of his soul lie dormant, and aspirations after the pure, beautiful, and true, are crushed and stifled out of existence. Thus, while faithfully fulfilling his mission in the subordination of the external world, most lamentably has he neglected to subordinate the world within; consequently, he has grown to be a giant in intellect, while in his moral development he is often a puny, idiotic dwarf.

Yet in all ages, teachers sent from God, inspired poets, prophets and philosophers, have taught that man is created for a higher purpose than merely to provide for himself food, raiment, and shelter; that his true life is not that of the body, but of the soul; that he is living now, to live again; that this is only the germinal state of his existence, upon which he is launched to unfold his spirit for the great future, by a life of love, truth, and self-denying duty. We are taught that God made man in his own image, to embody and radiate the life of God; and in his own likeness, that man's intellect might be a consecrated medium for the Divine Love; and that life's great work is so to beautify and adorn the soul, that it shall be a glorious, holy temple, where God will love to dwell and reveal himself. And with the enlightened enthusiasm of Heaven-taught truth, these pioneers of the race have delivered their message, and often sealed it with their blood, while their pure lives, self-abnegation, and heroic martyrdom, demonstrate the truth of their mission, and recommend their instruction to our highest regard.

But how shall man attain this higher life? Weaker than the worm, the frailest of all God's creatures is he, when he comes upon

the stage. His inherent energies are slumbering, and must be aroused; his affections are dormant, and must be enkindled; his mind is all imprisoned in the flesh, and must be *educated*, or *led out*. All the germs of power are wrapped up in his little frail being, but they are all latent, and must be developed in order to assert their power. And a general education, not of the intellect only, but of the whole being,—body, mind, and heart, including business, literature, esthetics, and religion,—is the only process of developing his complicated organism, so as to secure his highest well-being and happiness, and prepare him for the various duties, relations, and trials of this world, and for the wider sphere and higher life of the world to come.

To unfold the germs of thought and feeling, to enlighten the mind, direct the affections, and cultivate pure principles, and form good habits, to develop character in beautiful symmetry, and thus prepare the young to act well their part in the drama of life; to dignify and ennoble humanity, and elevate it to a plane nearer to God and Heaven, is, therefore, the great work of education, and consequently the true mission of the teacher.

Much of this extensive work, is the peculiar office of the parent; and much must be accomplished by self-culture, the influence of society and the discipline of Heaven; yet wide is the teacher's field, and arduous and responsible are his many duties.

Education may be divided into three distinct branches, physical, intellectual, and moral, corresponding to the three departments of our being, in body, mind, and heart. These should be conducted simultaneously, and ever keep pace with each other; still, each will admit of a separate consideration.

Physical education consists in the improvement of the corporeal organs and functions, so as to promote physical vigor,

health, and beauty, including such attention to sleep, diet, clothing, exercise, and ventilation, as shall render the body a pleasant and elegant dwelling place for the soul, and a good medium for its communication with the external world.

This branch of education is the peculiar mission of the parent. Still, every judicious teacher is aware that mental vigor and ability depend very much upon physical comfort and well-being, and that, if he would successfully promote the mental culture of his or her pupils, he must first establish this culture on the firm basis of sound health. Since imbecility, irritability, and depression are the miserable offspring of disease, every conscientious teacher will regard the promotion of his pupils' health as no insignificant part of his mission, and consequently will keep his school-room at the right temperature, and well ventilated. Nor will he let his pupils contract their chests by folding their arms, or bending over their desks, but will require them to sit erect, and stand upright, and thus secure a free and healthy respiration. Much less will a judicious teacher compel a pupil for longer than five minutes at once, to stand on the floor in a distorted position. As I shall have occasion to treat of this subject under the head of *Discipline*, I shall not anticipate what I have to say on that head; but I have no language strong enough to condemn the practice of compelling a child to stand on the floor in a distorted position for one hour and a half! The judicious teacher will see, too, that opportunity for exercise is afforded his pupils, as often as their age and constitution demand, and that the brain is not overtasked with study.

More emphatically is physical training the mission of the primary school teacher, because little children are educated chiefly by the external world, through their senses and corporeal energies, and are therefore, more dependent for mental improvement

on a good physical condition than at subsequent periods of life, when the mind has learned to act more independently of its frail tabernacle.

Could the teachers of primary schools realize how much imbecility is fostered by the close confinement and irksome restraints they are obliged to enforce, would they not protest against so unnatural a system, by asserting their amenability to a higher authority than human law, to Him who has ordained the laws of Nature, and will not suffer them to be violated with impunity—to Him who has made exercise the parent of vigor, and therefore an inherent right. Since the young can develop their energies only by physical exercise, is it not absurd that he or she should be considered the best teacher, who most successfully represses every instinctive tendency in his or her pupils to twist and torture across the floor on tip-toe. Let them step out modestly and gracefully,—the little noise they make will not do one-tenth part of the injury that such unnatural distortion does.

What mother can enter a primary school

where scores of little children sit, with arms folded like felons, and silent and still as death, breathing an atmosphere laden with impurities, and debarred all exercise but a few minutes recess, and not deeply feel that in the primary school at least, there is loud call for reform, based upon the laws of life and health? If the patrons of our schools would relinquish the younger half of this class of children to a committee of intelligent, judicious mothers, Nature's own guardians of the young, these matrons would organize them into pleasant infant schools, where athletic sports and various diverting exercises would occupy the time agreeably, with a view both to present enjoyment and well-being, and also to subsequent health and mental development.

Yet a good physical training, however important, is the basis of a good education. If the corporeal energies alone are educated, human nature develops itself in huge Goliaths and brawny Amazons, mighty, athletic, and passionate, whose prowess is that only of brute force.

[To be continued.]

SELECTIONS.

UNCONSCIOUS TEACHING.

As we walk in God's golden sunlight, or in the silvery sheen of night's milder queen, we carry with us a second self, running before us and apparently calling us onward, or gliding with easy familiarity at our side, or crowding closely upon our retreating footsteps; this second self claims a perpetual companionship and will admit of no divorce. Changing in accordance with circumstances; lengthening, shortening; now the exact counterpart of self, and now distorted into the most grotesque absurdities, the shadow, unless we are buried in darkness, is forever with us, and cannot be shaken off.

So too, standing or walking in the light which our Creator has shed and is shedding upon our intellectual and moral natures, this soul and spirit life of ours, is casting, as it were, a constant, but *unseen* shadow upon all whom we habitually meet.

From us and from our lives, there is flowing upon our daily associates a constant influence; unseen and usually unfelt by us, but yet as often more powerful for permanent good or ill, than our most triumphant labors and most earnestly directed efforts. But our simile does not end here. It is by the mingling of light and shadow, that the face of Nature is glorified in all her chang-

ing moods. It is by copying their delicate as well as sublime interweaving that artists place portions of that same face upon canvas, and give immortality to art. Or again, how very subtle the chemical change wrought upon the photographer's plate by mingled light and shade, thrown off our unconscious selves.

So too, this second self of ours may glorify some rugged and intense nature brought in contact with our own; or it may be the copy to be consciously taken; or the truthful impression to be unconsciously given and unconsciously received. We stamp ourselves unconsciously upon those with whom our daily associations are made.

It is unseen, unfelt, and yet constant influence going out from us while in the school room, that I style *unconscious* teaching.

Do we realize as fully as we ought, fellow teachers, that when we step into the school-room and place ourselves before one hundred, fifty, or twenty-five active, restless bodies, containing expanding, growing, and immortal powers that, so to speak, there are two of us. One to be seen and heard, the other to be felt. One self being literally in the imperative mood, commanding, exhorting, entreating, permitting all through the busy hours of school day; the other being as truly in the indicative mood, asserting and declaring itself assuredly as Heaven's evening dew upon the tender grass; and often adorning the after life of the recipient pupil, as brightly as the same dew drops glistening in the morning sun. The one by the power of thought, ingenuity, tact, and even muscle, leading, inducing, pushing, forcing; the other, either like a poisonous exhalation, or like a fragrance sweeter than that of Araby the Blest, unseen and at the same time unknown, insinuating itself into and taking permanent hold of those, who for a time, are placed under our care.

I used the words permanent hold; and with thought of what I wrote. For are not the strongest and most lasting impressions, of any time in the voyage of life, and made by any person, the impressions made by teachers? And of the impressions made by teachers, those which are most permanent, are not those made by the sharp, and pointed characteristics, either of intellect or manner; but they are those resulting from the unconscious distillation of the whole re-

sultant character, of self, upon the unconsciously recipient youth. Toward which of our teachers, do our minds now turn with the greatest pleasure and confidence? It is not, I think, to those "recollected," as marked for perfection of method or sternness in discipline, or strictness in requirement; but to those who stamped self upon us, and whom we ever "remember" to still surround with a halo of lingering affection. It was often said, and the same may be said of other teachers, by those who knew Mt. Holyoke Female Seminary during the days of Mary Lyon, its founder, and for many years its principal, that they could tell at sight, a graduate of that institution; not by any oddity of manner or absurdity in character; but from a practical compactness, completeness, and nobility evinced in showing forth the character of the true woman.

What was it but the teacher's die upon the pure gold of youth; the impression of Mary Lyon upon every one of her pupils. An impress, both made and received in a very large degree, silently and unconsciously. I have thought, and is it not likely, that the difference between a *poor teacher*, lies far more in the quality of this *unconscious* teaching, than in the quality of the work consciously and intentionally done?

"The fragrance of a well spent life," is a term often applied to those who have been called to the higher life. It is not wholly a figure of speech. And I am sure that the fragrance of a well spent teacher's life is no myth.

A very pertinent question grows out of the above thoughts, viz: granted that we, as teachers often unconsciously teach more than by our recognized efforts, of what value will a knowledge of the fact be to the teacher? and will not such a knowledge prevent the unconscious work. No. Could a knowledge of its colors on the part of a flower prevent its impressions of beauty on you and me? Could an ignorance of the existence of involuntary muscles render them any more useful to us? No. The knowledge of the existence of this unseen influence, unfelt and yet powerful for every moment of our time, and motion of ourselves ought to place ourselves under self restraint, and hold us under self control; and in looking for the effects of such influence upon our scholars, we shall be led to

study and to know them. Self-restraint, self-control, and a thorough knowledge of the material on which we work, are founda-

tion stones of the teacher's personal influence.—Supt. L. S. PACKARD, Saratoga Springs, N. Y.

THE SEVEN LAWS OF TEACHING.

—I.—

"A learner must attend with interest to what he would learn."

EXPLANATION.—This law, at first sight, seems double, since to gain attention and to excite interest are usually counted as distinct and quite different acts. Reflection shows them to be but co-ordinate elements of the same act, each one being necessary to the existence of the other. The necessary and characteristic mental attitude of one who learns is that of attention, and this attention, if free and not forced, always implies interest in the subject studied.

Attention, loosely considered, is of two sorts—*compelled* and *attracted*. The former is exercised by an effort of the will, and usually in obedience to a command; the latter springs from desire, and is given from choice, and generally without consciousness of effort. The one is merely mechanical—the turning the mind towards the subject; the other is vital—the mind grasping and devouring it. Compelled attention, especially that of little children, is always weak and wavering, and usually merely external. In any proper sense it is not attention at all. The little face assumes the look of attention, but the mind works only practically and under restraint, and speedily wanders to other and more attractive thoughts. True, or attracted attention is simply excited interest seeking its food. Unconscious of effort, it scarcely knows fatigue.

There are several grades of attention. The first is that in which the physical senses, eye and ear, are lent to the teacher, and the mind passively receives only what the teacher forcibly impresses upon it. From this lowest grade there are successive steps in which the intellect rouses itself to higher efforts, impelled by duty, by emulation, or by hope of reward. But the highest and most productive grade is that in which the feelings become deeply enlisted, the subject interests, and the whole nature

attends. Eye and ear, the intellect and heart, concentrate their powers in a combined effort, and the soul sends to the task all its faculties roused to their utmost activity. Such is the attention demanded by this law, and such is the attitude of the true learner.

Philosophy of the Law.—The first intent and reason of this law are too obvious to need discussion. However teachers may neglect it in practice, all admit in theory, that without attention the pupil can learn nothing. One may as well talk to the deaf or the dead, as to the wholly inattentive. A little attention to the psychological facts which underlie the law will bring out into clear and more impressive light its vital and inevitable force and authority.

Knowledge can not be passed like some substance from one mind to another. Thoughts are not things which may be held and handled. They are simply the silent acts of the invisible mind. Ideas, which are but the intangible products of thought, can only be communicated by inducing, in the receiving mind, action correspondent to that by which these ideas were first conceived. In other words, ideas can only be transmitted by being rethought. Knowledge can not be separated from the act of knowing.

It is obvious, therefore, that the attention required is something more than a passive presentation of the pupil's mind to the teacher's mind, as he turns his eye to the teacher's face. Attention is an act, not merely a position. The learner's mind must work as well as his senses; or rather the mind must work in and through the senses; and just in proportion to the energy and completeness of its action will be the vividness and accuracy of the knowledge he gains. If the mutual action is feeble and imperfect, the conceptions formed will be faint and fragmentary, and the knowledge gained will prove incorrect, useless, and easily forgotten.

Aroused *attention* is something more than a state of waiting and expectancy. The notion that the mind can be made simply recipient, a mere bag, or a piece of blank paper, or a cake of wax under the seal, is that of power or force, and force can only exhibit itself in action. To awaken attention is to put the mind in motion, and teaching is nothing more than directing this motion. The mind sees not by looking into the teacher's mind, but by steadily regarding the same object the teacher has regarded.

But further. The vigor of mental action, like that of muscular action, is proportioned to the strength of the feelings which inspire it. The powers of the intellect do not come forth in their full strength at the mere command of a teacher, nor even some cold and oppressive sense of duty. It is only when we "work with a will," that is with a keen and hearty interest in our work, that we bring our faculties either of body or mind out in their fullest energy. It follows that the true attitude of the learner's mind is that of active, interested attention. Where this is wholly lacking, nothing is learned; just in proportion as this is attained will the learning be rapid, easy, and thorough. The law is as certain, invariable, and all-controlling as the law of gravitation.—Tha. is a law of matter; this is the law of mind.

REMARKS.—It is a most important remark that the elements of interest vary with the ages of the pupils, and with advancing stages of growth and culture; and with these will vary also the scope and power of attention. The child of six years can neither feel interest in, nor give any genuine attention to, the thoughts which interest the youth of sixteen.

Another truth, equally important to be remarked, is that the power of attention varies with the mental development, and is proportioned nearly to the years of a child; that of a young child being weak and exhausted. This power is itself a product of education, and marks very accurately the strength of the intellect. Said a man of great mental power: "The difference between me and the man of weak intellect lies in my power to maintain my attention—to keep it plodding." Thus, power of attention is both strength and skill.

Children and adults are often interested in the same scenes, histories, or lessons, but

it does not follow that they are interested in the same ideas, or aspects of the subject. The child's attention is fixed only upon the sensible fact or some picturesque view of it; the adult mind attends to the profounder relations, and the remoter connections and consequences of the fact.

Attention follows interest. Hence the folly of attempting to gain attention to any subject in which you can not awaken the learner's interest. The assertion that children ought to be compelled to pay attention because it is their duty, denies the fundamental law of attention.

The two chief hindrances to attention are apathy and distraction. The former may arise from constitutional inertness, or from weariness or other bodily condition of the hour. Distraction is the division of the attention between several different objects. This is peculiarly the fault of immature and undisciplined minds. The quick senses of children are caught so easily by a great variety of objects, and they can find so little in them to interest them that their thoughts flit with the tireless wing of the butterfly.

Interest has several sources. It may come from (1) the lesson itself as truth, or from some picturesque or practical aspect, as a thing of beauty, or a power for good; (2) the connections of the truth with the learner's experience in the past or present time, or his hopes in the future; (3) the sympathetic interest inspired by the teacher's manifested interest in the lesson; or (4) finally, from the companionship and emulation of fellow learners of the same lesson. These sources of interest all point to some object of attention belonging to the lesson or its connections.

PRACTICAL RULES.—From our law itself and the foregoing remarks upon it, spring many and important rules of teaching. The following are some of the most obvious and practical:

1. Never begin a recitation or class exercise till the attention of the whole class is secured.

2. Pause whenever the attention is lost or interrupted, and do not go on till it is completely regained.

3. Never exhaust completely the pupils' power of attention, and hence never continue an exercise after signs of weariness appear. Either change the subject or pause to kindle fresh attention.

4. Let the length of time of the recitation correspond to the ages of the class, making the lesson of young pupils very brief.

5. Illustrations, and especially if presented to the eye, help to rouse and fix the attention, but care must be taken that the illustrations shall not too much withdraw the attention from the real subject.

6. Seek to rest and encourage the attention by a pleasing variety, but avoid distraction.

7. Attempt very difficult subjects only when the mind is fresh, and arouse the attention to its highest pitch.

8. Select carefully those aspects of the lesson, and use such illustrations as shall be adapted to the age and attainments of your class.

9. Kindle and maintain the highest possible interest in the subject itself.

Violations.—The violations of these rules are many and frequent, and they constitute the most fatal class of errors committed by ordinary teachers. Lessons are often begun before the attention of the class is gained, and continued long after it has ceased to be given. In other cases, pupils are urged to listen and learn after their limited power of attention is exhausted, and when weariness has sealed their minds against any further impression. Illustrations are sometimes wholly neglected, and often so badly chosen and so extravagantly used as entirely to distract the mind, and withdraw the attention from the lesson itself. Little or no heed is given to the varying ages and talents of the pupils; and those wholly unequal in years and attainments are often united in the same classes and taught the same lessons in the same way. Only very careless and casual efforts are made to select such lessons and aspects of lessons as are adapted to the peculiar condition of the class; and almost no attempt is made to excite a genuine and lively interest in the subject. And finally, and worst of all, whatever interest the pupil may chance to feel is sometimes repressed by a dry and unsympathizing manner of the teacher; and a painful disgust, instead of a winsome and strengthening delight, is created by the unskillful and unnecessary harshness which robs the pupil's mind at once of its desire and its power to learn.

What wonder that through these and other violations of this most obvious law of

teaching, our schools are made unattractive, and their success is so limited and poor!

"The medium must be language understood by both teacher and pupil in the same sense."

The meaning of this law is simple and obvious. It merely insists that the *medium* of communication between the teacher and learner must be understood alike by both,—to him that hears it as well as to him that speaks it. The teacher may know familiarly a large number of words. The child necessarily knows but few, and these only imperfectly. In this case it is the child's language, not the teacher's which must furnish the medium of instruction. The child can not of himself come up to the teacher's plane of expression; the teacher must go down to that of the child's.

Philosophy of the Law.—1. Words are signs of ideas. They are not natural symbols, but artificial; hence they will only express to any mind the ideas which that mind has previously associated with them. Language does not necessarily carry to another mind the thought of the speaker, but rather the thoughts or ideas which the hearer has learned to find in its words.

2. The same word is often the sign of several ideas. The teacher may know them all; but the pupil perhaps knows but one. To one person it is rich with a hundred related meanings; to another it is the representation of some one barren notion. To the former it is eloquent with grand and pleasing associations; to the latter it is absolutely destitute of force or beauty. Thus, the simple word Art is, to a Reynolds or a Ruskin, the expression of all that is beautiful, grand, and elevating in human achievement, and of all that is most benign in human civilization. To the ordinary mind it means only craft—a mechanic's trade, or a hypocrite's pretence. So the name Jesus, to the Christian thinker, embraces all that is sweet and most glorious in God's moral government, and all that is pure and hopeful in humanity—all the long story of man's fall and degradation, and all the sublime hope of a blissful immortality and of a heavenly home. To the mere worldling it is the simple name of an historic character, without any peculiar import; to the infidel it is a word hateful, if not loathsome. In less marked degree, such variations of significance belong to hundreds of the common words of our language.

3. He will teach most whose language raises the most and clearest images, and excites the most action in the minds of his pupils. One who can use the child's mind,—at least as far as that thought lies within the reach of the child's understanding.

4. But language is the instrument as well as the vehicle of thought. Words are tools under whose plastic power the mind reduces the crude masses of its impressions into clear and valid propositions. The most useful and sometimes the most difficult of the processes of thinking is that of shaping our thoughts into accurate and appropriate expressions. Ideas become incarnate in words. They rise into bodily form in language, and stand ready to be studied and measured, and marshalled into the combinations and working array of intelligible thought. Till they are thus shaped into expression, our conceptions flit as phantoms vague and indistinct; their real character, and their manifold and useful relations are unknown, if not unsuspected. More than half the work of teaching is that of helping the child to gain a full and clear expression of what it already knows imperfectly; to aid him to rise up, and round out into plain and adequate sentence the dim and fragmentary ideas of childhood. It is difficult to overstate the importance of this work. What a miserable mistake and mockery is it, therefore, if the language employed is that to which the pupil does not attach clear and distinct meanings!

Thinking is often only the solution of the problems of truth by means of the forms of speech. We labor and wrestle with the truth as with some opposing force, struggling to reduce it to a clear and full statement under which the mind grasps and uses it. We master it by expressing it, and rest content as one who has gained a victory. Hence, in teaching, the use of language is not merely a vehicle to carry truths from teacher to pupil. It is the subtle agent by which the teacher enters the domain of the pupil's thoughts, touching and rousing the mental forces as with a battle cry—reinforcing the mind in its efforts to master the dim and fragmentary impressions which were crowding upon and confusing it like a beleaguering host. And in this battle it is the pupil's own hand that must grasp and use the weapons offered it. It is the pupil who must talk. What teacher has not sometimes stood and watched this struggle

as the childish intellect has grappled with a new truth, and bravely essayed to force it into fitting words in order to understand it?

6. But language has yet another use. It is the storehouse of our knowledge. All that we know of any object, fact, or truth may be found laid up in the words we use concerning them. So the child's language is not only the exact measure of its clearer knowledge, but is, as one may say, the virtual embodiment of that knowledge. When we use, therefore, the language of the child, we summon all his acquired intelligence to our aid. Each word flashes its own kindled light upon the truth it would exhibit to him, and brings its own gathered forces to strengthen our arguments. The first new or unknown word introduced breaks the electric chain of thought. The truth no longer passes entire. A shadow falls upon the field of the pupil's intelligence, and he ceases to work, or gropes in darkness. New words may be necessary when new objects are to be named, or a new idea to be symbolized. Language must keep pace with thought. But till the child's own mind has itself freighted the new symbol with meaning, it can render no service in the commerce of truth. It but darkens and deludes, where it should illumine and guide.

Such, then, are the uses of language in teaching. It enables the teacher to enter into the chambers of his pupil's understanding, call around him all the knowledge with which that understanding is already furnished, rouse into action all the trained powers of thought, suggest the new line of work, and guide and stimulate to the acquisition of the new truths to be mastered and believed in. Who can over-estimate the part this artist-power must play in the work of instruction? The main secret of education lies hidden here.

RULES. The practical rules directed by these principles and growing out of this law are full of importance:

1. Use the fewest, simplest, and plainest words the idea can be expressed with. Every unnecessary word adds to the child's work, and increases the danger of creating misunderstanding.

2. Repeat the thought, if not evidently understood, in other language. This is not the stringing out words forbidden in the

foregoing rule, but the holding up the thought under a new light.

3. Use words in the plainest and commonest meaning, and use the same words as far as practicable, always, with the same or kindred meaning.

4. Use short sentences, and of the simplest construction. A long sentence often requires more power of attention than the child possesses, to carry forward and combine into the full and perfect sense the separate meanings of all the words. Short sentences both rest and stimulate the mind.

5. Note carefully the words used by the pupils. This will tell you what words you may use with them, and help you to correct their errors of thought and expression.

6. When it is necessary to teach a new word, always, as far as practicable, give the idea before the word. This is the order of nature.

7. Labor to increase steadily the pupil's knowledge, both in the number of words and in the extent and clearness of the understood meanings. The enlargement of a pupil's language is the increase of his knowledge, and of his capacity to know.

8. Secure the largest and best possible use of language by the pupil. The teacher is succeeding the best whose pupils talk most freely and correctly on the subject of the lessons.

9. Young pupils may be asked to repeat words after the teacher, to form the habit of speech; and all pupils should talk on the review.

VIOLATIONS.—This third great law of teaching is violated more frequently than even the best teachers suspect. The interested look and smiling assent of the pupil often deceive the experienced instructor into the belief that his language is understood, and all the more easily because the pupil himself is deceived, and says he understands when he has only a mere glimpse of the meaning. Children are often entertained with the manner and seem attentive to the thoughts when they are only watching the eyes and lips of a speaker. They sometimes also claim to understand, simply to please their instructor and gain his good will. Thus the teacher is constantly in

danger of being betrayed into a serious, if not fatal mistake.

The misuse of language is perhaps the most common failure in teaching. Not to mention those pretended teachers who cover up their own ignorance or indolence by a use of words which they know the children will not understand; and omitting also those who are more concerned to exhibit their eloquence and to awaken wonder at their wisdom, than to convey it to others; we find still some honest teachers who labor hard to make a clear and forcible statement of the truth, and then feel that their duty is done. If the children do not understand it must be from hopeless stupidity or from willful inattention. Often it is a single unusual or misunderstood term that makes the break in the electric cable; but it does not occur to the teacher to hunt up the break, and substitute a clearer term. The history of teaching is full of strange and even comical mistakes made by children in interpreting the language of adults; enough to put every teacher on his guard against this painful source of failure.

But even those teachers who easily use simple and intelligible language to their classes, frequently fail in the higher use of this teaching instrument. They do not secure a clear statement of the truth from the child, and they have no test of their own success. A volume would be required to state fully the blunders committed in violation of this law. They may be suspected from the facts that there are above "eight thousand" words in the English language; that perhaps not more than two thousand of these are in use in common life, and that a child's vocabulary does not often contain over five hundred or one thousand words. But the topics studied in school lie mostly outside of our daily life, and hence outside much of our every-day speech. It has been acknowledged that the greatest obstacle to the general enlightenment of the common people is their lack of knowledge of the language through which they might be addressed. We add that this lack of language is itself lack of knowledge, since words, to be sure words, must be signs of known ideas.—*Dr. Gregory in the National Teacher.*

VALUE OF EDUCATION IN ART AND SCIENCE.

In England it has been computed that \$125 represents the cost of a highly skilled over an unskilled workman; and that this cost of a skilled workman is less than one year's purchase of his increased value to the nation.

A single fact will illustrate the value of skilled labor in producing the best machinery. A Pittsburg cotton manufacturing company wanted a new Corliss steam engine to take the place of one they then had. The offer of one for \$8,500 was refused. A second offer, for the fuel saved in five years by the use of the new engine, disclosed the fact that the saving would be \$200 per month or \$12,000 in five years. The engine was taken at the first offer. The saving from machinery running evenly, avoiding the breaking of threads, was probably equal to the saving of fuel.

Time will not permit us to do more than to allude to the vast losses arising from ignorance and incompetent workmen, engineers, architects, overseers, or owners of property. The abandoning on the ocean of the French steamship *L'Amérique* through the ignorance of the engineer; the building by our own government, at a cost of \$11,000,000, of twenty light draft monitors, not large enough to carry the turrets for which they were intended; the placing of an engine at the cost of nearly \$800,000, on one of our government ships, which was abandoned after a single voyage to San Domingo, in which the lives of many illustrious men were endangered; the Pemberton mills disaster, in which of the 750 employees 88 were killed, and many disabled for life; the recent Mill River disaster, costing 150 lives and \$2,000,000; the falling of a floor in a Syracuse church, killing instantly 14, and injuring 100 more; these losses are familiar to all. Large sums and many lives are lost by incompetent railroad engineers and architects. Soils are exhausted, and small crops are gathered, through ignorance of the chemical and mechanical principles involved in agriculture. We are now taking nearly \$600,000,000 in value from the elements of our soil, and it has been said that we have taken more in value than the entire

wealth of the country. Agriculture is fast becoming chemistry, and husbandry, machinery.

The Primary School should give a knowledge of objects, their forms and colors and uses. In doing this drawing will be found highly useful, and it will prove an agreeable change from studies less interesting. It is, too, the foundation of technical education, and is important to all of every trade and profession. By training the eye to keenness, and the hand to accuracy and rapidity, it will prove a valuable aid to penmanship, orthography and reading, in all of which observation is necessary. In its higher forms, geometric, model, mechanical and agricultural, it should be continued through the higher schools and colleges. It is not mere picture drawing of which I speak, but something higher and more useful. As a result of this study, we shall have better artists, engineers, mechanics, architects, and designers. Many articles, such as glass-pottery, cabinet furniture, prints, and other manufactures, may be rendered worthless, or have their value increased manyfold according to their designs. Good designs increase the value of prints from 20 to 30 per cent. So important is this art of designing considered now, that a firm in New York pays a designer in shoes \$5,000 a year. By the beauty of his designs a manufacturer of silverware in Taunton, Mass., drove every other manufacturer out of the market. A single manufacturing company in Massachusetts stated that their designs cost them \$40,000 annually, every dollar of which went to England, France and Germany. This sum should be saved to our own country.

Workmen do not sufficiently understand the importance of drawing. It is said that if this art were understood by every journeyman in a machine shop, the productive efficiency would be increased 33 per cent. By enabling workmen to work from a design instead of expensive models, this art would save a vast amount of time and money. A manager of an important branch of industry at Worcester, Massachusetts, says that, when a lad, he was one of a class

of thirteen, who spent all of their leisure time in studying drawing. At the present time, every one then in the class has attained an important position either as manufacturer or manager, and each has owed his power to seize the opportunity of advancement to his knowledge of drawing.

Massachusetts, ever alive to her educational and manufacturing interests, finding that she was far behind Europe in the education of her laborers, and that, as a consequence, her industries were suffering, adopted Drawing as one of the studies to be taught in all the public schools of the State,

making it obligatory on every city containing over 10,000 inhabitants to furnish free instruction in this art to all over fifteen years of age. An Art Director was procured from Europe at a salary of \$5,000, and generous provisions were, in all respects, made. The result is most gratifying. In 1876, her product in printed cottons was over \$17,000,000, and her other manufactures in which design is of the first importance, were probably more. Massachusetts never made a better investment for her sons and daughters, and her manufacturing interests.—CHANCELLOR WOOD, in *Penn. School Journal*.

LEARNING TO TEACH.

They had been talking of the presumption of those who undertake to teach without learning how to do it, and of the folly and wrong of employing them. "It is about time," said he, "that we were rid of the notion that teaching is the one thing in the world which people can do without knowing how. A farmer," he continued, "would hardly employ a hand who did not at least claim to understand the business. A young woman who should set herself up for a dressmaker simply because she could use scissors and needle, and had seen dresses cut and made for herself, would be pitied or laughed at. Yet persons ask to be employed as teachers who do not profess ever to have devoted a day to specific preparation for teaching. They have been taught as pupils and have some knowledge of school studies; but of the science and the art of teaching they know nothing.

"Extravagant economy" is what one rightly calls "the employment of such teachers even at a cheap rate; for the waste of one dollar is extravagance, though the wise investment of three or ten dollars might be prudence. The money paid to a worthless teacher is wasted, but in comparison with the loss of time which such a teacher's presence in a school imposes on the pupils, the pecuniary loss is trivial and unworthy of notice. For if material riches be dissipated, subsequent accumulation can supply their place. A depleted treasury can be filled again, but wasted youth is gone forever. Life's early years are priceless, and if their wealth of opportunity is lost there is no re-

covery. Then there is the formation of bad habits of thought, action, and feeling, which almost inevitably accompanies the waste of time in school."

"But how," asked she, "can one learn to teach?"

"As one learns anything else," he replied, "by study and observation."

"But is it possible," she persisted, "to learn how to teach except by experience? Must it not be learned from actual practice in the school room?"

"Doubtless," said he, "experience is essential to a knowledge of the work, just as in law or medicine the knowledge gained by study must be supplemented by practice in courts and sick rooms.

If one, whose knowledge has been gained by study alone, is apt to be pedantic and unpractical, one who, without study of theory, depends on experience, is quite as likely to be empirical and quackish, or at least to show a knowledge of his business that is disproportionate, unsymmetrical, or superficial.

Those who by practice have become good teachers would have become such sooner and would have reached a higher standard if knowledge of theory had preceded attempts at practice; while many who depend on practice alone never learn some things which are essential to the furnishing of the best teacher.

Every teacher ought to be familiar with the rudiments of anatomy and physiology, and especially to understand the laws of health and physical culture, the order and

means of the harmonious development of the intellect, the nature and the training of conscience and will. He should know the legal rights and liabilities of teachers and something of the history of education.

The theory and science of education can, of course, be mastered as any other theory or science is by study, and hardly in any other way.

In addition to this theory very much can be learned by the art of school-keeping before practice is attempted, or at least, in its earlier stages of what might be called apprenticeship, and before the immense responsibilities of the teacher are completely assumed."

"What definite course of preparation for teaching," it was asked, "would you then recommend to a young person of fair intelligence, as for instance a graduate of our school?"

"If I had time," was the reply, "I would like to prepare a deliberate answer to that important question. I am sure, however, that I should place, first, a course of training in a good normal school. And, by the way, a normal school ought not to be an academy in which arithmetic, grammar, reading, etc., are taught, but strictly a professional school, where persons who already know these things may learn how to teach them; where from lectures, study, and recitation they may acquire a knowledge of the science of education, and by precept, example, observation, training, and practice be made familiar with the best methods and processes in the art of teaching.

Next to the normal school training might be put a regular apprenticeship, served with downright earnestness and fidelity in some good school. The idea is not a new one, for it has been put in practice occasionally. But so long as the number of normal school graduates is so small, compared to the

whole number of teachers, every good school ought to have its apprentices. The importance of the work, the number of persons constantly seeking to engage in it, and the advantage and emoluments which it offers, justify giving as much time to preparation for it as is given to learn the trade of the bricklayer or the dressmaker. Those teachers who have already taken hold of their chosen work and are beginning to feel its greatness, are wisely ambitious to achieve better results, might be advised to study human nature as disclosed in formal treatises, in history, in literature, in childish development, in social and business relations.

It would not be necessary to suggest to them the advantage of reading professional works and periodicals and the annual reports of cities and states, and of attending conventions and institutes, where in private conference more is learned than from the lectures and discussions.

A minute study of the methods of successful teachers will be of great value. Of the methods of eminent teachers living in past ages or in distant lands, much may often be learned from their own writings or from biographies or sketches of them. An observant and receptive teacher will gain much from actual observation of schools. Visits, however, to be profitable, should not be made merely from curiosity, but with a definite purpose. It is worth one's while to visit poor schools as well as those which are well managed and properly taught. We gain by learning what to avoid, as well as by learning what to imitate. A discouraged teacher should visit a badly-governed school, if there is one within reach. A teacher who is satisfied and complacent in his own work should carefully study, what he surely can find, a better school than his own."—*Connecticut School Journal*.

EDUCATIONAL INTELLIGENCE.

CANADA.

COUNCIL OF PUBLIC INSTRUCTION.—The Council met, October 6th, at 3 p.m. After reading and confirming minutes, and receiving communications,

The subject of Qualifications of Head Masters of Collegiate Institutes and High Schools was considered; and it was

Ordered, That the Central Committee be requested to advise the Council what period of teaching in a school would be satisfactory evidence of the qualifications required by section seventy-two of the High School Act, and at the same time whether, in the opinion of the Committee, there is any kind of satisfactory evidence of such qualifications

other than the having actually taught in a school, and if so, what kind of evidence it is.

A number of applications for pensions from Superannuation Fund, were considered and approved; two were deferred, and one rejected.

Ordered, That the communication of the Normal School Masters be referred to a committee consisting of the Representatives of Colleges now present, with Messrs. McCabe and McLennan.

Ordered, That Professor Wilson and Professor Smith be added to the Committee on Library and Prize Books.

The following notice of motion was given:—

Mr. McCabe will move at the next meeting of the Council at which the Chief Superintendent may be present,—that the meetings of the Council be open to the representatives of the Press, except when questions affecting private character may be under consideration.

The Council then adjourned and again met on the 7th October, at 3 p.m.

After some other business, the Council proceeded with the Revision of the General Regulations for the Organization, Government, and Discipline of Public Schools in Ontario, and adopted the revised Regulations as far as section V., number 18, as now numbered, inclusive.

The application and testimonials of Mr. W. J. Robertson having been considered, and the Council having heard Mr. Robertson's further statement, it was resolved to grant him a certificate to teach a High School or Collegiate Institute. Adjourned.

The Council again met October 8th.

The General Report of the Inspectors of Collegiate Institutes and High Schools for the year 1873, was laid before the Council, and it was

Ordered, That the Report be referred to the Committee on Regulations and Text Books.

The Council proceeded with the Revision of the Public School Regulations, and completed the same.

Ordered, That the following note be appended to the Regulations now adopted:

"These Regulations are provisionally adopted by the Council of Public Instruction, subject to further revision."

Ordered, That the Copy right Regulations

be referred to the Committee on Regulations and Text Books.

Ordered, That the entrance examinations for High Schools and Collegiate Institutes be held in June and December, of each year, as recommended by the Inspectors.

Ordered, That no Inspector of High or Public Schools, shall in any way interfere in the Election of Members of the Council of Public Instruction, by Teachers of Collegiate Institutes, High Schools or Public Schools.

Ordered, That the Rev. Prof. Ambery be added to the Committee on Library and Prize Books.

Ordered, That the next regular meeting of the Council be held on Tuesday, the 8th of December next. Adjourned.

The Interim Committee of the Council met October 16th, present Dr. Ryerson, Dr. Jennings, Wm. McCabe, Esq., J. McLennan, M. P. and Rev. J. Ambery.

The Chief Superintendent requested the Committee to consider the mode of applying the grant of \$1,000 for revising Text Books, and it was

Ordered, That the attention of the Committee on School Regulations and Text Books be called to the existence of the grant, and that the letters relating to the subject be referred to them.

A second report (12569) from the Committee on Library and Prize Books was received and adopted.

A Report (12568) from the Committee on Rules of Order for the proceedings of the Council, and of the Interim Committee, was received and adopted.

Adjourned.

TEACHERS' INSTITUTE.—We condense from the *Windsor Record*, a report of a very successful Teachers' Institute held at Sandwich, Oct. 26th and 27th last, by Th. Girardot, Esq., supplied to that journal by Mr. H. V. Scallon, Secretary.

The convention opened on Monday at the hour of ten a. m.

The inspector, on taking the chair with the usual preliminary remarks, expressed great satisfaction at the manner in which his call had been responded to, proof positive, that the love of good and promotion of literary attainments were the active principles of all. He then proceeded to business by introducing Mr. Barr, who spoke upon the best method of exciting emulation. Great praise

is due Mr. Barr for the able and spirited manner he acquitted himself of so important a subject in the way of education.

The programme was followed to the letter, and the lectures and ensuing debates were both able and instructive.

The convention closed on Tuesday noon by a very able lecture from the chairman upon the school law and regulations relating to trustees and teachers, in which he encouraged the latter in their arduous undertaking, reminding them that perseverance in the strict discharge of their duty is the sure road to success, and of paramount importance to the future greatness of our country.

A vote of thanks being then rendered to the chairman, to whom all the success is due, the meeting dissolved.

It must be said that Th. Girardot, Esq., spared neither trouble nor expense to make the convention both an interesting and successful one, which without doubt it was, and that he possesses that clearness of perception and energy of character that the schools within his sphere of inspection must inevitably prosper.

Mr. Patterson, of Windsor, took an active and very creditable part in the proceedings.

A Social Supper and Concert, at Stewart's Hotel, on Monday evening passed off in a very pleasant and successful manner.

The address delivered by Mr. Girardot is to hand, and will receive attention in a future issue.

EAST MIDDLESEX TEACHERS' ASSOCIATION.—The Association met in the county building November 27th at 1.30. The retiring inspector, S. P. Groat, Esq., President, occupied the chair.

The principal teachers in the different parts of the county were present. The Rev. Mr. Gordon, of Crumlin, and other prominent educationists, were in attendance.

In the absence of the Secretary, Mr. Dearness acted *pro tem*. After adopting the minutes, reports of the different committees were read, and a desultory discussion ensued. The Library Committee reported unfavorably. Messrs. Lynam, Brown, Eckert, Rev. J. Gordon and others thought aid to the Library should be confined to teachers alone. Mr. Groat explained the benefits and advantages to be gained by teachers subscribing and gaining 100 per cent. at the Educational Department.

The Committee on Grammatical Analysis, composed of Messrs. Eckert, Lynam and Jarvis, was represented by Mr. Lynam, who gave his method of teaching grammar. A lengthy discussion ensued on the different text books used on this subject in our schools. The books were condemned in unmeasured terms by the different speakers. A great amount of business was left over until to-morrow's session.

The Convention resumed on Saturday, when a handsome gold watch, accompanied with a very flattering address was presented to S. P. Groat, Esq., retiring Inspector.

Mr. Groat accepted the offering and made a suitable reply.

The election of officers for the ensuing year then took place, and resulted as follows:—

President—Mr. John Dearness.

First Vice-President—Mr. Thos. Woodburne

Second Vice-President—Miss Flora McColl.

Secretary—Mr. A. C. Stewart.

Treasurer—Mr. J. Lynam.

The President-elect, on taking his position, delivered a short address.

A vote of thanks was tendered Mr. J. G. R. Finchamp for his services as secretary during the past year.

A petition was got up and unanimously signed by the teachers praying for a confirmation of the appointment made by the Warden of Mr. J. Dearness to the Inspectorship.

The convention then finally adjourned till March.

UNITED STATES.

—The State Normal School at Winona, Minnesota, opened August 20th, with 122 pupils in the normal department, and 174 in the model school. Drawing has been introduced under a special teacher from the Normal Art School at Boston.

—The compulsory school law of New Hampshire, which went into operation in 1871, shows the following results: In 1871 the number of children between four and fourteen years of age not attending school was 4,602; in 1872 the number was 3,680; and in 1873 it was 2,593. These figures seem to indicate results satisfactory in a high degree.

—At the last meeting of the State Teach-

ers of New Jersey, a resolution was passed, by a considerable majority, favoring the repeal of the law prohibiting corporal punishment. Many expressed themselves against corporal punishment, but felt that their usefulness was much impaired in certain localities by the fact that it was forbidden by law. They desired the same inscription on their banner as they have in Chicago: "Corporal Punishment permitted, but not inflicted."

—The Ohio Agricultural and Mechanical

College opened its second year on Thursday, Sept. 17. Between sixty and seventy students are in attendance. An instructor in Drawing, Engraving, Painting, etc., has been added to the faculty. The Chemical Physical, and Zoological laboratories are in working condition, and the institution is enjoying excellent prospects for work during the present year. Along with well equipped departments of Ancient and Modern Languages this institution offers peculiar advantages for study of Natural Science.

CHOICE MISCELLANY.

THE TEACHER.

GRACE A. BROWN.

I have read a charming story,
From a book you may not know,
A tale of a gentle teacher
Who taught long years ago ;
He lived in a wonderful country,
Which lies in the sunrise glow,
So near to our poor lost Eden,
'Tis darkened e'en now by its woe.

This teacher's school-room was lofty,
For it reached the heavens, they say ;
And his words so tender and earnest
Lie warm in our hearts to-day.
He told grave truths on the mountains
And beautiful things in the valleys ;
And fair were his object lessons
From grasses and from lilies.

'Tis hard to believe that *his* pupils
Could tire or listless grow ;
For he listened to all their yearnings
And sorrowed in all their woe.
But this book tells a strange, strange story
O'er which one might wonder and weep ;
That while teaching the grandest lessons
Some wearied and e'en fell asleep.

O, teacher, whose sweet, clear voice
Rings down through the changing years
With the scent of the grasses and lilies,
A balm for all doubtings and fears,
Give, O, give us a share of the patience
Which made thy brief life so sublime,
The love and earnest devotion
Which gild the grey shadows of time.

New York State Educational Journal.

THE COUNTRY SCHOOL-MA'AM.

JAMES W. GIFFORD.

In shapely boots and apron white
And neatly-fitting dresses,
With broided hat that scarcely shades
Her wealth of flowing tresses,
Down through the meadow fair and green,
The country school-ma'am passes,
Each morn with smiling face to greet
The laddies and the lasses.

The grass is heavy with the dew,
The sky is bright above her,
The sunshine lingers on her path,
The song-birds seem to love her ;
They flit about her through the air,
And sing their sweetest praises,
The grasses spring to kiss her feet,
The clover and the daises.

The children round the school-house door,
Make haste to claim their greeting,
Their sunny faces flush with joy,
Their little hearts fast beating.
Ah, ye who claim life's pleasures vain,
Have never known what bliss is,
Unless your youthful lips have felt
The country school-ma'am's kisses.

Ah, well do I remember when,
In other summer weather,
Fair little Maud and I trudged down
The country road together ;
Her dinner-pail swung on her arm,
The meadow-larks were singing,
While from its leafy perch the thrush
Had set the hedge-rows ringing.

Oh, happy days ! Oh, joyful past !
Too dear to be but fleeting,
For little Maud long years ago
First heard the angel's greeting ;

But when the children home from school,
Come trooping through the clover,
Again I feel myself a boy,
And live the old days over.

Our Fireside Friend.

—Learning makes a man fit company for himself.

—Patient labor accomplishes vastly more important results than genius.

—“There is but one method” says Sidney Smith, “and that is, hard labor.”

—The best teacher is not one who helps his pupils, but one who helps them to help themselves. The only true education is self-education.

—Prussia has three hundred and sixty-one schools of agriculture, mining, architecture, commerce, navigation and other technical studies, and two hundred and sixty-five industrial schools.

—“Do bats ever fly in the day time?” asked a teacher of his class in natural history. “Yes, Sir,” said the boys, confidently. “What kind of bats?” exclaimed the astonished teacher. “Brick bats!” answered the triumphant boys.

—A boy in a country school was reading the sentence, “The lighthouse is a landmark by day and a beacon by night,” and rendered it thus: “The lighthouse is a landlord by day and a deacon by night.”

—A Long Island taxpayer made the following speech: “Mr. Chairman, I arise to stand up, and I am not backward to come forward to support the grand question of education; for, Mr. Chairman, without education I would be as ignorant as you are yourself, Mr. Chairman.”

—A little girl was visiting a school with one of her mates where they sang while practicing gymnastics. The chorus ran thus: “Be lively, boys, be lively, boys, be lively.” But she, not quite understanding the words, took up the tune and sang: “We like the boys, we like the boys, we like ‘em.”

—That teacher will enjoy the richest satisfaction in the evening of life who, in looking back upon his past experience, shall be conscious that he has improved every opportunity which God has given him to turn

the youthful affections away from the things of earth to seek a worthier object in things above.

—A pompous schoolmaster once said to a lad who was passing him without raising his hat, “Do you know who I am, sir, that you pass me in this unmannerly way? You are better fed than taught, I think.” “Wa’al, maybe it be so, mistur,” said the boy, “fur you teaches me, an’ I feeds myself.”

—In a recent address a venerable teacher in speaking of teaching years ago, said: “I taught in the good old Yankee land, and lived upon the fat of the land. A little girl came in one evening where I was boarding—the last day—and, very much out of breath, ran up to the landlady and, with much earnestness said: “Mamma wants to borrow two weights of hog’s tallow, for the schoolmaster is coming to board to-morrow!” Now, Sir, that simple expression from that honest simple-hearted child, speaks volumes as to the quality of our board. I can say that the schoolmaster who boarded around, lived upon the *fat* of the land.”

—A Professor went out for a sail. When the boat was some distance from the land, he said to the boatman: “Do you know anything about history?” “No,” replied the boatman. “Then” replied the professor, “half your life is lost.” After a little while he asked, “Do you understand mathematics?” “No,” replied the sailor. “Well then, three-quarters of your life is lost.” Just as he spoke a puff of wind upset the boat and capsized professor and boatman in the water. The latter cried “Do you understand swimming?” “No,” replied the professor. “Then,” replied the boatman, “all your life is lost.”

—To read the English language well, to write with dispatch a neat, legible hand, and be master of the first four rules of arithmetic, so as to dispose of at once, with accuracy, every question of figures which comes up in practice—I call this a good education. And if you add the ability to write pure, grammatical English, I regard it as an excellent education. These are the tools. You can do much with them, but you are hopeless without them. They are the foundation; and unless you begin with these, not with flashy attainments, a little geology, and all other ologies and ophies, are ostentatious rubbish.—*Everett.*

MORAL EDUCATION.—Our greatest educational reformer, Horace Mann, dwelt with the greatest emphasis on the importance, the absolute necessity of moral instruction in public schools; and he saw the means no less clearly than the end. He would have children taught, for instance, the wrongfulness of taking advantage of another's oversight, as in paying fares, making change, etc.; of deceiving by failing to tell the truth when there is no downright lying; and so on with points in practical morals that rise every day. Is there any insuperable difficulty in such teachings? Is there any question of its importance? Will the girl, for example, who has been made to comprehend the wickedness of malicious gossip have learned a less valuable lesson than when she masters simple interest?

Turning from what may be to what is, we fear there is ground for dissatisfaction. The sins of the common schools, no doubt, are oftener of omission than commission; but they are not invariably free from positive faults. In how many schools in this country have the arts of deception and evasion been reduced to a minimum? In how many does not a quietly dishonest scholar get more favor than an honestly mischievous one? Nay, do all teachers conform to a rigidly severe standard of honesty? Do they resort to no artifices nor tricks to entrap the delinquent or push on the dull? How often are teachers required to work harder to eradicate dishonesty in every shape than to keep their schools in such a condition as to "make a good show?" In our own acquaintance with school children, we hear a great deal from them of small deceptions which they or others have practised upon their teachers. There seems to be a very wide-spread demoralization on this point. Now the best methods of teaching provide for the suppression of the vices of the school room, as well as for the clearest instructions in daily lessons; and the first evil outweighs the second in importance. To tolerate school-room frauds is to allow the very foundations of public morality to be weakened. Such a course is prophetic of defaulters, embezzlers, and venal politicians in the rising generation.

Except the churches, no institutions can be compared with the public schools as to their influence on the character of the people. Such faults as the schools have arise from public negligence, rather than the de-

linquency of individuals. Public attention, accordingly, cannot be too urgently called to the absolute necessity of making and keeping pure the fountain from which such far-reaching influences flow.—*Independent.*

ERRORS IN SCHOOL TEACHING.—There is no error in school-teaching more serious than to disregard classification to any extent. Heterogeneous masses of children cannot be instructed simultaneously. They may be made to go through with a kind of mechanism which will, of course, leave some effects upon the mind. They can be taught to read, to spell, to write, to cipher to some extent, but these only mechanically, without intelligence and without proper mental development. A poorly classified school cannot, therefore, ever be efficient, whatever talent in instruction may be brought to bear upon it.

There is nothing more fatal to true progress than the recklessness with which promotions are often made in large schools. The pupils indeed often appear to have been promoted to supply vacant places in the next higher class than because of their ability to pursue a more advanced grade of study, after a thorough preparation in that which preceded it. "*Festina lente*" is the appropriate motto in this part of school management. If the pupils are advanced too rapidly, they inevitably become discouraged, and acquire indolent and careless habits from the unsatisfactory results of their exertions. Every step taken should be firmly secured before another is attempted. Knowledge acquired under the reverse of this system, must necessarily be ill digested and badly arranged in the mind, and hence must fail to produce the proper impression upon the pupil's intellectual character. It is, moreover, unjust to the other members of a class to intermingle among them a number of raw recruits, as it were, and thus render it necessary for the teacher to have those rudiments rehearsed again and again by the whole, which perhaps to the majority are quite familiar. Reviews are indispensable, but there is nothing more discouraging to a pupil than to be constantly turned back in the study of a subject, when he begins to be sensible of his progress, and to feel an interest in it.

Progressiveness and continuity should characterize the study of the pupils and the methods adopted by the teachers in direct

ing it. With some teachers, and in some schools, every class that is organized, whatever its degree of advancement, must begin *de novo*. The pupil must traverse the whole ground again, although familiar with very much of it. But every judicious teacher cannot fail to acknowledge, that, however necessary periodical reviews may be, their frequency is to be avoided by making the progress of the pupil sure at every step,—by allowing no lesson to be passed that is not thoroughly learned, and by substituting for such reviews a constant drilling, questioning, and explaining, independent of the text-book, in connection with the usual recitations from it.

COMPULSORY EDUCATION.

Undoubtedly the first effect, after the opening of the new year, of the execution of the new act, will be a rush of street and factory children for the night schools. Many new ones will have to be opened. The difficulty with the evening schools has always been the disorder of the children, and the great effort needed to control them, as so many enter solely for the sake of making a disturbance. Under the new law the teachers have the weapon of expulsion, and a child who cannot remain in an evening school and thus obtain his certificate, will be in danger of arrest by the Police for violation of this law.

We hear with regret that the School Commissioners are taking into serious consideration the opening of a place of detention or correction for children arrested under this act. It does not seem to us in harmony with the general purpose of the board. It brings up ugly questions of religious management; it will be exceedingly expensive: and it is unnecessary, as the City already has a protestant asylum, the "Juvenile," a Catholic, the "Protectory," and an unsectarian refuge on Randall's Island. The Judges should be left to commit as may seem to them wise.

One practical matter should be immediately attended to by the board, and that is the furnishing the manufacturers of the City, with a circular stating the demands of the new law, in relation to the education of factory children, and giving them the form of school certificate which they will be obliged to present to the Trustee, who shall visit their factory, according to the terms of the law. Many manufacturers will comply im-

mediately with the requirements of the act, and all will know what to expect after the 1st of January next.

In the meantime the board should be selecting the new officials needed to carry out the law. They must be men of judgment and energy, who will not bring compulsory education into disrepute by indiscreet action. The board have indeed an immense labor thrown upon them, but it will be a service the like of which has never been performed in this City in behalf of the ignorant and unbefriended.—*N. Y. Times*.

WHAT A TEACHER SHOULD DO.

- Make few if any rules.
- Should govern himself.
- Take care of his health.
- Visit the schools of others.
- Avoid governing too much.
- Call on pupils promiscuously.
- Cultivate a pleasant countenance.
- Teach both by precept and example.
- Require prompt and exact obedience.
- Encourage parents to visit the school.
- Require prompt and accurate recitation.
- Labor diligently for self-improvement.
- Subscribe for some educational journal.
- Insist upon attention from the whole class.
- Prepare himself for each lesson assigned.
- Attend teachers' associations and institutes.
- He should teach the subject, not mere words.
- Make the school-room cheerful and attractive.
- He should be courteous in language and action.
- Banish all books at recitation except in reading.
- Thoroughly understand what he attempts to teach.
- Ask two questions out of the book to everyone in it.
- Manifest an active interest in the studies of his pupils.
- Let the pupils understand that he means what he says.
- He should dignify and elevate his profession by his personal worth as well as by his skill and scholarship.—*School Record*.

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.

JAMES STEWART and ROBT. SHARP, pupils of P. S. No. 8, Ancaster ; 76.

HARRY FERRETT, pupil of Florence School ; 82.

G. T. AMSDEN, " " " ; 82, 83.

ALEX. MCINTOSH, Pinkerton ; 77, (78, 79.)

CON. O'GORMAN, White Lake ; 81, 82, 83.

JAS. E. FRITH, Vandecar ; 81, 82, 83.

W. S. HOWELL, Belleville, 73, 75, 76, 77.

HENRY ROSE, Montague ; 83.

GEORGE G. MELDRUM, Grand Bend ; 82, 83.

W. C. BRADSHAW, Everett ; 81, 82, 83.

ROBT. GIBSON, Komoka ; 81, 82, 83.

HENRY GRAY, Sombra ; 80, 81, 82, 83.

R. SHEPHERD, Wyoming ; 80, 81, 82, 83.

ANSWERS TO CORRESPONDENTS.

ALEX. MCINTOSH. Your answer to 77 is in leagues.

J. DUNHAM. The volume of water is too great.

W. S. HOWELL. Your solution of 73 was excellent.

ANSWERS TO PROBLEMS.

80. A rent of £10 would be rated at £7, on which the rates at 3s in the pound would be 21s ; for a rateable value of £7 the estimated annual value would be £10 + 21s = £11 1s.

Now £884 is £11 1s repeated 80 times ∴ the rateable value will be £7 repeated 80 times or £560.

81. All correspondents solved this problem by *symbolic arithmetic* essentially thus,

1.8 p.c. of M + 1.8 p.c. of F = 9.8 p.c. of F
- 4.6 p.c. of M.

∴ 6.4 p.c. of M = 8 p.c. of F ;

∴ 4 × M = 5 × F ;

∴ M : F :: 5 : 4.

The solution by *graphic arithmetic* is as follows :
1^o year. Arrange the males, (dots) in rows of 1000 each
1^o year. Arrange the females, (crosses) in rows of 1000 each.

2^o year: Arrange the males in the same number of rows as there were in the 1^o year, there will be 954 in each row. Similarly arrange the females, there will be 1098 in each row.

Take 80 off the first row of females leaving 1018 in the row.

Stand 64 of the 80 at the end of the first row of males increasing this row to 1018 prisoners.

Stand the remaining 16 of the 80 at the end of the back row of males.

Repeat with 3 more rows of females ; there will be 4 rows of females reduced to 1018 each, the 4 front rows of males will be increased to 1018 each, and 4 additions of 16 females each will have been added to the back row of males, but these will increase it also to 1018 prisoners, or the reductions on 4 rows of females will *even up* 5 rows of males. Now by the problem there were exactly enough rows of females to even up all the rows of the males, hence there must have been 5 rows of males to every 4 rows of females, and therefore, the 1^o year when the rows of males and females were respectively, the same length, the males were to the females as 5 to 4.

This solution easily yields an answer to the question "What was the least possible number of prisoners?" The shortest rows possible to use will be instantly seen to be 500 each, therefore, the least numbers will be 2500 males and 2000 females.

82. The shillings are 'so many times' worth the box ; the sovereigns are 'as many times' worth the shillings, therefore, the sovereigns are 'as many times' 'so many times' worth the box or the 'so many times' is taken as the unit of value and multiplied by itself. Now 5832 sovs. = 116640s. which divided by 2s. 6d. gives 46656 as the 'times' that the sovs. are worth the box. The square root of this, is the 'no. of times' which multiplied by itself will give this, or is the 'no. of times' that the shillings are worth the box. But the square root is 216, therefore the shillings are 216 times 2s. 6d. or 540s.

By *graphic arithmetic*,—Change your sovereigns into half-crowns, there will be 46656. Arrange these in a square, there will be 216 rows each containing 216 half-crowns. The whole square is worth the sovereigns, a row is worth the shillings, and one half-crown is worth the box, and since there are as many rows in the square as half-

crowns in a row, the conditions of the problem are fulfilled. The value of a row is 540 shillings.

(The above are substantially the solutions of Mr. James Frith, of Vandecar. Most of our correspondents gave very short symbolical solutions which involved far longer reasoning than either of the above, while some actually multiplied money by money (symbolically,) and one even got the symbol of shillings under the square root symbol, noticing not that only the ratios are to be operated on.)

83. "Fifteen per cent. off" will leave a rent of

£81.6 and wheat at 47'6s. the quarter. Now the landlord finds it makes no difference whether he receives this rent or receives £96 in money and only 38s. the quarter for his wheat, i.e. by receiving £14.4 more money it makes up for a reduction of 9.6s. on every quarter of wheat. But £14.4 would make up a reduction of 9.6s. taken 30 times ($£14.4 \div 9.6s$) there must then have been 30 quarters of wheat.

(This question is on exactly the same principle as the 81st.

EDITOR'S DRAWER.

—"Prayer in School" will appear in a future issue.

—We have received the Circular of the Hamilton Collegiate Institute, which seems to be in a highly prosperous condition.

RENEW.—A large number of subscriptions to the TEACHER expire with the present No. Will our friends promptly forward the amount required to renew their subscriptions for 1875?

—Read the advertisement of Littell's LIVING AGE, on the last page of cover. It is one of the very best publications in the world, containing the cream of current literature, at a price which brings it within the reach of all.

CORRECTION.—Through a misprint, which was unfortunately overlooked in the proof-reading, the word "development" was misspelled in several places in the editorial in our last No. of the TEACHER.

ARREARS.—In several instances we have sent the TEACHER to subscribers after the time paid for had expired. We inclose accounts to a number of those in arrears in this No., and trust they will be promptly attended to.

CONTRIBUTIONS.—We ask teachers, inspectors, and all others interested in education to send us contributions of a practical character. We would repeat what we so often said before, that the success of the TEACHER must depend very much on teachers themselves.

PLAGIARISM.—A correspondent calls our attention to an instance of literary theft in our last No., and censures with merited severity the party who attempted to palm off as his own the production of another. We trust this hint will be sufficient to prevent a repetition of such conduct.

WHO WILL HELP US?—Our thanks are due to many true friends for their cordial efforts in our be-

half for the past two years. We now again appeal to one and all to assist us in extending our circulation. Our own labor for the past two years, has been given gratuitously, our receipts being only sufficient to meet current expenses; nevertheless gratified with the assurance that our publication has been useful to its readers, and believing that it has before it a bright future, we earnestly ask all friends of education to aid us in increasing its circulation, and making the ONTARIO TEACHER, one of the indispensable journals of the Province. Our circulation is now double what it was at this time last year, and we trust by the aid of a little effort on the part of our friends, it may be more than doubled in 1875.

OUR SECOND YEAR.—This No. closes the second volume of the ONTARIO TEACHER. In reviewing our career—short though it may have been so far—we have every reason to be grateful for the encouragement we have received and the success achieved. Our patrons have expressed, unexceptionally, the most flattering compliments, and our increasing circulation assures us that still greater success awaits us in the future. We have endeavored to make the TEACHER as practical and useful as possible, and though we may have failed in meeting the expectations of some, nevertheless we feel that our efforts to raise the tone of the profession and dignify the teacher's work, have not been entirely fruitless. We confidently enter upon another year, believing that the teachers of this Province are sufficiently interested in everything pertaining to their profession to avail themselves of any assistance which a thoroughly practical Journal, as ours aims to be, can afford them. We hope to spare no effort to meet the wants of the profession during the coming year, and we confidently solicit the patronage of all teachers, as well as all well wishers of the profession.

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