

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Cover title missing/
Le titre de couverture manque

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/
Transparence

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/
Comprend un (des) index

Title on header taken from: /
Le titre de l'en-tête provient:

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments: /
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below /
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE ONTARIO TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol. 2.

MAY, 1874.

No. 5.

ELECTIONS TO THE COUNCIL OF PUBLIC INSTRUCTION.

Under the new School Act the teachers of Ontario have the responsibility imposed upon them of choosing a representative to the Council of Public Instruction. This concession to their wishes, though made with rather an ungenerous and unnecessary restriction, is one which will mark a new era in the history of our educational institutions. The tendency of the present age is towards self-government. The old ideas of centralization are being exploded, and legislators are now beginning to take the people into their confidence, and to bestow upon them privileges which were once considered to be the inherent right of only the favored few.

But while teachers are thus to be privileged under the new order of things, it must not be forgotten that every additional privilege brings with it additional responsibility. The new Council of Public Instruction should, when changed at all, be better than the old, otherwise, the expense and trouble of the change will be all thrown

away. To make it better the various elective bodies, viz:—Teachers, Inspectors and High School Masters, must discriminate wisely between the various candidates who may solicit their suffrages. There should be no hasty conclusion come to. Men of the highest talent and attainments should be sought after, and none but those well qualified both in character and well known practical ability, should receive their confidence.

To particularize. A candidate for a seat at the highest educational tribunal of the country should possess moral worth. On this topic there must be no comment. We are, we trust, arriving at that period in the history of our country, when every candidate for office, whether political or otherwise, must possess this "badge of honor."

2nd. Practical knowledge. We do not want mere theorizers at the Council Board. This is a practical age.—Everything we know must, if possible, be turned to some practical account. In the great work of

education this is particularly the case. There has been a tendency on the part of the Council, heretofore, to ride hobbies, and sometimes to experiment at the expense of what was useful, in order that the pet theory of some philosophical literateur might be tried. We hope under the new regime there will be nothing of this done. The principles by which the work of our Public Schools should be carried out, are not so indeterminate nor so difficult of demonstration, as to make the work of education merely speculative. Nor is the time at the disposal of young people so valueless as to justify us in frittering it away, by any vain and useless experimenting. We must, therefore, find men with a full knowledge of the practical working of our Public School system—men who have themselves learned the lessons which experience only can teach, and who, by careful observation have found out for themselves the difficulties associated with the educational work of the country. Such only as have tested theories by actual experience, should be permitted to legislate for the Public Schools of Ontario at the present crisis.

3rd. Judgment. The term "common sense"—one of the most expressive terms

in our language, is what we mean to apply here. Some men seem to possess strong intuitions of what is right and expedient. The mind, as if at a glance, grasps the whole situation; and right or wrong conclusions are drawn according to the strength of mind and clearness of thought brought to bear upon the subject under consideration. Let teachers see to it, that the man of their choice is not deficient in this qualification. We hope in our next issue, to be able to lay before our readers the names of some *probable* candidates for the three elective seats in the Council. We do not propose to make our *Journal* an electioneering medium for any candidate. We may have our own preferences, but these we trust will be based on public, not personal grounds. And while, acting in this as we have hitherto endeavored to do in all matters of a similar kind, solely in the interests of education, we gladly invite teachers, inspectors and others, to use the columns of the *TEACHER* to give publicity to the claims of any person whom they may think entitled in point of qualification and fitness, to the suffrages of either of the electoral bodies named.

AMENDMENTS IN THE SCHOOL ACT.

We propose giving a brief summary of the amendments made to the School Act at the recent session of the Local Legislature. We have already referred to the change made in the constitution of the Council of Public Instruction. To what has been already said we have only to add that, while granting to Public and High School Teachers and Inspectors the privilege of electing representatives to the Council they have declared that,

"No person shall be eligible to be elected, or to continue a member of said

Council, who, at the time of such election, or during the period for which he is elected a member of said Council, is actually employed as an Inspector, a Master, or Teacher, under the Public, Separate or High School Acts."

We do not see any necessity for this distinction. The grounds upon which it was made were, that the teacher elected to the Council was there the *superior officer* of the Inspector under whom he served, and as such might exercise undue control over the actions of the party whose order he

might not be disposed to carry out. Furthermore, personal pique towards an officer, who, in the discharge of his duties might have given offence, would place that officer to a certain extent in his power, and thus weaken his influence. The grounds, in theory are no doubt tenable, and while regretting that those more immediately connected with our Public Schools are by this provision prevented from giving that practical character to the Council, which the representative element was intended to impart, we accept the situation, on the whole, with considerable pleasure; it is a great step towards the improvement of our Public and High Schools. The time fixed for elections to the Council is the third Tuesday in August; the mode of election by ballots sent from the Educational Department to each qualified teacher and Inspector in the Province. Lists of teachers entitled to vote to be prepared by the various Inspectors. Elected members are to continue in office two years, save those first elected by Inspectors and High School Masters, whose term of office shall be for one year in the first election, but subsequently for two years. A Report of the proceedings of the Council to be published in the Journal of Education. The members elected by the University Colleges shall have no jurisdiction in matters affecting Public Schools.

The clause providing for the establishment of Preparatory Schools has been retained in the Bill, but as the means for paying expenses of tuition, &c., cannot be raised by local taxation, except by consent of the Municipal Council, it is very doubtful whether this provision of the Act will be of any service. We stated in our review of the School Bill when brought down, that we considered such a provision anomalous and unnecessary, and we believe so still. Our present educational machinery is quite sufficient to provide a good substantial training to every person, and if there is only a

proper division of labor made between our Public and High Schools, there can be no necessity for any intermediate departments, preparatory or otherwise.

Alterations to be made in the boundaries of rural school sections, must be made not later than the First day of May in each year.

Two or more Schools may be established in one Section.

Non-residents must be admitted to the school, if nearer to their place of residence than the one situated in their own section, but trustees may charge a rate-bill not exceeding fifty cents per month.

Trustees must make a return to the Inspector of all the children in the section, between the age of seven and twelve years, who failed to attend school at least four months in the year, (unless privately educated), and to notify parents or guardians. If the law is not complied with, after due notice being given, then Trustees may levy a rate-bill not exceeding one dollar per month on every such child not attending school, or make complaint before a magistrate.

Teachers may superannuate after reaching sixty years of age, though not physically disqualified for teaching.

Teachers *must* keep a *general* as well as a class Register, in which they are to record the admission, promotion, removal or otherwise of the pupils in their school; such registers to be provided by the trustees.

All claims by teachers for salaries must be presented within three months after they are due and payable by the trustees.

"No Inspector of Schools hereafter appointed shall, during his tenure of office, engage in or hold any other employment, office or calling that would interfere with the full discharge of his duties as Inspector as required by law."

Inspectors hereafter will not be required to lecture in every School Section, but "To

deliver from time to time, under regulations to be prescribed, a public lecture or lectures in his county or division, on some subject connected with the objects, principles and means of practical education."

Nor can Inspectors hereafter be dismissed by County Councils at pleasure. The new Act provides as follows:—"Any county, city, or town Inspector shall be subject to dismissal by a majority of the members of the council or board appointing him, in case of misconduct or inefficiency, or by a vote of two-thirds of such council or board without such cause."

An Inspector is also empowered to swear witnesses when he may think it necessary.

"Every teacher of a Public School shall be entitled to salary for the authorized holidays occurring during the period of his engagement with the trustees, and also for the vacations which follow immediately on the expiration of the school term during which he has served, or of the term of his agreement with such trustees; and in case of sickness, certified by a medical man, he shall be entitled to his salary during such sickness for a period not exceeding at the rate of four weeks for the entire year; which period may be increased at the pleasure of the trustees."

Special certificates may be given to qualified pupils, for one year to act as monitors.

The Council of Public Instruction may

grant hereafter second, as well as first-class Provincial Certificates.

There shall only be one examination in each year, of candidates for certificates of qualification to teach a Public School, said examination to be held in the month of July.

Prize and library books may be purchased of any bookseller as well as at the Depository. The same allowance of one hundred per cent. will only be granted for such books as are approved of by the Council of Public Instruction, and on such prices as the same books could be purchased from the Depository.

Tenants are to be qualified voters in school elections.

These are in brief the most important changes in the school law. We trust now that it is thoroughly revised and consolidated, it will remain untouched for some time to come. It is, on the whole, in a most satisfactory condition, and unless the Council of Public Instruction will attach to it too many cumbrous and vexatious details, we believe it will work very satisfactorily. The regulations of the Council have, in many cases, been far more distasteful to the public than the enactments of the Statute, and it only remains with them to fill up, by wise and well considered detail, a school act, which we are confident will impart a fresh stimulus to the educational institutions of the Province.

MY METHOD OF TEACHING SPELLING.

BY RICHARD LEWIS, TORONTO.

Every teacher has his specialty, and a successful method of teaching some subject. If each teacher who reads your very important monthly would supply you with a brief view of his best methods, I am disposed to believe it would be of great service to his fellow laborers; and with this object

I submit my experience in dictation exercises and spelling. I regard transcription as the first exercise to be practiced by the very lowest classes. Mr. Horace Mann in his admirable report on European Public Schools, states that in every Prussian school, the youngest pupil is provided with a slate

and pencil, and that he copies as well as he can the lessons prepared in writing on the black-board, or prints as well as he can the letters and words of his tablet or book. This is the first step in spelling, and it only ends with school studies. Oral spelling is useful, however, until the pupil can write with facility. But when that power is acquired oral spelling is little better than a waste of time, as we only require spelling when we write, and its correctness depends on the memory of *forms* not of sounds, and still less of the names of letters. Transcription is quite as important for this end as dictation. Transcription cultivates the memory of form. It is also an excellent preparation for and auxiliary to the practice of composition, as it familiarizes the pupil with the structure of sentences.

Transcription. Every night a transcription is given to those classes which most need it. This exercise may be taken from any of the reading books, and should not exceed half a page. I do not, however, hesitate to add, that notwithstanding much of the sentimentalism uttered against *all* punishment, and especially against making study a punishment, I make transcription an ally of order and diligence. Hence instead of corporeal punishment for breach of school rules or neglected lessons, my invariable punishment is transcription, varying from half a page to two pages of a reading lesson. My pupils do not like the penalty; indeed, I have the best reason for believing that they would prefer the old-fashioned, but brutal whipping to this exercise—especially the lazy fellows; but I can assure you, Mr. Editor, that the punishment does not create a dislike for literary composition, nor even transcription as a regular school exercise. I insist upon the exercise being correct in spelling, capitals and punctuation. It is not necessary that the teacher should exam-

ine every exercise carefully—the possibility of detection and the certainty of further extended punishment in the case of errors, secure very good correctness. I therefore glance at all, and endeavor to find an error or two just to show that I examined it. It is, however, of the first importance that transcription should be correct, and when a class is engaged in the exercise they may change slates, and under the direction of one of the class, examine each other's work. Dictation exercises are conducted in this manner. A pupil is selected to read to the whole class. He reads a few words slowly twice, so as to give ample time for writing. No questions are to be asked or answered, a very important rule for order. When the exercise is finished the pupils change slates, and the reader spells all the hard words, while the pupils examine the slates. Every wrong spelt word is marked by a cross under it; and when finished the errors are counted and the number written in a large figure over the writing, so that it cannot be altered. Every slate is then returned to its owner who is expected to write in full, not changed, the misspelt word—over again four times, and commit it to memory at once. The teacher may finish the business by calling for any slate in the class and examining its owner.

This is my method, and I assure your readers it is eminently successful. It gives quiet employment to the class for a full half hour; it is a mental and physical discipline, and it improves spelling, just in those words of whose forms the pupils are ignorant.

I beg to add, that I find all these methods so satisfactory and so fully answering the end in view, that I never give one exercise, much less "task," in spelling at home on the old method, and I may, I trust with due modesty, say, that my school has quite a leading reputation for good spelling.

KEEPING ACCOUNTS.

BY AN INSPECTOR.

God, in his dealings with men, it is inferred from the teaching of the Bible, keeps a strict account, both *debit* and *credit*, wherein each one is charged with blessings and opportunities to do good, and credited with right intentions in character and conduct. The matter of utmost importance in human affairs is, that every man's life may be such as to insure a satisfactory account at the last, for "each one must give an account of himself to God." If this then be accepted as correct, and if the aim of education is to fit the young for the highest degree of success in life, is it not essential that this principle be recognized in our methods of public instruction? Is it too much to expect that every teacher of youth shall adopt some plan by which his pupils shall be impressed with the truth, and be held to account for the manner in which they improve the privileges they enjoy of becoming wiser and better?

Every teacher of a successful school finds it necessary to employ some method of expressing his approbation of the efforts of meritorious pupils, and his want of approval in the case of those who do not strive for improvement. This renders some kind of an account with each pupil necessary, not only to secure a fair degree of efficiency in the school, but especially upon the higher ground above referred to, of early impressing each one with the great lesson of individual responsibility. Now, are not these very important objects to be attained? And are they not of sufficient importance to justify the employment of a limited portion of the teacher's attention during the daily hours for teaching? And yet, will it be believed, that fully half of the teachers under my supervision fail to adopt a method

of so great utility, either on the ground that it consumes too much time, or from sheer negligence? I presume other Inspectors could give a similar experience.

If marking the attendance, deportment, and recitations of pupils, requires some time each day, so does the teaching of history or geography; and yet no teacher objects that the time to be devoted to these subjects is too long, or that it is time wasted. But I contend that either of these subjects may be better spared from the course of study, than a reasonably thorough method of recording the standing of pupils.

Of course it is not necessary to omit any subject in order to find a few minutes required each day in marking the standing. An ordinarily expert teacher will jot down the few figures necessary at the close of a recitation before the pupils are well to their seats, without consuming any appreciable time from other school duties. But suppose it would absorb half an hour each day to perform this task, who can say that it is not of sufficient importance to warrant it? Is the formation of character in the young a matter of little consequence? And what part of instruction in school bears so directly upon the habits and conduct of pupils as this? We infer then, that every programme should embrace this as one of the most important of the teacher's duties, and that a reasonable time each day cannot be better spent than in attending to it. The system of reports to parents is, of course, but a further application of the same principle, and a necessary adjunct to the former part. When well carried out, it is to a great extent successful in securing the earnest co-operation of the parent—an object of the very greatest consequence.

The entire subject is earnestly commended to the attention of teachers, with the hope that some method of "keeping accounts" with pupils may be adopted in every school. Not that every portion of school routine should be tested by the application of dry statistics, but that the general principle of personal responsibility be impressed upon every pupil, and be exacted by every teacher. Due allowance must of course be made for temperament and ability. The same rigid rule will not ap-

ply in every case. Effort and intention must always be taken into account, and upon these the teacher's judgment must be formed. But apart from these considerations, there must be no departure from inflexible impartiality. The pupil who enjoys the teacher's favor must have earned it. Any inclination to favor unduly the trustee's daughter, or that gentleman's son, will destroy public confidence, and make the teacher's book-keeping a jest and a reproach.

GLIMPSES OF PARIS AND VERSAILLES.

BY JOHN CAMERON, LONDON, ONTARIO.

We enter France by way of Dieppe, from whence we push on to Paris. The French are an exceedingly affable and polite people, whether as hotel-keepers, cab-drivers, porters, policemen, railway conductors, or customs examiners. This is a decidedly attractive trait of character, and one which can wonderfully smooth down the jolts of life. It is pleasanter to be refused by a polite man than obliged in a surly manner. It is but fair to say here, that there are kind-hearted people in plenty all over the world. My own experience in mixing with people of various nationalities was invariably this: that where I brought politeness, I received politeness in return. Is it not just possible, that in those cases in which we complain that people are impolite, and stiff, and so forth, that a portion, at least, of the fault lies with ourselves?

But here we are in the beautiful city of Paris—and a beautiful city it truly is! Its streets are wide, scrupulously clean, and lined with rows of carefully trimmed trees. Its wide avenues are sure to include in their prospect some handsome arch of triumph or commemorative statue. Its magnificent rows of buildings are white and

clean—very unlike those of London, blackened by smoke and fog. There are numerous parks, where handsome carriages dash along; where the pleasure-loving people saunter; where the bands play; where the children romp; and where white-capped dames sit under the trees at their sewing. Along the sidewalks, in front of the *cafes*, too, will be seen groups, sitting around little white tables, sipping and chatting.

Instead of attempting the task of describing the notable churches and buildings of Paris, let me with your leave conduct you to Versailles, about fourteen miles from the city. Versailles was originally a wild hunting forest, where the boar and stag furnished sport for royal lovers of the chase. Part of it was almost a quagmire. Louis the XIV., however, about two hundred years ago, made up his mind to have it transformed into a royal residence and park. The magnificent pile of palace buildings took eleven years to build. Engineering skill and taste were brought into play to drain the morass, and to furnish water for the fountains. Some £40,000,000 sterling were expended. The result was the erection of the most magnificent place of the kind ever construc-

ted before or since. Here Louis the Fourteenth, surrounded by wit and beauty, held his gay and voluptuous court while his heyday of prosperity lasted. Ultimately, Louis Philippe converted the Palaces of Versailles into their present character of a great national gallery for works of art illustrative of the military glory of France. Exterior and interior are ornamented with every tasteful architectural device, while the walls and vacant spaces are crowded with paintings and statuary. The paintings are war scenes chiefly—and lovely women. The military subjects predominate also in the matchless collection of the Louvre in Paris. Such paintings are calculated to stimulate and perpetuate that diseased military vanity which has caused poor France many a will-o'-the-wisp chase, and which, in 1870, led the country into the quagmire of defeat and ruin. But how shall I describe the Versailles garden, with its hundreds of playing fountains; its velvety lawns and plots of flowers; its choice statuary; its orangery, with more than a thousand orange trees in full bloom; its winding rural walks through cool woodland glades (amid the stillness of the forest primeval), unbroken save now and then by the gentle sighing of the wind among the trees? The gardens include a river and a lake, with a miniature Swiss village on its bank; and on an island in the centre a pretty temple known as the temple of love. The circumference of the park is nearly fifty miles. If the visitor to Paris

has to miss everything else, let him see Versailles.

Let us now take our seats once more on the upper story of one of those open two-storied cars, and ride back to Paris, on our way obtaining a good passing view of the suburban fortifications of the city. A sad sight in Paris is the destruction on the Tuilleries and *Palais Royale* wrought by the Frenziered Communists—statues thrown down, and magnificent buildings half demolished, and all blackened and charred. The French have not as yet proved themselves capable of self-government; and such senseless acts as those committed by the Commune hold out little hope of early betterment. Let us hope that the lessons of the recent war may not be lost on the vanquished, and that happily the conflict may thus fulfil the office of wholesome if unpalatable medicine. The people give few evidences, however, of any subjugation of the volatile and pleasure-loving spirit. On Sundays, especially, do they give themselves full rein. A continental Sunday is a sad mixture. The people, especially the women, go faithfully to their early and later masses in the gorgeous Catholic churches, where their splendid organs and choirs make the vaulted roofs ring with harmony, and where French taste covers the altars with flowers. The rest of the day is devoted to boating, listening to the bands, horse-racing, dog fights, theatricals, and every form of amusement.

COMMON SENSE IN THE SCHOOLHOUSE.

BY REV. E. SHEPPARD, MAPLETON, ONT.

It is not the intention of the writer to treat upon this subject as a branch of metaphysical study, as elaborated in the opposing theories of Berkley, Reid and Hume, but, simply, to offer a few suggestions upon the advantages of mingling a little common sense with the usual routine of scholastic training. For while it is true that we cannot intuitively perceive or acquire the truths of either physical or metaphysical philosophy by the exercise of common sense, yet we can, by its exercise,

most successfully correct mistaken notions and ridiculous applications of mere theoretical and abstract learning. Common sense enables us to judge and act where the experience of common life can be applied, but no further. To exercise it thus far is, however, of the utmost importance to every one.

When a young man has completed his education and goes forth, into the midst of the realities of life, to exercise his calling, or fulfil the duties of his profession, he will find innumerable cases in which he cannot be guided by technical rules alone, but must use, also, a measure of judgment and tact to adopt or vary the rules of art to the peculiarity or emergency of the case he may have in hand. Or, setting aside success, it is necessary in order to save ourselves from ridicule, to see that an application of learning is not in opposition to the plain perception of common sense. This has long since been strikingly illustrated in the vanity of the sophistical youth, just fresh from college anxious to display his logical attainments, proved to his father that a *horse chestnut* is a *chestnut horse*, but who received a good lesson in common sense by his father giving him a saddle and bridle and a *horse chestnut*, that he might enjoy a ride as a reward for his proficiency!

During many years experience as a member of the Board of Public Instruction and as superintendent of schools, the writer has had abundant reason to notice and lament the great lack of good sense, in the candidates for certificates, and in the teachers engaged in teaching school. Many who could furnish good answers in the regular routine work of the different branches, would write the most absolute nonsense in answer to questions which required the exercise of judgment and the dictates of common experience. The writer remembers some cases that were so very silly that they may probably be attributed merely to nervousness or absence of mind.

Let two illustrations suffice.—Printed question, "What relation was Abraham to Jacob?" Answer, by the erudite candidate, "His grandmother!" Question in grammar, "What is plural of woe?" Answer, (probably by some learned old bachelor), "Women?" In the course of one examination a series of instances nearly as absurd, and which were undoubtedly attributable to bad mental training, presented themselves to the annoyance of the examiners. And then in the school-house the teacher might be seen hobbling on the crutches of definitions, rules and keys, or strutting on the stilts of scholastic idealism, instead of moving onward in the exercise of good practical judgment and common sense. Of course, when there are these deficiencies in the instructor, the pupils must lack a very important element in their education, an element too, which is so very apt to be overlooked and neglected in after life, that an educated man may be a learned simpleton. The reader must have met with many such in all the different vocations of life.

The educated farmer who prides himself upon his knowledge of agricultural chemistry and vegetable philosophy, who can talk by the hour, most philosophically, upon the organic and inorganic elements of soils, the proper rotation of crops, and the utility of artificial manures to supply the needed constituents of plants to the soil which nourishes them, and yet allow his vulgar, common place dung heaps to accumulate, year after year, at his stable doors, under the dropping of the eaves and the flowing of spouts, the water carrying away the vegetable substance of the manure into the stagnant ditches of his barn yard,—had better with all his getting,—get a small portion of common sense.

The eloquent barrister who delivered his carefully prepared speech, replete with acute discriminations and learned criticisms, based upon the items of his brief, but entirely inappropriate after the evidence in the

case had been given, and who said in answer to the judge's objection to the proceeding,—“It is my speech and I must give it,” would have been profited by a *vade-mecum* of common sense.

The preacher who delights in such mystical delarations as that, “Faith revolves on a celestial swivel,” had better allow common sense to prevail and quote Paul's language, “Faith comes by hearing, and hearing by the word of God.”

Where common sense simply says,—“It is sunrise,” strutting pedantry exclaims: “The revolution of the earth has brought the line of the light of the incandescent hydrogen of the sun, tangent to the arc of the terrestrial circle where we are located.” Of course, technical terms must be used in teaching philosophy; and the study of Greek, Latin and Hebrew, is of the utmost importance to the Bible student; but while habitual references to the “original” and the frequent use of technicalities and definitions in public discourses and private conversation, may display the speaker as a man of uncommon acquirements, they will certainly expose his want of *common* sense.

To remedy, as far as possible, the great deficiency we are illustrating, the teacher of the young should be thoroughly practical and sensible, both in precept and example. Everything should be called by its common name. The general nature and bearing of all that is thought should be constantly kept before the pupil, that the end in view may not be lost sight of, in a cloud of details, or by a thick mist of logomachys.

The exercises in each branch should be so varied that the scholar *must* think for himself, in order to apply the rules he has learned. The exercises, too, should, whenever it is compatible, be of the commonplace character, connected with the wants and experiences of common life. All readings and recitations should be in a natural voice. All lessons should be learned by *mind* not “*by heart*.” Memory must not supersede judgment and discernment. The learner should know that education is for the man and not man for the education; that success in life depends not alone on the amount of knowledge obtained, but in the amount of wisdom used in its application.

THE NECESSITY FOR SPECIAL PREPARATION FOR THE WORK OF TEACHING.

BY AN INSPECTOR.

The necessity for special preparation for the work of teaching is a subject that at the present time demands careful and serious consideration. From the reports of the County Inspectors, we learn that a large number of our Public Schools are taught by persons who have but little real knowledge of the work required, or of the manner of doing it. A large number of young people are continually entering the profession, and taking upon themselves the responsible position of teacher, without scarcely giving

a passing thought—much less serious consideration, to the necessity for this special preparation, and consequently know but little of methods of teaching, school organization, government or classification. And while our schools, especially in rural section, are coming under the charge of teachers who hold only low grades of certificates, the increased expenditure in connection with providing “adequate school accommodation,” has roused public opinion to consider more carefully the whole subject of

education, and to demand a satisfactory return for the money expended. This, itself, is significant, for the more deeply the people at large become interested in the cause of popular education, the greater will be the demand for thoroughly competent teachers. This demand is rapidly increasing, but the supply is wholly inadequate. With a view therefore, to direct attention to the importance of this part of the work, I would respectfully address the following considerations to the junior members of the profession, and to those who are preparing to enter it.

The idea was once prevalent and still exists to a limited extent, that anybody can teach school. That a person should receive a special or professional training for the work of teaching, was considered by the majority of people as unnecessary, and by many as positively injurious. However, a great change has taken place in public opinion on this point, and the future, of the profession looks more promising. If teachers are true to themselves and their profession, they will soon attain that position and exert that influence in the community which the importance of their work demands. The recent changes in the school law requiring greater uniformity of examination, a higher standard of qualification, and the importance attached to the subject of education itself in the examinations, tend to elevate the profession, and open up to teachers a wider sphere of usefulness.

I have referred to teaching as a profession, but I sometimes doubt the propriety of doing so, for in no other calling are there so many and so frequent changes. It seems to be a kind of common ground, or stepping stone to some of the other professions, open to all who may choose to enter, and not susceptible of having professional lines drawn. True it is, however, that it is not often a permanent one, for as soon as the teacher finds a more lucrative business, he at once enters it, and should this not meet

his reasonable expectations, falls back on teaching until something better presents itself. Again, teachers themselves do not look upon it as permanent, and therefore do not take that interest in it they otherwise would, did they feel that it was to be their calling for life. This may be partly accounted for by the opinion held by many that no special preparation is necessary in order to teach school, and trustees too frequently look for teachers to take charge of their schools who will engage at low salaries, a legal certificate to entitle them to the Legislative and Municipal Grants, and a low salary, being the grand qualifications required of those to whom they consign the education of their children. The want of suitable teachers' residences may be assigned as an additional reason for this continual change. This is a matter of very grave importance to the welfare of our Public Schools, for no sooner does a young man contemplate settling down for life, than he looks around for some employment that will enable him to live comfortably, and also be without the necessity of frequently removing from place to place. This want very often drives young men who are efficient teachers, and would add lustre to the profession, into other walks of life to find employment.

So long, therefore, as teachers neglect special preparation for their work, so long will there be a want of united effort among them, and a want of appreciation of their position in the community. This tends to lower the standing of the profession in the estimation of the public, and consequently the remuneration attached to it. And so long as public opinion fails to recognize the necessity for this special preparation, and trustees fail to provide suitable residences for teachers, so long will we have the evils arising from frequent changes of teachers, and the employment of those that are incompetent. Again, if teachers wish to succeed in the true sense of the word,

and accomplish the purposes for which our Public Schools were established, special preparation is absolutely necessary. For no man can successfully do a piece of work unless he has a definite idea of what is required. He must also know something of the nature of the material to be worked, of the tools to be used, and of the manner of using them, else he will fail to accomplish his purpose. I therefore conclude if teaching is ever to be made a permanent and lucrative profession, and teachers are to be successful in it, and meet the reasonable demands of the public, that special preparation for the proper discharge of their duties is essentially necessary.

It is not my intention, however, to limit myself to this view of the question, but rather to examine it more fully in connection with the work done. This leads to the consideration of the true object or aim of education, that which is to be educated, the instrumentalities to be used, and the manner of using them. A new and inviting field is thus opened to our view, but we will have to content ourselves with only entering and gleaning a little.

The primary meaning of education is "to bring up," "to train," "to nurture," and "comprises all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manner and habits of youth, and fit them for usefulness in their future stations in life." In its widest sense then it may be defined to be the whole of life, or the science of living well, for the processes of education are carried on from the cradle to the grave, and are co-extensive with man's existence in this world. It comprehends intellectual culture, or the training and disciplining the various powers of the mind, to think closely, accurately, methodically, and continuously; physical training, or the harmonious development of all the organs of the body—and preservation of the health; moral education (including religious), or our

duty to ourselves, our neighbor, and our Creator, and æsthetic education, or the cultivation of a love for the true, the beautiful and good, in nature and art, or in other words, the cultivation of taste.

An American writer has very truthfully said, "that the real object of education is to give resources that will endure as long as life endures, habits that will ameliorate, not destroy, occupations that will render sickness tolerable, solitude pleasant, age venerable, life more dignified and useful, and death less terrible." Our object, however, is to speak more particularly of the education of the school-room, and this may be defined to be "every preparation made in youth for the sequel or after part of life, and comprises the formation of character through the cultivation of the body, the mind and the moral nature."—It is a very commonly received opinion that the learning to read, write and cipher, or in other words the acquisition of knowledge is the great aim of education. This appears to me to be a secondary consideration, although it is so closely connected with mental training, that it is impossible to discipline the mind, without imparting knowledge, yet the development and growth of the mind is the great object to be attained. If the amount of knowledge received in the school-room were all that we were to have, our supply would be limited indeed. But on the other hand the careful training of the mind and the formation of correct habits of life, must necessarily be of paramount importance. Some writer observes, "that knowledge is the accumulation of facts and principles; wisdom, the ability to use them. An instructed man is a man of knowledge; an educated man a man of wisdom."

Man is the creature to be educated, and we may very appropriately ask, what is man? The Psalmist tells us that he was made a little lower than the angels, and crowned with glory and honor, and that all things are put under his feet, Shakespeare makes

Hamlet says, "What a piece of work is man! How noble in reason! How infinite in faculties! In form and moving, how express and admirable! In action how like an angel! In apprehension how like a God!" Another writer says, "We find man compounded of the strangest extremes; mortality and immortality; life and death; soaring loftiness and humbling littleness,—an ally at once of earth and heaven." Man consists of a natural frame,—the body, and of intellectual and moral faculties—the mind. Let us go to the anaomist and he will explain to us that wonderful piece of mechanism—the human body. He will show us the skill and contrivance manifested in its structure. How every part is fashioned for a particular purpose, and how admirably that purpose is served; ask him to explain the structure and functions of the eye, and he will show you how the various lenses are arranged, how the light is admitted in proper quantities, how external objects are reflected on the mirror within, and how all these are connected by the optic nerve with the brain, and the sensation of seeing is produced. Ask him about the hands and he will explain to you what a combination of bone and muscle and nerve and sinew are here manifested, what a variety of motion, what a delicacy of touch are given it, and how admirably it is fitted for man's use. And looking at every part of the "human form divine" we are led to say, with the Psalmist, that man is fearfully and wonderfully made.

Go to the student of mental philosophy, and he will tell you that an intellectual structure still more wonderful, is situated within the body, guiding its actions and controlling its power as with an unseen hand. He will also tell you that it is from this as a fountain that all the achievements of science, the beauties of literature, the brilliant conceptions of genius, and all those mental qualities which charm and delight mankind, flow. The mind conceives the idea of train-

ing the lightning to do its bidding, and making it the servant of man; the hand fashions an instrument, and messages are conveyed across continents, and under oceans, with the rapidity of thought, so that we can hold converse with friends at a distance almost as easily as if they were at our side. The mind contemplates the wonderful works of the Creator, in the heavens, and the hand forms the telescope, and we learn more of the inconceivable grandeur of the universe, and of the wisdom of Him who created all things. The mind sees the hidden power of steam, and the hand constructs the steam-engine, and great commercial centres are bound together with an iron band, and oceans are crossed without the aid of wind or tide. The light of day is turned into a living pencil, and artist's pictures are drawn with it. Natural laws are laid hold of and compelled to furnish comforts and luxuries. But why dwell longer on the wonderful powers of man's intellect.

We look at him once more and behold a still higher and nobler part in his truly wonderful structure. It is that which governs his actions to himself, to his neighbor, and to his Creator, and renders him more God-like. Need I say that I now refer to his moral nature, the same from whence spring his motives and the principles upon which his actions depend. No matter how high he may be intellectually or physically, if his moral nature be debased he is low indeed. To what depths of degradation and infamy can a man descend when his moral nature is debased and ceases to govern him aright! It is a melancholy sight to see one gifted with superior mental powers, degrading and debasing himself below the brute creation, in order to gratify a morbid appetite, yet such is the case. The education of this part of man's nature is of the highest moment, for upon it rests the frame-work of our social fabric; nay, even more, his future and eternal well-being depends greatly upon

how this faculty is trained. This branch of education I fear has not received that attention in our Public Schools that its importance demands. We have to a very great extent neglected it. The higher and nobler attributes of man's nature have been overlooked in the struggle for wealth and position

The Creator who made man with such wonderful mental and physical powers, has provided ample means for their development. Along the pathway of life are strewn a great variety of instrumentalities with which to educate him. A two-fold design is manifest since nothing has been created in vain. He who formed the eye made objects suitable to look at. He who fashioned the hand placed within reach material for it to use. He who placed within us a taste and a love for the beautiful has clothed nature in a rich and varied garb. He who gave man his moral nature placed him in the society of his fellow-men, and made him a responsible being. Therefore, man as the crowning work in nature has been eminently fitted to fill his place, and all his surroundings have been specially adapted to meet his wants. Labor and recreation have been provided to strengthen and develop his mental and physical powers; rest and relaxation to restore the waste and renew the strength expended consequent upon exertion. A continued strain either upon mind or body, destroys that buoyancy of spirit and elasticity of motion, which are so essential to his welfare and happiness. The world of mind and the world of matter, are the storehouses from whence the teacher must draw his supply, and that supply is unlimited. In the school-room, however, the teacher is restricted to a certain extent by the capacities of those placed under his charge. The nature of the mind to be educated and of the instrumentalities used, have both to be carefully considered. One of the most difficult problems to be solved by man, is the selection of a proper course of instruction for the training of the young. Only

very general limits can be given for the guidance of teachers, and each teacher will of necessity have to cull and select from his store of knowledge, the particular points or facts required in each individual case. Here then, we conceive, is where the greatest skill of the teacher is required. He not only requires to know thoroughly the subject matter under consideration, but also how to present it, in such a manner as shall at the same time, strengthen and develop the mind, and assist the pupil in acquiring a correct knowledge of the subject. It is quite possible for a teacher to explain intricate points, and clear up difficult passages in a lesson, and yet give no real mental training. In order to teach successfully, the teacher must possess a profound and philosophical knowledge of the subject taught, an intimate acquaintance with the nature of the mind, and a deep knowledge of human nature. Not the generalizations that apply to society as a whole, but of the nature and capacity of each individual mind that comes under his charge.

We have seen that the true aim of all well directed education is to perfect man, and that nature has made rich provision for this purpose. It now remains for us to consider the methods of using these instrumentalities. The Creator has placed in man a desire for knowledge; this desire leads to enquiry; prompts to action; and this in turn leads to acquisition. The education of man through the acquisition of knowledge has wisely been left to human agencies. A man may possess a theoretical knowledge of the nature of wood or iron and of the tools to be used working them, but unless he has skill in handling these tools, he cannot turn out a finished piece of workmanship. So it is with the teacher; it is not enough for him to understand the nature of the mind and be well informed in the subject taught, he must also know how to conduct the operation of teaching, or he will do little towards educating his pupils.

In conclusion we would urge upon teachers the necessity for specially preparing themselves for the work ; for whether we look upon it as elevating and ennobling the profession, or view it in its bearing upon man's destiny, we consider that special preparation is essentially necessary. The student of law or medicine must pass

through a regular course of study, specially pertaining to his profession, before he is permitted to practice it. If, then, special preparation is necessary for these, in order to discharge their duties properly, we think it equally imperative on those who fill the responsible position of teacher.

MISCELLANEOUS CONTRIBUTIONS.

SCHOOL REPORTS—EXTRACTS FROM AN ADDRESS BY A. DINGWALL FORDYCE, ESQ., INSPECTOR DIV. NO. 2, WELLINGTON COUNTY.

Accuracy is essential to a satisfactory Report ; not that the greatest amount of accuracy will, as a matter of course, make a Report satisfactory ; but that a correct statement is always desirable even if what is reported be in itself unsatisfactory. It may not, under all circumstances, be necessary or expedient to make a Report ; but if one is made it should certainly be characterized by accuracy. Completeness is also of consequence in a report ; a want of completeness may seriously affect the accuracy. An incomplete statement goes forth, and conclusions wholly unwarranted were all the facts known, are drawn from it. The very part of a statement may be omitted either intentionally or inadvertently, in reporting, which would have placed the matter in question in quite a different light, and what adds very much to the mischief thus done, in the case of verbal reports or rumors which are wanting in completeness and accuracy is, that the Report is not merely a statement, but as its very name implies, a statement repeated or reported—thrown like a snow ball from one to another, or rolled along, and gathering all the while in bulk till its connection with the original, can, with difficulty be recognized. It is much the same with written official statements which lack accuracy or completeness. Some

important link in the chain is omitted, deductions notwithstanding are drawn, and an altogether erroneous conclusion is reached. Accuracy and completeness then are of the very essence of right reporting whether the report be oral or written, whether it bears on individuals or on associations. The great importance of perfect accuracy or truthfulness without any material omission must be apparent in the case of currency being given to reports affecting the conduct of individuals. Whether the individual whose character is made free with, is in authority or under authority, care should be taken to prevent unauthenticated rumors, passing at once into current and accepted Reports. An error may exist in written Reports, and be extended by repetition, but not by any means with the serious consequences which too often result from the unguarded repetition of oral reports, whose tendency may be to create prejudice, raise distrust and so injure character, a mere modicum of truth for a basis being made to sustain any amount of misrepresentation arising from the wretched habit of taking reports on trust, which ought to be subjected to the severest scrutiny before they receive our attestation and are helped on their mischievous career by our thoughtlessness. No ill-design may exist on the part of the indi-

vidual who merely reports what he has been told; but the greatest indiscretion nevertheless in doing so, without allowing time for enquiry.

In connection with the system of Public School instruction now in force in the Province of Ontario, a very full system of reporting has been instituted, and, if it were carefully attended to in all particulars by those who are officially connected with the Schools, the public would be well acquainted so far as Reports can make them so, with results; but the feeling I believe, largely exists, that the duty required is burdensome, to some extent unnecessary, and even useless unless all are exact, which it is to be feared, many are not. Some Reports are models of accuracy and completeness, and there seems no good reason why all are not so; reasons of course there are.

The Educational Department furnishes the School Inspector, with Forms for the Trustees' Semi-Annual and Annual Reports. These he transmits to each Board of School Trustees to be filled up and sent back to him, the one within ten days after the expiry of each half-year; the other, not later than the middle of January. He makes up the apportionment of the School Fund on the basis of the attendance of resident scholars at each School, as given in such half-yearly returns, and as compared with the attendance at the other Public Schools in this or that township; attests each Report and lays it aside for reference if need be. The annual Reports are filed in like manner, when the information they contain, has been engrossed in full, in the Report for each of the townships under his charge as Inspector. Having attested these township Reports, they are sent to the educational Department, where they are examined and preserved; their contents forming the ground-work of the statistical part of the Chief Superintendent's annual Report to the Governor. The latter document is printed and circulated extensively, a copy

being sent to each Board of School Trustees, and other officials; and, necessarily brings before those chiefly interested, a mass of information, systematically arranged, and valuable, in a great measure in proportion to the accuracy exhibited in the individual reports from which the aggregate information is compiled. The Inspector is likewise required to prepare and submit to the Chief Superintendent of Education previous to the close of every year a full and particular Report of the condition of each School of which he has the oversight, in respect of internal and external accommodation and state, arrangements, conveniences, and aids to instruction; advancement of the scholars in the several branches of study pursued; extent to which the new programme or course of study is followed in one or another situation; characteristics of the Teacher and of his or her mode of instruction; rate of salary, and apparent obstacles to success of whatever nature so far as ascertained in his semi-annual visits to the Schools. He has also to report from time to time, to the Trustees of the schools under his charge, any existing deficiency which they have the power and are required to remedy; and although not enjoined by law to do so, it is not uncommon for County School Inspectors to report more or less particularly, to the County Council from which they hold their appointment, on the condition of the Schools of which they have the oversight, and on the interests of education as they may be affected by Sectional or Municipal action.

If all the queries in the annual School Reports were such as bore directly and solely on Public School matters, they might not run the same risk of being regarded as a tax on those whose services although imperative are yet gratuitous, and there might perhaps be less carelessness than is sometimes found in filling up blanks. On the whole, however, with frequent occasion to write for additional particulars, I have gener-

ally met readiness to supply any omissions, on their being pointed out, frequently accompanied by regret on account of the neglect or oversight. Latterly, the Annual School Reports have been almost wholly divested of questions requiring merely approximate answers, the only ones now being those respecting Private Schools, a point on which there is naturally enough, some degree of disinclination to make enquiry, and the questions referring to the estimated value of School House, School Furniture, apparatus, maps and School Library in the Public Schools. Some difficulty may occasionally arise from the appointment as School Trustees of those who understand correctly enough receipts and payments which pass through their hands, but lack the ability to represent this intelligibly to others in figures, and yet attempt to do so. If school Auditors were always as careful as they ought to be, in examining such statements before attesting them, the trouble arising from want of familiarity on the part of such School Trustees with the right mode of recording business transactions might be avoided; but this is not always the case. Signatures appear frequently to be attached by Auditors as a matter of form to the most defective Financial Statement.

The joint responsibility of the Teacher and Trustees, I am inclined to think, may stand somewhat in the way of the latter's always taking to themselves their proper share of that responsibility. Their signature to the semi-annual Report is probably in the majority of cases, regarded as a mere form; yet it should not be so, unable though they may be to guarantee with perfect certainty the accuracy of its entire contents.

The Annual Reports are frequently, to a great extent, and even on points outside of his own personal knowledge, filled up by the Teacher; but while this is so, his own concern in that Report and his prescribed duty in connection with it may sometimes be looked on with a species of indifference

from the joint responsibility just alluded to; and he may feel less hesitation than he should in leaving his situation towards the close of his engagement without that part of the Report having been filled up, which he is yet aware, no one else is capable of doing satisfactorily. But even, supposing the blanks have been received in time and the Teacher's part of the information so far supplied, it is not by any means uncommon to find that some particulars have been overlooked or neglected; it may be classification of the scholars in different branches of study, number of children attending school for specific periods, approximation even deemed sufficient in the latter case, and this approximation wide of the mark. Change of situation and the December Examination of Teachers may sometimes account for this want of care, but the trouble it occasions is none the less for that reason.

In place, however, of omissions on the teacher's part, it may sometimes happen that his semi-annual Report of attendance contains what should not be found in it—pupils for example returned as resident scholars who are not really so; or teaching time included which could not really be taken into account in apportioning the School Fund. Teachers, as well as Trustees, may regard the substitution of Saturday for a legal teaching day as no imposition, which, however, it really is. The law or regulations on that head being what they are, disregard of this provision can neither be looked on as honest or honorable when viewed in its bearings on those who do strictly adhere to it.

A less reprehensible error on the part of Teachers, but one which it would always be well to guard against, is that of neglecting to specify the particular School or Schools which they have visited during the half-year, with the date of such visit—the omission preventing, or, at least, delaying the allowance on account of such visits, from the School Fund to the School which

has been closed in consequence. Besides this, although the ages of all the scholars may appear on the School Roll, it is not always that they are all transcribed by the teacher on the half-yearly Report of attendance, ere it is forwarded to the Inspector: the ages, it should be remembered, give an ostensible guarantee that none derive benefit from the School Fund, or rather secure it for the School, who are not legally entitled to do so; while a check is also furnished by the same means on the numbers reported as attending school of such and such ages.

Besides the Teacher's duties in connection with the yearly and half-yearly Reports, some of which may be implied rather than directly enjoined, and which have to be performed at stated times, he may have to report to the trustees and to the Chief Superintendent, at such times as is required.

In addition, however, to these prescribed obligations, a system of reporting is occasionally carried on by teachers, required neither by statute nor regulations, but not inconsistent therewith, and which, while it brings on themselves a very considerable amount of extra labor, is frequently considered to be productive of good results, proving a stimulus to some scholars in study or in good behavior, or in other respects. Where this practice is followed, school trustees commonly provide, at small cost a number of blanks to be filled up by the teacher, monthly or quarterly, from his private record, with the names of the scholars, number of marks for recitation secured during the term; highest number that could be secured, highest and lowest number obtained by any scholar; number of demerit marks; degree of attention, good conduct, and punctuality. These reports being sent to the parents or guardians of the scholars concerned, are examined by them, and countersigned and returned to the teacher. A good general knowledge, it is presumed, may thus be obtained by the parents, independent of any visit to the school, of the

amount of exertion displayed by their children in study, and of their demeanor while under the teacher's eye. Being aware what opportunity to attend school their children have had, they may thus judge with tolerable accuracy what the relative value of such and such marks, in certain respects, may really be.

Every judicious teacher who believes in the efficacy of this system, and pursues it, will seek to guard against injury that might result from it, through children of weakly constitution being thereby led into undue mental exertion, from a desire to keep pace with or to excel others who have no such drawback in their way.

In addition to the Reports thus made by the teacher, whether obligatory or optional, he may, on the other hand, have to receive reports, under certain circumstances, from those under his own charge. It will be of consequence, then, that those whom he appoints to relieve himself, for a time, of work which he might not be able to overtake without such help, are not only capable of doing the work assigned to them, but can also be trusted to report impartially on it to the teacher; whether the duty be that of noting the scholars who break rules by whispering, or in any other way; or, as monitors, hearing the recitations of some of the classes. The selection of the right scholars for such a purpose, is no less necessary for their own sakes, than as a simple act of justice to the rest. This must be evident from the inexperience of those who are selected, the natural disinclination of children to receive directions from or yield obedience to those not very widely removed from themselves, in respect of age and attainments, and the common prejudice existing against the employment of monitors, under any circumstances.

PRAYER IN SCHOOL, BY JOHN IRELAND,
TEACHER, PILKINGTON.

The universal desire of men to be considered good; that prayer is a sign of

goodness ; the difficulty of proving the contrary, together with the "recommend," possibly contribute to induce some men to depart so far from the plain advice to pray in their shut closets. I would have a far higher opinion of my neighbor's goodness, if I accidentally stumbled on him at his prayers in his own room, than if I went, after a four weeks announcement in the public papers, to hear him "lead off" at the dedication of a cathedral. On my own part, I heartily thank the Council of Public Instruction for its thoughtfulness in merely recommending the rite. Had it made prayer compulsory, I must have chosen resignation or hypocrisy. The "recommend," while it greatly encourages those teachers prayerfully inclined, leaves free those who are more scrupulous about business prayers. As our necessities and emotions are not only unlike, but do not recur precisely at nine in the morning and four in the afternoon, we cannot conscientiously pray at these times. As words are supposed to represent thoughts and emotions, if these are wanting, prayer is formal, false and hypocritical. To tell a man what to say, and when to say that what to God, needs only to be mentioned to become ridiculous.

Even our Lord's Prayer cannot, in my opinion, be used at all times and by all persons :—"After this manner pray ye," shows that it can be varied to suit conditions. "Give us each day our daily bread" would be absurd after we had just got it ; it is a morning prayer. If we pray for the bread of to-morrow, then we are "taking heed" for the things of to-morrow, against which we are cautioned. "Forgive us our trespasses as we forgive those that trespass against us," if we still retain ought against others, we are asking God to retain our sin. I have not used this form of prayer in many years, because I still had something against somebody.

A SUMMER SCENE AND ITS THOUGHTS—
BY TENA.

It was a warm morning, in early summer, and being in no mood for an extra nap, I bethought myself of a walk to the shore of our own broad lake. The sun had not yet shown himself above the tall forest, which bounded the landscape to the east. All nature was silent, as if offering a morning prayer to the great Creator and Preserver. Even the air seemed impressed with the solemnity of the scene, and as if afraid to break the spell, it stirred not the green leaves as it passed.

A few minutes walk brought me to the shore of Lake Huron.

The scene was changed. The unbroken quiet for the murmur of the lake ; the stillness of the objects on land, for the continuous motion of the waters. I reached the beach, and it seemed as if I were transported to an entirely different place. I stood motionless, struck with the view. On every side, as far as the eye could see, lay an unbroken waste of water ; without even a sail to enliven the view ; whilst the continual moaning of the waves reminded me of the moans of a person in pain. This thought came into my mind ; is not this a fit emblem of our natures ? Does not the restlessness of the waves, remind us of the restless unsatisfied longings of our own hearts ? Is not the one wave washing over the other, the same in intent, as one generation of men rising to notice over the graves of the past ?

The moans of the one wave are unnoticed by its follower, much the same as the groans of one man are unheeded by his fellow-man. I returned from my walk saddened in spirit, but with earnest resolve, to do all in my power to lessen the misery of mankind, and also, to try and fulfill my duties in a more earnest manner ; knowing that soon the time will come when some other will fill my place here, but resolving to live in the hearts of my pupils, when my

body would be mouldering in the cold grave. Resolving, also, that when I pass away, I shall not be like the waves, but shall leave something behind me, to serve as a landmark or guide, for those who may follow.

S E L E C T I O N S .

HOW DR. ROUNDER BEAT HIS BOYS.

A queer old-fashioned house was "Cloverbobs," where the sensible, but somewhat queer Dr. Rounder kept his school.

The doctor had a fine garden and orchard, in which all manner of pleasant fruit were to be found, from the early strawberries to autumn plums and apples. From him the boys had full liberty to revel in these inviting pastures. He considered that the fruit was sent to be eaten, and that the boys of Cloverbobs were sent to eat it.

All the boys were of the same opinion; but Mrs. Pinnicker, the housekeeper, did not agree with them, now and then. Many grievous complaints did she carry to her master of the nursing and doctoring arising from the boys' eating unripe fruit, or too much of what was ripe, and she so worried him that he was fain to let her lock the gate, and give out such measure of the dainties as she thought fit.

For this, the big boys resolved to be revenged. The theft of her spectacles, the drowning of her cat, and various other plots were made and abandoned, as unworthy of gentlemen, and disgraceful to the doctor's pupils. Nevertheless, something, it was decided, must be done. Now, where there's a will there's a way, and that may be said with a strong significance to a boy's will. What chance, then, had the housekeeper against the wills of between thirty and forty boys?

The apples had been gathered in with the plums, which were stored for preserving, and the whole were laid in the most housekeeper-like order on the floor of a large room at one end of the straggling old house.

Of this room, into which the boys saw all the good things go, and nothing come out, Mrs. Pinnicker kept the key—a great door key, that hung with others from her girdle.

To get the key was impossible, and to get to the apples without it equally so; at least so it appeared till accident showed it otherwise.

It chanced that, in a game of hide-and-seek, one boy, the hider, climbed the roof of the house, and, creeping toward the apple room end, got down an ivy-covered chimney. The chimney was very large, and he descended rather quicker than he wished into the chamber beneath, and fell within a few inches of a large hole in the floor, where the grate had once been.

At first he was in a panic, but finding he was not hurt, he soon recovered himself and began to look about him. It was a dingy place; the window was almost covered with ivy; but there was enough light to show him that the boxes of all the pupils were kept there.

Having ascertained this, he went to the edge of the hole, and, looking down, could see nothing but a flat hearth-stone.

"There's no fire-place there," he thought; but while he thought and looked a strong whiff of apples came up, and suddenly gave him an explanation of his whereabouts.

"Of course," he exclaimed, "I am over the fruit storeroom."

Piling the boxes up, he soon got out from the chimney, and, smoothing the ivy, he descended with all speed to tell his comrades.

Exultation was in every heart that night; for, although much had to be done to carry out their enterprise, the first step, and most important, had been taken; the apples were found to be within reach without the big key.

After many a consultation in the playing ground, measures were agreed on; and the next day the ringleaders were down the chimney smelling the apples and scheming

how to get at them. It was too far to jump or drop down; but a rope—there were the cords of the boxes—what could be more handy?

They twisted and twined them in and out to the size of a cable, and then, letting down the smallest of the party, charged him to come up with his pockets full. But pockets, even large ones, would not hold many; and the small boy had small pockets of course; so he had to go down several times before he could satisfy his companions.

"Let's drop down a basket," said one.

"Our supper basket," said another.

"Yes," said the small boy; "and it would be easier to go down and come up in the basket; the cord hurts."

Accordingly, that night, after supper, the market basket was in its ordinary place, but the following morning nobody could find it; where it was hidden, and how, I cannot tell, but the next play hour saw it in the box-room.

To prevent the possibility of their letting go the rope when the basket contained their messenger or the apples, they secured it round an iron bar that went across the window, and wound or unwound it as need required.

For some days their depredations went on, and now their revenge was at hand. They knew it was Mrs. Pinnicker's time for bringing fruit for the Sunday pies, and they hid about, here and there, to watch her go into the room. They saw her put her bright key into the lock, and go in and close the door behind her.

Would she never come out? Were they to wait in vain for the pleasure of seeing her horror-stricken face? The bell rang, the play-time was over, and they were forced to forego their delight; but they saw her in the house, in the dormitory at night, and she looked troubled and perplexed.

They were sure she had complained to the doctor; but he must have told her it was a fancy; that the apples could not go through the keyhole, and that the heaps were not any less, as she declared they were.

Nevertheless, they thought it best to rest awhile, and allowed her to make another visit before they took any more apples.

Thinking now that she was satisfied, they went to work again, and the diminished heaps left no doubt in Mrs. Pinnicker's

mind that the thieves were somewhere. She had told the doctor, and the doctor had told her that she was mistaken, but that if she saw any fresh signs of theft she had better let him know, and say nothing about it to anyone else.

So she went to him again with more consternation than the doctor thought all the apples were worth; but he said he would see the apples and judge for himself, for by a visit now and then he would be able to settle the question of theft or no theft; so he took the key.

Mrs. Pinnicker seemed so quiet about her second loss that the boys thought they might venture a fresh excursion into her treasury; and, as it chanced, they on the roof, hidden by its ins and outs, and the doctor on the walk beneath, were making their way at the same time to the same spot.

He had let himself in and was looking at the fruit, when he thought he heard a noise above him.

He waited and heard voices.

He was almost as much frightened to find he had caught the thieves as he would have been if they had caught him.

In nervous expectation he waited, wondering where he should see them appear, when the basket slowly made its way through the chimney-hole and gradually settled on the hearth, the small boy in it not expecting any company, and least of all the doctor.

When he saw him (which at first he had not done, as his back was towards him), he was so paralyzed with fear that he could not utter a sound. The doctor observed this, and immediately took advantage of it: he put his finger on his lips as a sign that he should keep silence.

"Safe?" cried a voice above, which the doctor knew to be his nephew's.

The doctor made signs to the trembling urchin to say "Yes," which he did, but in a very husky voice.

"Load away, then!" said several voices. Whereupon the doctor, making signs to him of his intentions; and looking at the thickness of the rope, whispered to him to give the accustomed signal when he had taken his usual time for filling the basket. Then, settling himself with some difficulty in it, to the utter confusion of the small boy, who devoutly wished he had never seen an apple in his life.

"A good lot this time," said the doctor's nephew.

"He is coming up with it," said another.

"Mind the rope; don't let it slip; give it another twist. Well, I think we shall have enough to last, this time."

While they were rejoicing in the coming spoils, the nearest boy caught sight of the doctor's hat; and soon his face was visible, to the horror and amazement of all.

"Don't let me down among the apples, boys," he said; "I have had some trouble to come up, and should like to stay here a little, if you please."

There was no escape, no help for it; they went to pulling and twisting till he was fairly landed on the floor.

"My dear lads," he exclaimed, when he was out of the basket, "how could you drive me to make such a journey? I wouldn't for all the apples in England do it again, not even if I got them honestly."

Seeing so little anger in his face, they clustered around him and made an awkward attempt at an apology.

"Lads," he said, "I can't forgive you—don't ask me. It is so very disreputable an affair that I wash my hands of it, and will forget it immediately. I'm only very glad that no one knows it but ourselves. Are any other of the boys concerned in it?"

They said they had trusted none younger than the one below.

"I am glad of it for your sake. Here, let us put these boxes straight and untwist these ropes. I would't have Mrs. Pinnicker know that you could so far forget your duty to yourselves and me, for anything."

They could have borne a scolding; learned a lesson; or stood caning; but this way of meeting their misdoing completely overcame them. They resolved, one and all, inwardly, never to engage in anything unworthy again.

The boxes were speedily replaced, and the rope put right; and to save the character of the thieves, the doctor got, by their help, from the chimney. As soon as he got into the house he sent for his housekeeper, and said:

"There are too many apples there by half, I am sure the boys cannot have had enough; mind that they have plenty in future. In fact, to prevent them falling into the hands of thieves, as you have supposed they do, it is better you should give the key to the senior boys, and let them take a sufficient quantity. Remember, lads, not to be imprudent!" he added, filling up the confusion of the thieves.

"If that wasn't enough to conquer any heart, I don't know what would be," said one of the boys, many years after, in speaking of it. "It had the effect of making us forgive the housekeeper; for how could we resent, who had been so nobly pardoned? And, more than that, it gave an effect to the doctor's moral and religious teaching which was most valuable to us. We were sure he was sincere; we saw that he had none of the meanness that he dealt so gently with, while he must have despised it, and we were thoroughly ashamed of ourselves."

THE RECITATION — MISCELLANEOUS SUGGESTIONS.

Many of the suggestions in this article have often been made in this and other educational journals. But they need in substance to be often repeated for the benefit of the new class of young teachers constantly coming upon the arena, a large number of whom read this journal, and all are anxious for practical suggestions. This is our excuse for grouping together here a number of practical hints which, to experienced teachers, may seem common-place.

All the machinery of school work cul-

minates in the recitation. The teacher who fails here *fails as a teacher*, however successfully he may govern his school. A failure to teach well is more fundamental than a failure to govern well. The ability to govern well is an accessory to good teaching, not *vice versa*.

The following suggestions are general. They can be applied to recitations in any branch of study:

1. Give your whole attention, if possible, to the recitation. This is necessary in order

to secure the requisite attention from the class. You can do but little if you are constantly diverted by other things in the school. During the recitation no whispering should be allowed in the schoolroom, however much it may be allowed at other times. Nor should any question be asked outside of the class. This should be insisted on. Whatever whispering or questions are necessary should be attended to between classes.

2. The teacher should stand where he can take in all the scholars at a glance without appearing to watch them. To do this he must face the school and the class, while the class sit with their backs to the school. If the class sit facing the school, or on side seats where they can look either way, their attention is quite apt to be diverted by the other scholars.

3. Usually the teacher should stand while hearing a class. It adds thirty per cent., or more, to his power over the class and over the school. It gives more life to the recitation, while it enables him to see all that is going on in the room and makes him ready for any emergency. He should avoid an awkward or lazy position, such as leaning against the desk, twirling one leg around the other, putting one foot upon the chair or bench, etc.

4. The class can be called on to the floor by a little bell or by any simple signal that attracts their attention. Too much formality in calling them should be avoided. The first stroke may call them to their feet, and the second to the recitation seats. Or, if the class is small, one stroke may answer both purposes. The thing desired is, that the class come promptly and quietly to their seats and return in the same way. They should be seated compactly, neither crowded nor too much scattered.

5. The books, unless needed at some time during the recitation, should be left behind on the desks of the pupils. If needed part of the time, they should, of course, be kept entirely closed the remainder of the time. In many recitations, the teacher's book also should be kept closed. He should have the lesson better than the best scholar in the class has it, and not be obliged to keep peering into the book to see if the right answer is given.

6. Insist on *promptness* in reciting. Much time is wasted and bad habits are formed by allowing the pupil to think a long time

before answering, and then to give the answer very slowly. It is true that some pupils are slow by nature, and others are quick. After making due allowance for such differences, an immediate answer should be required. If it is not forthcoming, pass on to the next. The pupil can form no more valuable habit than that of being able to say promptly what he knows about a given subject.

7. Insist also on *accuracy* and *clearness*. These are distinguishing traits of good scholarship, and should not be sacrificed even to promptness. If an answer, otherwise correct, is given in a bungling, ungrammatical sentence, do not pass it over, but see that it is changed and put into a correct form. If you ask for a definition, and the pupil begins his answer by saying, "It is when," or "It is where," stop him, and show the absurdity of his answer by some such question as, "When is it?" "Where is it?" or, "Is it a time?" "Is it a place?" Definitions and important rules should be given in the very language of the book. In mathematics especially words have a very definite meaning, and should be used with strict accuracy. A clear, sharp-cut, well-formed answer in our common schools, is as beautiful as it is rare.

8. Severely discourage all attempts at *guessing* the answer. Pupils are often very shrewd at this, but they must be taught that when they come to use their knowledge in the practical affairs of life it must be known, not guessed.

9. Do not lose your patience with any amount of stupidity. You will be strongly tempted to do so. Things that appear exceedingly simple and easy to you, may be very hard and mysterious to your pupils. They can not see through them at once. One of your mottoes must be, "Line upon line, line upon line; precept upon precept, precept upon precept; here a little and there a little." Constantly recall the slow processes by which you learned what seems intuitive to you now, and then put yourself in the child's place.

10. Lose no time in giving out the lesson for the next day. Decide beforehand what it shall be, and announce it, usually, at the beginning of the recitation. Be careful to give all necessary explanations as to what is to be learned and how it is to be learned.

11. If the class, as a whole, fail on the

lesson, they should be required to take it over, sometimes with a short lesson in advance. It is a waste of time, a dead loss, to pass over what is not understood by the class as a whole. Especially is this so in those studies in which the separate truths are all linked together. It is often a wholesome thing to require the class to recite the lessons again the same day, or to stay and recite it after school.

12. If all the class but one understood a point, do not take their time in explaining

it to him. Ask him to remain for that purpose after school, or to come early in the morning.

13. Close promptly when the time is up. Do this whether you are through the lesson or not. You have no time to trespass upon the time of the next class. With a clock or watch before you, you can by practice so time yourself as to go over the lesson or the most important part of it, and close at the right moment.

EDUCATIONAL INTELLIGENCE.

CANADA.

A lecture was delivered in the Town Hall, Berlin, on the evening of April 7th, by Dr. Sangster, of Yorkville. The chair was occupied by H. F. Jackson. The Doctor's subject was "Heroes and Hero Worship." The attendance was very fair, and comprised nearly all the teachers of the county. The proceeds of the lecture are to be used towards furnishing a teachers' library for the county. A teachers' convention was also held during the day, and was largely attended.

The quarterly examination of the Public School at New Lancaster, was held on Monday the 30th March. The Rev. Thos. McPherson and several ladies and gentlemen present, were highly satisfied with the strict discipline and general efficiency of the pupils, who were examined in nearly all the branches taught in Public Schools. In the evening a concert was given in Mr. Rae's Hall, by the pupils, kindly assisted by A. W. Ross, Esq., County Inspector, and several others, for the purpose of raising funds for prizes, &c. It was quite a success; the performers acquitted themselves admirably, and the efforts of the pupils were well repaid by the generous patronage of the community.—(Com).

WATERLOO TEACHERS' ASSOCIATION.—The association met in Berlin on the 6th and 7th April. The President, T. Pierce, Esq., Inspector, occupied the chair. Mr. H. J. Brownlee of Philipsburg read an essay on "How to teach German children to read English." Mr. Herner gave a

model lesson on fractions. Mr. Brueckner exhibited his method of teaching German writing. Mr. McRae pointed out mistakes in pronunciation. Mr. Chapman explained his method of giving object lessons. Dr. Sangster gave a very able and instructive lesson on teaching English Grammar, for which a cordial vote of thanks was tendered to him. Mr. J. W. Connor illustrated the Constructive Method of map drawing. A Committee having been appointed to recommend a Candidate for the suffrages of the teachers as their representative in the Council of Public Instruction, reported in favor of Dr. Sangster, and the report was unanimously adopted. The Association adjourned to meet again in Berlin, on the 15th and 16th of July. The attendance was large, and the greatest interest was taken in the proceedings.

LANARK PUBLIC SCHOOLS.—One of the most elaborate and carefully prepared documents of the kind we have yet received is the Annual Report for 1873, of H. L. Slack, Esq., M.A., Inspector, County of Lanark. It is comprised in a well printed pamphlet of 18 pages, and must have required great labor in its preparation. In addition to a mass of valuable statistics arranged in tabular form, Mr. Slack gives many useful suggestions and remarks in regard to the working of the schools. He strongly advocates Compulsory Attendance as a necessary accompaniment of Free Schools, citing one instance where the salary paid was \$400, and where the attendance the first three weeks in October last, as shown by the Register was 0, 0, 0, 0,

4, 0, 0, 0, 6, 7, 9, 9, 10, 9. Mr. Slack speaks in terms of approval of the Programme of Studies issued by the Council of Public Instruction, and gives some excellent advice in regard to the building of new school houses. The total receipts of money in the County for 1873, was \$40,732.52; total expenditure \$37,128.88. There are 121 school houses, of which 2 are brick, 10 stone, 41 frame, and 68 log. 122 teachers were engaged of whom 34 were males, and 88 females, with qualifications as follows: 1st Class Provincial none; 2nd do 7; 1st old County Board 9; 2nd do. 2; 3rd new County Board 87; Special Certificates 17. Highest salary paid male teacher \$400; lowest \$180; highest salary paid female teacher \$300; lowest \$140. There are in the County 6840 children of school age, of whom 6,331, attended school, leaving 509 who attended no school. 3059 attended less than 50 days, and 1767 less than 100 days. The average attendance for the year was 2760.

HAMILTON PUBLIC SCHOOLS. — We have received the very able and elaborate report of the Schools of the City of Hamilton for 1873—by A. Macalum, Esq., M.A., Inspector. We make some extracts:—

“In the first place, the usual statistics are given and the analysis of the semi-annual promotions for the year; then follow some important and interesting statements and comparisons from our city papers about our Public Schools—a comparison between 1849 and 1873, Income, Expenditure, Cost per Pupil, &c., some important resolutions and reports passed by the Board, Morals and Manners, the Victoria School, General Remarks, Vocal Music in School, and Compulsory Attendance at School.”

“During the first session of the year 4,539 pupils were enrolled; during the second, 4,448, and in the whole year 5,188—which is 336 more than entered our schools in 1872, though the number in that year was 210 greater than that for 1871. The daily average attendance for the first half of the year was 3,282; for the second half, 3,163; and for the whole year, 3,229; in other words, of every 100 who entered school, over sixty-two of them attended the whole year. Ten years ago it was only 54.4, and twenty years ago it was 52.8. It is the *daily average attendance*, not the number en-

rolled, that shows the effort, and in connection with the promotions, the success of the teachers. The number between the ages of 5 and 16 years was 5,160; other ages, 28; boys, 2,720; girls, 2,486; between 5 and 10 years, 3,651; between 10 and 16 years, 1,509; and between 16 and 21 years, 26, and 3 over 30 years of age; 28 are reported as living outside the city; 251, which is only three more than last year, attended school less than 20 days; 595 between 20 and 50 days; 976 between 50 and 100; 909 between 100 and 150; 1,521 between 150 and 200; and 949, which is 107 over the same number in 1872, over 200 days, or the whole year. In the first book of readers there were 2,200; in the second, 1,013; in third, 1,315; in the fourth, 660. In reading, spelling, writing, arithmetic, Christian morals, Canadian geography and general geography, all our pupils, 5,188, were engaged; in grammar and composition there were 1,545; in object lessons, 4,850; in some portion of Canadian history, 722; and in human physiology, 342; in English history, 107; in book keeping, 156; in vocal music to a small extent, 4,964; in drawing, quite elementary in its character, 4,635; and girls learning to sew, 530.”

Further on a comparison is made between Hamilton and Toronto, shewing that while Hamilton sends 93 per cent. of her school population to school, and the average attendance is 63 per cent., in Toronto the rates are 88 per cent. and 40 per cent., respectively. The cost per pupil is \$4.22. The report concludes with some excellent remarks on vocal music, and compulsory attendance.

UNITED STATES.

More than one-half of the whole number of children attending the public schools of Milwaukee study German.

There have been 101 pupils at the State Normal school at Birmingham, Mass., the past year, representing six different States.

A female graduate of the Medical Department of Iowa University has taken the first prize for the best performed dissection in surgical anatomy, in a class consisting of twenty-four young men and one other young woman.

The annual report of the schools of Colorado furnishes the following statistics for

1873: With an estimated population of 120,000, the number of scholars between 5 and 21 is 14,417. Of this number there are enrolled 7,322, and an average attendance of 3,937. The number of teachers is 237, and the average salary of the male teachers is \$62 per month, while that of the female teachers is \$51 per month. Colorado has county superintendents, but does not have compulsory attendance.

An interesting suit for damages has just been tried in the Circuit Court held at Baraboo, Sauk county, Wis. The title of the case was Helen Crager vs. the Chicago and Northwestern Railroad Company. The facts are substantially as follows:—The plaintiff who is a good-looking interesting young lady, twenty-one years of age, and a school teacher, on the 6th of March, 1873, bought a ticket of the company's ticket agent at Reedsburg or Baraboo, and took a seat in a passenger car attached to a mixed train. When within a few miles of her destination, the plaintiff, being at that time alone with the conductor (the only other passenger and an employe of the company having left the car), was caressed and kissed by the conductor. There being nothing in the lady's manner to induce such familiarity, the ticket-puncher was soon after the occurrence arrested upon a charge of assault and battery. He pleaded guilty, was fined \$25 by justice, and discharged by the company. The Court ruled, as a matter of law, that the company was liable for the plaintiff for actual damages occasioned by the wrongful act of the conductor. The case was well argued and submitted to the jury, who returned a verdict to the plaintiff, and assessed her damages at \$1,000.

BRITISH AND FOREIGN.

In Sweden the proportion of inhabitants who can neither read nor write is one in a thousand. Instruction is obligatory.

An Italian lady, Rosa Piazza, has just received a diploma from the University of Padua; and is now honored with the title Professor of Pedagogics of the Normal and High Schools in the Kingdom of Italy.

JAPAN.—It seems that the officer sent by the Educational Department to Europe and America, to order home all students who had not reached a certain grade, has been completely out-generated by the students. Over a hundred had been notified that they

must return, but the young students whose wits and tongues must have been sharpened by grinding them on foreigners, succeeded in convincing the officer of the Educational Department that the interests of the great empire of Japan, and especially of the Mombusho and of the Okurasho, required their stay abroad. At any rate, instead of coming home like a shepherd leading his sheep, he came back solitary and alone, having enjoyed a "globe-trotting picnic at the expense of the country." Such a proof of eloquence and ability in arguing is doubtless gratifying to the friends of the students, but it is not highly relished at the Mombusho. So long as the students are abroad, they must be supported, and perhaps it will require the great magnet of a direct order from the Daijokuan to attract these rebellious particles of the Japanese nation away from the places to which they cling with such tenacity.—*Japanese Gazette*, December 8, 1873.

The educational machinery of Scotland has now got fairly started under the careful and prudent supervision of a Board located in Edinburgh for the guidance of local Boards. Schools are built in all places where new ones were required; old ones are closed in places where there were too many; more teaching power is supplied in every school either in the form of assistants or pupil teachers: schools are enlarged in almost every instance to accommodate children whose education has hitherto been neglected and who are now by a compulsory clause in the Bill to be compelled to attend school. The compulsory clause will prove perhaps the greatest puzzle about the whole working of the schools. Parents whose children are in misery, hunger, and nakedness have perhaps as much need of food and clothing for their children as education, while the children themselves would feel very uncomfortable while sitting alongside well-fed and well-clad children in school. In many cases the compulsory clause has already been found a failure, and if such really be the case with many more the Bill will not at all benefit the very class of children for which it was intended. There does not exist any uniformity in the working of schools under the different Boards. Some Boards assume all the power they can and a great deal more over the teacher and the school work, dole out his work to him

to the very minutest detail as if they wanted to show him how much he is at their mercy. In one case the Edinburgh Board had to advise some of the members of a certain school Board to resign their seats on account of their tyrannical dealings with their teacher. Other School Boards again confine their duties to simply ascertaining that the teacher is regularly and faithfully discharging his duties and that he is as regularly and faithfully paid: and keep the buildings in good order and see that the accommodation is sufficient. Teachers are now making a strong commencement all

over Scotland to club or associate, together into one large society or membership on the basis of the old established and chartered "Education Institute of Scotland" modified so as to admit of all chartered Masters and Mistressess being enrolled as its members. Teachers have been too late in finding out that unity to them in their profession is as strong as unity to others in any profession or trade. It will undoubtedly prove a great source of good for all Scotch teachers to unite under such a much respected and every where recognized banner as the Educational Institute.

CHOICE MISCELLANY.

A FRIDAY AFTERNOON EXERCISE.—One of the best Principals in Michigan—Prof. Burked, of Decatur—publishes the following:—

"In our High School we spend a part of each Friday afternoon in having a general review of studies gone over in the lower grades—*i. e.*, in the Grammar and Intermediates. We also take up other topics, upon which we think the general student ought to be made familiar. We have three objects in view:

1. To have the pupils retain what they have gone over, and to have them gain what is too often neglected, a fund of general knowledge.

2. To give those who are to go out to teach a *brightening up* on such information as they will need in their work.

3. To enhance the interest already taken by the patrons of the school by giving them an additional opportunity to witness the working spirit of the school, even in cases where they have but little time to visit us."

A WORD ABOUT TEACHERS.—Few men have sweet tempers, or hold such as they possess under steady, invariable control, though there are men who, without this sweetness of nature, however much tried, never seem to lose their self-command. No public man can get on long who has not his temper well in hand; but with the same amount of inflammable particles, men differ very much on the occasions that set fire to

them. Some people who are all composure when we might reasonably expect and justly excuse an explosion, will break down into peevishness or passing frenzy on slight provocation. We have known men, quite remarkable for a well-bred serenity, be unreasonably and childishly testy at some transient annoyance of a sort they are not used to. Highly sensitive organizations and intellects kept on the stretch are always irritable. DeQuincey, who has no heroes, says that Wordsworth, with all his philosophy, had fits of ill-temper, though the unexampled sweetness of his wife's temper made it impossible to quarrel with her. The two great hymn writers and good Christians, Newton and Toplady, met but once, and but for a few minutes, yet something passed—a trifling jest—which upset Toplady's equanimity, and made his parting words, we are told by the friendly bystander, not very courteous. There are times when men think they do well to be angry, and attribute their display of ill-temper to a holy impulse, while the observer sees only a common pet—exposing itself at the most unsuitable moment—at the failure of their efforts to attract or impress, perhaps to shine. The preacher is particularly subject to the temptation of any angry remonstrance uttered in this spirit. It must be hard to feel your best passages lost through the restlessness of school children or inattention of the singing gallery; but it seldom answers to allow the chafed spirit its fling. The person may be in a passion without

knowing it, but not without the congregation being quite alive to it, and the remembrance of a scene outliving every other effect of his discourse.—*Blackwood's Magazine*.

He was a wise and understanding teacher who confessed this bit of experience: "I began teaching by thinking I was conferring a great honor upon somebody. I ended by feeling that a great honor had been conferred upon me. For in teaching others I myself learned a still better way, and found out my great ignorance of many things. My real success as a teacher dated from the time I found out that my class was of more importance to me than I was to my class."

Education is not the accumulation of facts and formulæ, as dry goods are stored in a warehouse, anymore than the Church is composed of the conveniently-arranged heaps of stones in which men worship their Creator; it is the clothing of men's minds with a shield from ignorance, whilst full play is allowed for the exercise of their trained wills; and it is the training of those wills to do what the trained mind and the skillful hand shall find to do, and do it with all their might,—might being power of knowledge and power of execution, expressed in one strong word,—that constitutes a real and practical education, in which the known and the possible unite to form the practically-educated man.—PROF. WALTER SMITH.

SUGGESTIONS ON SPELLING.—1. When a lesson is assigned, the words should be distinctly pronounced by the teacher, and repeated by the pupils before they are required to study the lesson.

2. In the recitation in oral spelling, pupils should be required to divide the words into syllables.

3. Each lesson should be repeated, by carefully writing the words on a slate or on paper.

4. To teach the correct use of words, let sentences be written containing each word in the lesson.

5. Let the pupils form as many derivatives and compound words as they can from the lesson assigned.

6. It is recommended that the teacher frequently vary the exercise, by selecting words out of their regular order, which

illustrate the rules or principles of orthography.

7. In such words as "subject," "object," "use," "abuse," etc., the teacher should discriminate between the noun and the verb, giving one or both, according to the capacity of the pupils.

8. It may be objected that the directions here given require more time than is allotted to the spelling exercise. But it is now generally admitted that the elements of grammar and composition are best taught in this way; and if the time usually allotted to them be added to that of the spelling exercise, it will be ample.

Many methods of varying the exercise will suggest themselves to the ingenious teacher. The sentences containing the words of the spelling lesson may be changed from the declarative to the interrogative form, pronouns may be substituted for nouns, plurals for singulars, and singulars for plurals, the passive for the active forms of verbs, the different modes and tenses of verbs, etc. These spelling exercises should keep pace with the pupil's attainments in grammar.

WHAT A TEACHER SHOULD AND SHOULD NOT BE.—The School Superintendent of Dodge county, Wisconsin, incloses a copy of the following in each certificate he issues:—

A Teacher Should

Labor diligently for self-improvement.
Thoroughly understand what he attempts to teach.

Prepare himself for each recitation.
Require prompt and exact obedience.
Call on pupils promiscuously, as a rule.
Ask the most important questions, though not found in the book.

Teach both by precept and example.
Manifest an active interest in the studies of his pupils.

Make the school-room pleasant and attractive.

Make few rules except this one—**DO RIGHT.**

Avoid governing too much.
Let his pupils see that he means what he says.

Take good care of his health.
Teach the subject, not mere words.
Visit the schools of others.
Read some good educational journal.
Attend teachers' meetings.
Have complete control over himself.

Keep up good courage if right, even when strongly opposed.

Have great personal worth as well as learning.

A Teacher should not

Talk much or very loud.

Promise what he cannot perform.

Threaten for anticipated offences.

Be hasty in word or action.

Punish when angry.

Speak in a scolding, fretful manner.

Be late at school.

Attempt to teach too many things at once.

Use a hard word when an easy one will answer as well.

Let his pupils see that they can vex him.

Let a known fault go unnoticed.

Speak evil of others.

Magnify small offences.

Use (when well) stimulating food or drink.

Put off till to-morrow what ought to be done to-day.

Trust to another what he should do himself.

Believe all reports without investigation.

Indulge in vulgarity or profanity.

Encourage tale-bearing.

Be weary in well-doing.

COMPULSORY EDUCATION.—It is a crime against society to allow any child to grow up uneducated. As the property of all is taxed for the education of all, so every member of the community should be compelled to receive that education which will qualify for the efficient discharge of duty in after-life. On no other principle can free government be maintained, nor the right of franchise be exercised with intelligence for the public weal.

Unless the State educate the children of the State, they will remain ignorant, and the State, in self-defence, must punish at a much greater expense many of those who, if educated, would have been ornaments of society, but uneducated have become the tenants of jails and penitentiaries. New York City pays more to punish criminals than to educate the school population. In England the denominational system was tried for many years, and the result is that to-day one-third of the people of England and Wales can neither read nor write. The violent riots at the recent elections are attributable to this sad state of affairs. Where the people are educated there are no elec-

tion riots. In France one-half the people are ignorant of these subjects, and this half furnishes ninety five per cent. of those arrested, and eighty-seven per cent. of those convicted of crime. In the New England States only seven per cent. of the people over ten years of age are unable to read and write; but this per centage, low as it is, commits eighty per cent. of the crime. In New York and Pennsylvania a person ignorant of the branches just referred to commits seven times as many crimes as one well instructed them; in the United States as a whole, it rises to ten times.

Education, to be general, must be secular. Religious education may safely be left to parents, Sabbath schools, and ministers of the Gospel. However highly the church may be estimated, without the aid of the school-house its influence in restraining crime is quite limited.

As education increases, pauperism also disappears. What is true in Europe is found to be true in America. In Ohio, Illinois and Pennsylvania one pauper is found in ten illiterate persons, while of the rest of the population it takes three hundred to furnish one beggar.

From crime and pauperism arise the great expenses of Government, whose chief functions are the maintenance of order and the administration of justice; by educating the whole people the former will be greatly lessened, while the latter will be maintained at much less expense. Now that our Government, with the aid of the voluntary self-taxation of the people, has placed the necessary means of education within the reach of every person in our Province, our authorities should go one step further, and require that every person should be educated. This can be attained only by the compulsory system; wherever it has been thoroughly tried the results have been truly marvelous, and it has invariably become a fixed policy.

In Boston such a law has been in existence since 1853, and during the last ten years truancy has been reduced sixty per centum. The same law has been adopted in New Hampshire, Connecticut, Rhode Island, and Michigan; London the Great has followed this noble example, with this difference that the power is discretionary. In New York State the necessity of such a law is manifest from the fact that the average attendance at the public schools

is only one-third the school population, at all schools, public and private, one-half. In our own happy Ontario things are better, but by no means as good as a compulsory law would speedily place them. The difference between our school population and the number enrolled is over 41,000, and over 42,000 attended less than twenty days, making over 80,000 whose education is neglected; of these 12,323 are between 7 and 12 years of age, some of whom attended private schools. The statistics of the cities in our Province have previously been given. It is earnestly hoped that our law on this subject will no longer remain a dead letter, but that the friends of education, of progress, and humanity, will not only wipe out the crime of neglect, but rejoice in the happy future that such a law, kindly but firmly administered, will secure in the coming times.—*From Report of A. Macallum, Esq., M.A., Inspector, Hamilton.*

SCHOOL HOUSES AND SITES.—Care should be taken in the selection of the site to have it central, not in too public a place, in a dry locality, neither marshy, nor yet sandy. The lot should be oblong in shape, say 8 rods front and 10 deep, the school-house placed about two-thirds of the way back from the road. The building should face the south, if possible, having windows on the sides only, and a blank wall at either end. This secures a good arrangement of light, each pupil having it on his right hand in the forenoon, and his left in the afternoon, and the blank wall in front of him to relieve his eyes. *Desks and seats* for two each, arranged in rows with aisles between and set in an oblique or diamond-shaped form, facing the front door, will be found the most convenient and most in conformity with anatomic and hygienic principles. *Blackboards* should be made in the wall, and should be entirely across the end of the room, behind the Teacher's desk, as well as additional ones for the memoranda on either side. For the practical and successful Teacher there cannot be too much black board. It has been invariably my experience that where there is a lack of practicality in Arithmetic or Grammar, and a want of style in putting down work, I could trace it to the neglect of the use of this most indispensable article of school furniture. Were I, as a Teacher, to have the choice of putting out of the school the Black-board or

the Text-Books on Arithmetic and Grammar, I would unhesitatingly sacrifice the latter and feel satisfied that I had retained the most practical means of imparting instruction. *Heat and ventilation* are very important particulars to be taken into consideration in the erection and management of our schools. No scientific fact is more surely demonstrated than that the constant breathing of impure air is a prolific cause of pulmonary and other diseases. In an ill-ventilated room, such as is the case in most of our country schools, the physical and mental powers become languid, the face flushes, the head burns, the blood becomes feverish, and nausea and fainting are most likely to ensue. Under such circumstances mental activity and energy are impossible. The remarks of Mr. Newton Bateman, the superintendent of Schools for the State of Illinois, are so pertinent to the objects with which I am dealing that I cannot do better than quote an extract. He says:—"When disease invades our herds, State legislatures and national conventions make haste to investigate the cause and remedy the scourge, and they do well—gigantic pecuniary interests are involved. And yet, consumption no more surely visits ill-ventilated and over-crowded stock-yards and cattle-trains, than it does our school-houses when subject to the same conditions. Keen-eyed self-interest watches the progress and ravages of the cattle plague, counts the beasts it destroys, and with loud voice tells the public of its loss. But who notes the insidious forms of disease which make victims of our children in the very places where physical education, as well as intellectual, should be realized? or who counts the little graves, or tells the people of their danger? Many a parent lays his little darling in the dust, and in desolation of soul muses upon the ways of Providence; when the stifling terrors of the place which for weary months or years had been silently sapping the pillars of the little one's life should have suggested more earthly themes for meditation to the sorrowing father. There is no excuse for unventilated or badly ventilated school-houses. Other accommodations and comforts are more or less expensive; this one is not. Every school-house, large or small, humble or elegant, costly or cheap, may have a plentiful supply of pure fresh air, almost without money and without price. If provided for in the original plan

of the building, good ventilation may be had with very little if any additional cost; and even in most existing buildings the consequences of neglect upon this vital point may be remedied, partially at least, with but a small outlay. But be the cost what

it may, pure air is a necessity of health, both mental and physical, and no Board of School Directors in the State should be allowed to neglect it with impunity."—*From Report of H. L. Slack, Esq., M.A., Inspector, Lanark.*

TEACHERS' DESK.

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

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

ANSWERS TO PROBLEMS.

55. "No correspondent managed the latter part of the problem," neither did the Editor. How he obtained the truly wonderful solution he proposed, he can now neither remember nor rediscover, nor does it matter. He can have led no one wrong, as a glance at the formula for S reveals it is false since it violates the law that for resistance varying as the velocity the space varies as the velocity lost.

Principia BK. II, Prop. 1. The correct formulæ are

$$r^2f = (rt + e^{-rt} - 1)g \text{ and } rs = (1 - e^{-rt})v.$$

From these $(gt - rf)v = ggs$.

Approximately from the first $2f (3 + rt) = 3gt^2$.

Eliminating t between the last two

$\{ \sqrt{(r^2f^2 + r^2gs)} - 2rf \} v = 3gs$, whence velocity was 48.95 miles per hour.

As these formulæ can really be deduced by Algebra, we hope to be able to give an analysis of the problem at some future time.

57. See either Webster's or Worcester's Unabridged Dictionary. *Quip* and *Whip* seem to be merely variations in orthography now marking a difference in meaning. In Levins' *Manipulus Vocabulorum* (1570), we find "*Quip*," (to whip,) and "*Quippe*" a whip). In fact it is a North Country practice to *se qu* for *wh*. The Scotch use both *qu* and *hqu*. *falkin* in early English seems to have meant *mply a clout*, and then a person (especially a woman), dressed in clouts and rags. Levins gives *Malkin panniculus*," and the *Promptorium Par-*

vulorum (1440), "*Malkyne, mappyl or oven swepare.*"

59. On the stock, but they will not (nor can they) buy odd dollars and even cents worth of stock as is often required in the Text-book problems and solutions. A boy who realized the questions would say they are impossible and cannot be worked as proposed. Teaching that does not realize all such questions, is apt to be shallow and in point of reasoning dangerous. He who is not trained to realize his arithmetical operations has this to *learn after he leaves school* ere his teaching is of any practical benefit to him. Let any teacher who reads this set earnestly to work to discover why children find word problems so difficult, although arithmetically they may be and generally are extremely easy.

62. "God give you good morning," "God give you." We find in *Hamlet* i. i. 16, "Give you good night," in *Romeo and Juliet* i. 2. 59, "God gi" god-den" (God give you good even,) in *Love's Labor Lost*, iv. 2. 84, "God give you good morrow, master parson," and in Beaumont and Fletcher's *Knight of the Burning Peatle*, "God give you good night."

PROBLEMS AND QUERIES.

63. The wages of sin is death." Criticise the syntax.

D. R.

64. The sum of the angles at the five corners of the American Star is equal to two right angles.

A. V. LEE, Brantford.

65. Parse the Italicized words in the following sentences:—

I weep *the more* because I weep *in vain*.

Give truth the same aims which you give falsehood, and the *former* will soon prevail.

Little did I dream, &c.

Tell me *what* the person said.

It is an ill wind blows nobody *good*.

Full many a flower is born to blush *unseen*.

A. MCINTOSH, Pinkerton.

66. Is the solution given in the *key* to prop. 8, page 270, McMurchy's *Advanced Arithmetic* correct? If not give an arithmetical solution and also one by symbolic arithmetic.

E. ROWLAND, Strathroy.

67. Is "Fare thee well" correct?

EDITOR.

68. Give a simple rule by which a school-trustee may lay off the side of a square-acre.

EDITOR.

ANSWERS TO CURIOSITIES.

Perfect Numbers. Euclid Bk. 9, prop. 36.

If from any power of 2, on subtracting unity there remain a prime number, multiply that remainder by half the said power, the product will be a perfect number.

Ex. $2^2 - 1 = 3$, $3 \times 2 = 6$ a perfect number.

$2^3 - 1 = 7$, $7 \times 4 = 28$ do do

$2^5 - 1 = 31$, $31 \times 16 = 496$ do do

$2^7 - 1 = 127$, $127 \times 64 = 8128$ do do

EDITOR'S DRAWER.

"HINTS ON TEACHING," will be inserted shortly.

"READING AS AN ART."—We purpose giving the second of Mr Lewis' valuable series of papers on this subject, in the June No.

RESIGNED.—We regret to learn that J. H. Hunter, Esq., M.A. has, in consequence of a misunderstanding with the School Board, resigned his position as Principal of the St. Catherines Collegiate Institute. Mr. Hunter is a teacher of great ability, and under his management the Institute has enjoyed a remarkable degree of prosperity. It will be difficult for the Board to replace his valuable services.

COUNCIL OF PUBLIC INSTRUCTION.—Already a number of candidates have been mentioned for the representation of the Teachers, Inspectors, and High School Masters, in the Council of Public Instruction. For the Inspectors, David Mills, Esq., M.P., and C. S. Wood, M.P. are spoken of. For the High School Masters, Dr. Daniel Wilson and J. H. Hunter, M.A., are mentioned. For the Teachers the names mentioned are D. Sinclair, Esq., M.P.P., Prof. Goldwin Smith, and Dr. J. H. Sangster. We notice that at the recent meeting of the Waterloo County Teachers' Association, Dr. Sangster was unanimously selected.

SUPERANNUATION.—A correspondent calls our attention to the fact, that teachers holding a First or Second Class Provincial Certificate, are entitled, when they become superannuated, to \$1 per annum extra for each year they have actually been engaged

in teaching. He regards this as a great injustice to many excellent teachers, not holding such certificates, who have labored long and faithfully in the cause of education. There does seem to be an injustice; but it is to be noticed that the allowance to such teachers is not at all diminished by the extra allowance to First and Second Class Teachers; and that this provision of the law may be valuable as an incentive to teachers to work for a higher certificate. But whatever may be the arguments pro and con, there is little use in any lengthy discussion now, as there is no probability of any important amendments in the school law for some years to come.

AGASSIZ MEMORIAL.—We have received a circular from James H. Barnard, Boston, in reference to the Agassiz memorial. "His friends, the friends of education, propose to raise a memorial to him, by placing upon a strong and enduring basis the work to which he devoted his life, the Museum of Comparative Zoology, which is at once a collection of natural objects, rivalling the most celebrated collections of the Old World, and a school open to all the teachers of the land. It is proposed that the teachers and pupils of the whole country take part in this memorial, and that on the birthday of Agassiz, the 28th day of May, 1874, they shall each contribute something, however small, to the Teachers' and Pupils' Memorial Fund, in honor of Louis Agassiz, the fund to be kept separate, and the income to be applied to the expenses of the Museum."