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# THE ONTARIO TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

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Vol. 4.

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## PROVINCIAL TEACHERS' ASSOCIATION.

As the time for the next meeting of the Provincial Teachers' Association is drawing near, we purpose referring to the object of the Association, and the influence which it should wield in developing the educational interests of the country. The object of the Association is by bringing representative members of the profession together, to endeavor to cultivate a deeper sympathy and a stronger bond of union between its various members. In these days of Trades Unions, &c., it is evident that co-operation is regarded as a cardinal principle of success. What cannot be done individually it is thought can be done collectively, and on this principle much has been done both in the way of improvement and progress. Teachers' Associations have a similar object in view. Organized to cultivate sympathy and establish a bond of union between all the members of the profession, they have already imparted an enthusiasm and developed a degree of interest in the great work of education, which is making

itself felt throughout every institution of learning in the country.

Heretofore the annual meetings of the Provincial Association have been meagerly attended. From some cause or other, but a very small percentage of those interested have done their duty in this respect. From whatever cause—whether the scarcity of funds—the desire for more enjoyable pastime, or the lack of interest, the membership that should be reckoned by hundreds scarcely exceeds a score or two. We hope, this year to see a large and influential representation. There are various questions which may come up for consideration on which the opinions of teachers might fairly be entitled to great weight.

*1st. Revision of Text Books.*—There is no other matter on which the teacher ought to be more competent to express an opinion than on the question of Text Books. He who daily uses an implement ought to be the best judge of its merits or defects. The teacher who daily endeavors to unfold

the mind rationally, and according to natural laws of development, ought certainly to be the best judge of the means afforded him for that purpose. If the gradations in our readers are not sufficiently easy—if the matter is too complex or the style too labored and stiff—none can so soon see the effect of this as the teacher, and none so competent to substitute something else better adapted for its designed purpose.

It is admitted on all hands that some change should be effected in the matter of text books. Our readers are not what they ought to be. They neither serve for historical nor literary purposes. In fact, many of them are so thoroughly distasteful both to teachers and scholars, that it requires more than ordinary self-denial either to teach, or to study them. There is no reason then why a change should be much longer delayed. Every day spent in working with bad implements of labor is time partially wasted. The objection to our readers apply equally to our Geography, Grammar, and Canadian History. The latter is so particularly bad, that nothing but the direct necessity would ever induce any pupil to read it even once. With such a text book we must forever despair of instructing young Canadians even in the rudiments of Canadian History.

We would like very much to see the Provincial Association take up the text book question with some vigor. The Department cannot be expected to move much faster than it is urged by public pressure from without. It has in former years paid considerable deference to the opinion of the Association. If the representation is large, and the Association as influential in point of numbers and talent as it ought to be, there is do doubt but its suggestions will be regarded as the matured opinions of the country expressed by those most anxious to advance its educational interests.

*2nd. Programme of Studies.*—There is no

doubt but the "Programme of studies" arranged by the Council of Public Instruction five years ago, needs revision. The schools of Ontario are of two kinds—rural and town or city schools. While in its leading features the course of study in each should be similar, yet such is the difference in the circumstances of the two classes of pupils attending these schools that the same course of study, may not suit both equally as well. The attendance at rural schools is more irregular and fluctuating, the education which the majority of farmers seek for their children is less varied, and the time more limited during which they allow their children to attend school. It is of considerable importance that the greater part of that time should be devoted to essential branches. Besides, greater elasticity is required in a programme for rural schools than is now allowed. It is absolutely impossible to get many of the larger boys who attend school only the winter months to take up every subject in the curriculum. They simply wish to improve their knowledge in a few subjects—they cannot afford the time to take a full course—it is not desirable in their case that they should do so. Then why not make provision, for such exceptional cases, subject of course to the will of the Inspector or Trustees.

*3rd. County Institutes.*—It has long been the desire of the Chief Superintendent to establish County Institutes. No person who feels the necessity for a closer bond of union between teachers and for a higher standard of professional skill, but will admit their importance. They have been already tried in several States of the neighboring Republic with marked success. Their establishment in Ontario would, we have no doubt, be an era in our educational history. In the absence of better facilities for training teachers, they would to a certain extent compensate for the deficiency existing in this respect. Were this subject

urged upon the government by the Provincial Association, we venture to say they would be established at an early day.

4th. *Teachers' Certificates.* — We have already called attention to the very unsatisfactory results arising from the present mode of awarding certificates. Third Class Certificates expire at the close of three years, and the places occupied by them are filled by others of the same grade, but by persons wanting entirely in experience. Some remedy should be provided for this defect. Third Class Certificates should be renewable for an additional period of three years, more or less, on re-examination; with this difference, that a higher percentage, say 80 per cent. should be required the second time. By this means a reasonable pressure might be brought to bear upon teachers, to keep up their studies and the public would not lose the benefit of any experience, which might be gained by their three years probation.

As an incentive to Boards of Trustees to

engage teachers of an advanced grade a bonus of, say \$25 for Second Class Teachers, and \$50 for First Class, might be given to sections employing teachers of these grades, over and above the amount to which they were entitled on the basis of average attendance. This would almost effectually close the market against teachers of low grades, and place a premium upon the service of those who, by their application to study, had fitted themselves for deserving a higher remuneration for their services. These and kindred subjects might well occupy the attention of the Association for several days. That the discussion might be full and thorough, it is important that the attendance should be large and influential. We trust the teachers and inspectors throughout the Province, will avail themselves of the opportunity presented at the next meeting of the Association, to give an impetus to the cause of popular education in Ontario.

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## THE OTTAWA NORMAL SCHOOL APPOINTMENTS, AND DISCUSSIONS THEREON AT THE OTTAWA TEACHERS' ASSOCIATION.

BY A B C.

The Ottawa Teachers' Association, at a *special* meeting, "called for the purpose of taking into consideration the recent appointments to the staff of teachers for the new Normal School" passed four resolutions; the 1st, deprecating "appointments made on sectarian grounds," coupled with "fears that this had been done"; the 2nd, expressing an opinion, that no master should have been chosen, unless "known to be in perfect sympathy with the Educational system of Ontario"; the 3rd, "that this Association think that any person holding a position as master or principal of an On-

tario Normal School, should have a degree from a University of good standing in her Majesty's Dominions, and thorough acquaintance with the public school system of this Province; and further, that it would be highly desirable, that those who are to fit others to obtain first-class Provincial certificates, should have shewn their ability to obtain a similar certificate of the highest grade." The 4th regrets "that out of the large number of successful educators in Ontario, a gentleman of sufficient ability could not be found to fill the position of Principal of the Ottawa Normal School."

Cordially agreeing with the 1st and 4th resolutions, we demur to the 2nd, and confess to an entire disagreement with the first part of the 3rd, though we willingly endorse the second clause of that resolution.

The best educators in this Province are far from being "in perfect sympathy" with a system which embraces so many objectionable features as the school law and regulations of Ontario, and which are the subjects of constant ridicule in the columns of the press. Do teachers generally approve of the "Programme" *holus bolus*? nay! then they are not in "perfect sympathy" themselves. Do they like being *compelled* to contribute to the superannuated fund? Do they admire the union of High and Public Schools? Are they deeply in love with the "entrance examination" tests for children, exacting higher returns than those demanded from teachers? Do they approve of the apportionment of the public funds, at the rate of one dollar per head to the people's colleges, and sixteen dollars per head to the high schools, the chief part of whose students seldom master the five declensions? Nay! then it is evident, that "perfect sympathy" with our vaunted educational system is the exception, and not the rule, and yet the second resolution of the Ottawa Teachers' Association requires from professors in our Normal School that fealty, which the generality of teachers withhold.

The two clauses of the third resolution disagree, for where are University graduates to be found possessed of a *thorough* acquaintance with the public school system of this Province, who have also obtained 1st Class Grade A Provincial Certificates? There are a very few such men in Ontario, but they may be reckoned on the fingers, and none of them were candidates.

But the principal objection to the third resolution lies in the fact, that no degree, or certificate can confer either the administrative faculty, or the power of imparting instruction, nor the demonstrative nor the

inductive faculty, all of which qualifications are greatly needed by Normal School Professors.

The two best masters, that were ever on the Toronto Normal School staff, (Messrs. Robertson & Hind,) did not hold degrees when appointed, nor for years subsequent. It is well known that a degree may mean anything, or nothing, depending in some measure on the character of the mint from which it is issued, and even then, all Universities have *gems of the first water* in possession of their diplomas.

Patient-less M. D.'s abound in Ontario, whose medical knowledge is co-extensive with their scholastic attainments, who nevertheless are *legally* eligible for positions, they are incompetent to fill. Others holding degrees, which are merely honorary, have occupied "the chief seats in our synagogues," and we remember on one occasion seeing a parchment, bearing the honored signature of the distinguished Horace Mann, conferring the degree of M.A. on a gentleman, who subsequently taught one of our Grammar Schools, and who had never studied classics, yet singular to relate the impostor was never detected, but on the contrary was esteemed by trustees and patrons as *something extra*.

Many again purchase their diplomas, and to such an extent has this been carried, that the Hon. Robert C. Schenck, American Minister at London, blushing for his country, has deemed it necessary to address the public, through the medium of the *Times* to expose, what he terms, "a systematic fraud," and appends the following note to his communication:—

EXECUTIVE CHAMBER, HARRISBURG,  
Pennsylvania, Oct. 12, 1875.

"SIR,—I have the honor to acknowledge your letter of October 1st, making inquiry in reference to an alleged institution with the title of 'Philadelphia University of Medicine and Surgery.' There is no insti-

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tution known as such. The charter of an institution by the corporate name of the 'Philadelphia University or American College of Medicine,' was *revoked* by the Legislature of this state in 1872, for the *issue and sale of diplomas to persons not qualified* to receive the same.

Respectfully Yours,

J. T. HARTMANFT."

"HON. HAMILTON FISH,  
Sec. of State, Washington, D.C."

It is well known that some of these spurious degrees are held in Canada, by disciples of Esculapius, who upon payment of *fees*, and after an extensive collegiate course of *six weeks*, received the *merited* distinction, and in one instance that came to our knowledge, accompanied by the offer, "that for another hundred dollars the degree of M.R.C.S. *Eainburgh*, would be bestowed," but poverty prevented the attainment of the *second honors*. It now appears that these Philadelphia degrees are being offered for sale in Germany, and that the Government intend taking action, as no quacks are wanted there. Would it not be advisable to compel all persons holding degrees, when attaching the cabalistic M.A. or M.D. to their signatures, to add at the same time the name or initials of the University at which it was obtained. Thus we frequently see M.A. Cambridge, B.A. Oxford, and M.D. M.R.C.S., London, because it is considered an honor to be graduates of such well known institutions. Why not cause the practice to be universal, in order that some idea may be formed of the merits of the graduate, and as we now easily distinguish between an Italian Count, and an English nobleman, so we

as readily discriminate between R. Civis, M. D. McGill College, M.R.C.S. London, and R. Civis, Eclectic, M. D. Philadelphia, University.

No candidate however, for a Normal School Mastership should be ostracised, simply because his degree is not "from a University of good standing in Her Majesty's Dominions." Surely Yale and Harvard degrees will rank fully as high, as those of Albert University, Belleville, or those of Bishop's College, Lennoxville. "*Palmam qui meruit ferat.*"

But recently, *even at Ottawa*, a Rev. and an M.A. has been convicted of furnishing the answers in Arithmetic, Algebra, and Natural Philosophy, to candidates for Second Class Certificates, and it further appears that a certain lady, whose answers were deemed so superlatively excellent, and as worthy to be published in the Journal of Education, who obtained a First Class Grade A, Certificate, was allowed to see the questions, prior to the examination, and to cap the climax, as if to furnish a striking proof of the folly of "competitive examinations," actually succeeded in carrying off one of the medals, and "if they do these things in a green tree, what shall be done in the dry?"

Well may the *Globe* remark, "that in so far as our system of education is made competitive, it is made *unphilosophical in theory, and ruinous in practice.*"

So much for the degree argument of the Ottawa Teachers' Association, to whom we specially commend the forgoing strictures.

## SELECTIONS.

## RANDOM THOUGHTS ON ASTRONOMY.

What a magnificent scene would we behold could we view the universe as it is ! Let the limits of our vision be extended till we could look over the whole creation, and let us be endowed with a faculty to comprehend the vastness of the mighty orbs that whirl around us, and to measure and understand the immense distances which separate us from them, and them from one another, and what a panorama of glittering worlds—what a scene of awful grandeur and sublimity would be presented to our view !

But even the *imagination* becomes bewildered, and as utterly and hopelessly fails to comprehend the immensity of creation, as it does to touch the confines of space or eternity.

And how miserably do *figures* succeed in giving us an adequate idea of the magnitude or distances they are employed to represent in astronomy ! How meaningless to us are the enormous numbers which indicate the weight in tons of some vast sphere, or the distance in miles from the solar system to some of its neighboring systems !

“How far is it to the sun ?” we ask the astronomer, and he tells us that it is *ninety one million five hundred thousand miles*. “And how far to the pole star ?” “Not less than *two hundred eighty-five trillion of miles*.” Now the first idea that strikes us is *that it is a great deal farther to Polaris than to the sun ; but how much farther, we have not the slightest conception*.

Indeed, so vague are our conceptions of numbers above millions or billions that the impression upon the mind would scarcely have been more forcible had we been told that the distance is two hundred and eighty five *quintillions*, instead of so many *trillions* of miles ; or at least it would seem greater only in about the proportion of five to three, while the real difference of these numbers is as 100,000 to 1.

A railway train travelling day and night at the rate of fifty miles an hour, without

making any stoppages, would run from New York to San Francisco in sixty-six hours, or less than three days. At the same rate it would make the circuit of the earth at the equator in a little less than twenty-one days ; and should it then leave the earth *en route* for the sun, it would arrive at the solar station in 76,250 days more, or about 209 years ; but to reach Polaris, it would require no less than 636,600,000 years. Had Adam taken passage in such a train, moved on at the above rate without a single pause until the present time, less than the  $\frac{1}{100000}$  part of his journey would now be accomplished. And had Eve started at the same time upon a tour around the earth, travelling just fast enough to finish her journey by the time Adam reached Polaris, she would *now* have travelled *less than a quarter of a mile*.

Even light, which moves with the fearful velocity of 183,000 miles per second, requiring but eight and a quarter minutes to pass from the sun to the earth, is nearly *fifty years* in crossing this vast chasm.

The time required for the light of the *nearest* fixed star to reach the earth is about three years and nine months ; while that of some of the farther visible to the naked eye requires 125. Over what an infinite expanse must the eye wander, as we gaze at the starry heavens on a clear night !

And yet the number of stars visible to the unaided eye is but a handful of sand scattered upon the sea-shore when compared with the myriads revealed by the telescope, to say nothing of the countless multitudes so inconceivably distant as to appear as “mere fleecy whiteness” in the most powerful instruments.

The Galaxy or “Milky Way” (to which our sun and system belongs) is said to contain alone upward of *twenty-one millions of stars* ; and these stars are *suns*, and we may reasonably suppose each to be surrounded by a retinue of worlds like those attendant

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upon our sun. What an innumerable number of minor worlds must then exist ! And as the mind labors to comprehend the extent of the magnificent scene, what eager questionings crowd upon us ! Are all those worlds inhabited ? Do living, thinking beings dwell upon them. If so,

“ ————— Do they bear  
The stamp of human nature ? Or has God  
Peopled these purer realms with lovelier forms  
And more celestial minds ? Does Innocence  
Still wear her native and untainted bloom ?

“ Has War trod o'er them with his foot of fire ?  
And Slavery forged his chains ; and Wrath, and  
Hate,  
And sordid Selfishness, and cruel Lust  
Leagued their base bands to tread out light and  
*truth,*

And scatter woe where heaven had planted joy ?  
Or are they yet all paradise, unfallen  
And uncorrupt ? existence one long joy,  
Without disease upon the frame, or sin  
Upon the heart, or weariness of life ;  
Hope never quenched, and age unknown  
And death unfeared ; while fresh and fadeless youth  
Glows in the light from God's near throne of love ?”

But the imagination only wearies itself in its attempts to solve the mysterious problems, and we cannot fail to be impressed with the utter insignificance of man, and omnipotence of him who

“ Summons into being with like ease  
A whole creation and a single grain,”

and we are led to exclaim with the Psalmist—“ When I consider thy heavens, the work of thy fingers, the moon and stars which thou hast ordained ; what is man that thou art mindful of him ? and the sun of man that thou visitest him ?

But while we marvel at the *sublime* and *infinite*, we cannot fail to be delighted with the *beauty* and *harmony* everywhere displayed in the celestial regions.

What ideal scene of majestic beauty can surpass that presented by the solar system, could we view it as a whole !

Blazing out from the centre and illuminating the whole grand spectacle, a fiery globe 800,000 miles in diameter, and flying around this with inconceivable velocity, the planets, each at the same time whirling upon its own axis, and carrying with them

their satellites which also revolve about them as they revolve about the central sphere ; the comets, with their long fiery trains, sweeping up till they almost graze the sun, and then speeding away again in their long elliptical orbits, crossing the path of the planets and darting out into the profound depths of space till they seem lost in the trackless waste of ether ; meteors and shooting-stars darting hither and thither and finally the whole system itself in motion, plunging through space with a velocity of more than 17,000 miles per hour, yet with every orb moving with the utmost precision and regularity, would indeed be a scene of grandeur surpassing anything of which we are to conceive.

Or consider the effects which must be produced in some of those systems having *colored suns*. Take, for example, a planet revolving about Psi Cassiopee. This is a triple star, consisting of a red, a blue, and a green sun. Imagine a world bathed in soft-blue sunshine one day, the next emerald green, and this succeeded by a fiery-red day. Or think of the beautiful phenomenon of a bright-green sun just rising to view, while another blood-red or violet-blue one is sinking beyond the opposite horizon.

Many of the star-clusters and nebulae present to the astronomer the most beautiful and pleasing pictures. A cluster in Toucan is described as being “ compact and of an orange-red color at the centre, while the exterior is composed of pure white stars, making a border of exquisite contrast.” In the Southern Cross is a group of over a hundred stars of various colors, looking upon which, says Herschel, is “ like gazing into a casket of precious gems.”

Indeed the whole heavens, viewed from certain stand-points, would appear to flash with jewels of every conceivable hue ; and throughout the universe we meet with objects and scenes which evince the same Divine love of the beautiful which we behold in the painting of the delicate petals of summer flower, and the rich tints and graceful arch of the rainbow.—*Chauncey C. Fencks.*



## INSTRUCTION 75 EDUCATION.

There is a vast difference between a cistern and a fountain. The one simply collects, and retains; the other receives, and dispenses. This illustration, trite though it is, fails to indicate the full distinction between the effects of instruction and of education. It is worth something, however. The water which enters into a cistern does it no good. There is no power of assimilation in the smooth, impervious coat of plaster, but it can hold fast what comes in and keep it for the man who will thrust in the pump and lift up the soft, cleansing waters. The fountain also is but a pipe and lets the force of a reservoir, hidden away on the distant hills, pass through it and toss high into air the sparking stream. Both the reservoir and the fountain are passive, yet they serve a purpose; the one holds and the other transmits.

Notice the application. The mind is neither a cistern nor a fountain. It is not a good reservoir nor a perfect conduit. We must reach out for a broader, profounder fact to illustrate the operations of the mind. It has a power of assimilation, and so modifies even when it does not appropriate. It is a machine which works on chemical principles, forming new compounds entirely unlike the elements which it uses. Nothing can come from the mind quite as it went in. There is a color, a flavor, imparted at once; and, in time, a complete transformation. The brain is a sort of spiritualized stomach. The process of mental appropriation is very like that of digestion where bread, butter and beef are changed into bone, flesh and hair, and are no longer to be recognized or claimed by their original owners. As food lying in the system and resisting the action of the gastric juice and the bile, becomes a torment, and every organ of the body cries out against its presence, so undigested knowledge clogs the brain, checks its processes and calls for a mental purge. In fact, however, the embarrassment rarely reaches this issue. The mind generally rejects directly what it does not want or cannot assimilate. At the best, by our positive order, it will only lay superfluous material aside, under the care

of the memory, to be used at another time.

What the mind has appropriated by the actions of its own powers is its permanent possession. No other ideas ever become one's mental property. Every teacher is familiar with illustrations of this fact. A boy will remember his own translation of a passage in Latin even though it has been shown to be incorrect. The true rendering in class, received with no effort, may be accepted but will not be retained, and on examination, the old, faulty translation, supposed to have been long forgotten, will often come to the surface, to the amazement of both pupil and instructor.

Knowledge which costs nothing, which is not born of the travail of the soul, is fleeting and unprofitable. Explain a point to a class, be it never so clearly; impart information even of the most interesting and valuable character; and, if it be not fastened in the mind of the pupil, be not digested and assimilated by a subsequent mental operation, it will soon pass away. Grad grind may fill the little pitchers ranged before him full to overflowing, but they will not hold water. Here is the great benefit of class-drill and reviews. They force the mind to appropriate knowledge, and so retain what else would be suffered to escape.

Where pupils are advanced in years and have formed habits of study, they will make the necessary effort to convert into mental bone and sinew any literary banquet to which they may be invited. Hence with such scholars the lecture system avails, and facts imparted in class are carefully treasured up for use.

Again, the eager inquiries of young children and of thoughtful pupils may be answered to advantage, because the very question indicates that the mind is in a receptive state, and its tentacles, so to speak, are all thrust out quivering with expectancy to grasp a morsel of food. It is also the duty of the teacher to excite the mental appetite; to display tempting viands in order to stimulate the intellectual processes; to flavor the solid dishes of a dull lesson; and so induce his pupils to love their work. The recitation should be made interesting and

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pleasant by anecdote and illustration, by the play of fancy and wit, and by every art and device which can be drawn from an exhaustless store-house of knowledge and ingenuity.

Still, holding all this, it seems to me that the use of instruction even in these cases is subsidiary. The end is not so much to impart information as to awaken thought. Experience teaches me more and more, that the great object of all primary and intermediate teaching is not *instruction* but *education*. The acquisition of knowledge is desirable and essential, yet it is not to be compared with the training and discipline of the mental powers. The knowledge gained in school soon becomes dim and vague, and much of it is entirely forgotten. But the intellectual vigor and acumen, the ability of using the mind, the habits of thought and work acquired,—all these are permanent. They form a capital stock available in any kind of business or any mode of life. *Thinking*, not *knowing*, is the high aim of the trainer—for so I would style the teacher. How to use books, how to get information, how to study, how to detect truth from falsehood, how to sort out facts and use them to advantage, how to think and then how to express one's thoughts—these once acquired, all else is easy and only a question of time.

Teaching that does not act on the mind as compost to stimulate growth, is of little worth. The value of a school to a child is to be estimated by the amount of intellectual development he can make in it within a given time; not by the elegance of its appointments, the acquirements of its teachers, nor the perfection of its recitations. The market-price of a tree is not to be calculated by the richness of the soil in which it stands, but from the quantity it has taken up by its roots, assimilated to itself and transformed into woody fiber—trunk, wood and leaf.

The Germans seem to me to have grasped the right idea when they named their High School, as we should call it, a GYMNASIUM. It is a place to train and discipline; to develop the latent powers of the soul: in a word, to make mental muscle. Intellectual athletes go out of such schools to contend for the mastery on every arena of thought.

In this connection one conclusion, at

least, naturally follows in the argument. An examination fails which tests the pupil's knowledge merely. That is the lowest element of his school attainments, and should be made of the least importance. To place it first, as is so often done, is to exaggerate its importance and so misguide the energies of scholar and teacher. The examination should be mainly a trial of the pupil's ability to *do* something, not to *remember* something. True, all intelligent action is based on knowledge. A mill cannot grind unless there is a grist. Yet, the knowledge is to be considered merely as a means, not an end. If this were so, I apprehend there would not be so many brilliant scholars who are never heard of after graduation. An examination which can be passed by the "cramming" process is a sham and a shame.

So averse are the German educators to any special preparation, that they are very loath to admit a young man to the University unless he has gone through the full course of the Gymnasium. For thus alone, say they, can he reach that "orderly development of his faculties," which they desire. The instructions to the examiners declare that the "total cultivation," not the "total attainments," of the candidate is to be considered; "that the questions are to be such as a scholar of fair ability and proper diligence may come to with a quiet mind and without a painful preparatory effort tending to relaxation and torpor when the strain is over; that the instructions in class should never degenerate into a mere preparation for the examination; and that every effort should be made to see that the pupil is coming steadily to the fullness of the measure of his powers and character, and that he is not bewildered by a mass of knowledge hastily heaped together." Accordingly, the passages translated from Latin and Greek are never those which have been read in class, though of similar character. Time is taken for thought. A full week is given to the written examinations alone. At the close, the pupil is pronounced, *reif* or *unreif*, i.e., ripe or unripe, matured or unmatured. These words are susceptible of a wide application. They express the true idea of education; to MATURE THE MIND, TO RIPEN THE CHARACTER.—*F. D. Steele, in National Teachers' Monthly.*

## THE IDEAL SCHOOL MA'AM.

The Ideal School Ma'am is youthful and pretty. Mind you, it is not said young and handsome, but youthful and pretty. The choice of adjectives allows for a difference of several years in point of age and of many degrees in point of beauty. She has the air and carriage and vivacity and winning ways which belong only to the spring-time of life, or to that continued beyond its natural duration by the happy influence of a sunny disposition and a kind heart. The bright eye and the carnation of the cheek, and the curling lock or at least the wavy hair, and the cherry lips, and the bewitching smile, and all that, are hers by traditional and indefeasible right.

The Ideal School Ma'am is prim and tidy. All about her personal appearance betokens the care she bestows on little matters of dress, color, arrangement, and general fitness of things. "The stitch in time" is always taken; no ragged ends or ravelings, or pinned up rents, or holes undarned, or buttons dangling are visible to the sharpest eye; from head to foot, sun bonnet and boots included, she is trim and taut. Of this she is slightly conscious, too. She knows she will bear inspection, and she rather challenges it; at least, she does not evade it. Part of her conscious, and subconscious, equipment and arrangement is this "fitness to be seen." She would not be at home without it. This reveals her as probable mistress of the book and ferrule, or their modern substitutes. By reason of this, in part, "far off her coming shines" in the morning, or when school is dismissed, or when she walks abroad.

She has a proper and good, though slightly peculiar, way of speaking. It can hardly be called a dialect; it is not pronounced enough for that. Still it is a little different from the mode of speech of other intelligent folk. She is more careful about pronunciation; she has some words not in common use; she gives her sentences an attractive emphasis and construction; and uses tones and cadences which pleasantly remind you that she means to set a good example even if *you* do not follow it, and that she has had a better education and reads more and higher books than the rest.

She never means to offend or even to caution you by this, but she cannot allow any compromise about it, and keeps all at just a little distance by her manifest superiority and slight exclusiveness in this regard. It is a very delicate, constant, *sui generis*, characteristic of the ideal school ma'am, this usage of the vernacular.

She believes in learning, also, and in both senses of the word, the active and the passive. To be a scholar and to make scholars of others, is her high ambition. She sees men and women of renown in her boys and girls. They are to grow up wise and good and great, and to this end they must be diligent and well-behaved after the most approved patterns now. They must lay the foundation in the rudiments, and learn good habits and practice what they learn. Learning in her mind is a sacred thing; it means a great wealth of possession; it is the best possession any can have; "its price is above rubies." Therefore, her pupils must have learning; they must value it for its own sake, as much as for its rewards. Her own estimate of its worth is very high, and toward her ideal she continually spurs her pupils. She thus magnifies her calling, and not for any personal advantage she seeks, but because of its inherent greatness. There is always a flavor of, at least an ambition toward, scholarship, a suggestion and intimation of higher and better things beyond in all she does and conceives. She has favorite authors and uses them; she is fond of lectures, and criticises sermons; she has interest in literary men and in college graduates; she has aspirations after a somewhat vague but very attractive ideal, and when she cannot follow with understanding she can at least gaze with admiration. She thoroughly believes in colleges and higher education for women, and wishes *she* had graduated, or fully means to do so. This air and suggestion of being a conscious part of the great world of letters she carries with both pride and modesty.

The Ideal School Ma'am, once again, is a lady in manners. She would be ashamed to be any other, for both her own sake and her school's. In the family and in school

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and in public she observes all the proprieties, without varying on the one side toward set formalities or designed fussiness, or on the other side towards loudness or masculinity, though they may be ever so much the ways of the hour. You can take no liberties of speech with her; loose and trifling talk, or scandal and common gossip she sheds, as a roof does water. You must respect her quiet dignity combined with never-failing gentleness, and you can never disregard her genuine but inoffensive self-assertion, while you are constantly attracted and held by that indefinable charm and grace which distinguish her as one used to command by her manifest power to lead.

Finally, she has not one gift too precious or one talent too shining for use in her school. All her knowledge and tact and time and energy are at its service. She grudges no pains and spares no effort to teach all, and specially those who most need teaching. The dull are not hopeless, nor are the bright too quick to need her care.—School is her business, and that

conscientiously; more than this, school is her kingdom and her opportunity. She is impatient of any but the best results; the teachings of experience and the promptings of a willing mind combine to improve her skill and to increase her power. She is one among ten thousand in her devotion and fidelity.

Were there ever such teachers? Yes. This is not a fancy sketch; it is a portrait. One such, at least, is dear to memory. All this she was and more. Pure, gentle, good and wise, she was acknowledged queen in her country school; bare-footed boys and girls sat at her feet and paid her the homage of obedience and love and trust. Happy was the urchin who found the first wild rose, or columbine, or lily, to put on her desk; and thrice happy was she when any mastered a difficulty or resisted a temptation. Thou shouldst be living at this hour, for many a school hath need of thee.—*Cato, in New York State Educational Journal.*

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### MANNERS IN PUBLIC SCHOOLS.

A little work by A. M. Gow, entitled "Good Morals and Gentle Manners," recently published, has awakened a new interest in the subject of manners in the public school. In accepting the invitation of your Superintendent to lecture upon this topic, I think I should have made it a condition that he select one of the most accomplished gentlemen or ladies to come up on the platform and illustrate the subject so that it could have been presented in the concrete form of object lessons. In ancient times, it is said, it took two persons to make a speech—one to speak the words and another to make the gestures; and in speaking upon this subject, it might be well for us to imitate the ancients by having some one to illustrate as I describe. I shall speak of the neglect of this culture, and the importance of this culture, and the duties of teachers in this respect.

*1st. Neglect of the Culture of Manners in Public Schools.*—There is, at the present

day, a general neglect of the culture of manners in our public schools. The old teachers were much more particular in this regard than we are. Pupils were required to make a bow upon entering or leaving school, to salute strangers along the road, etc. No disrespect was allowed—no "how are you, old fellow?" was heard on the way to or from school. The same, I fear, cannot be said of the teachers of the present time. We teach arithmetic and grammar better than the old teachers, but are not so particular about the behavior of the pupils. This is, perhaps, partly the result of our having so many young teachers in the public schools, and partly owing to the "Young America" spirit of independence which characterizes the age.

The result of this neglect is shown by an element of rudeness in society. Whatever we want to appear in social life, we must put into the public school; and American society reflect the inattention to "gentle

manners" in the school. This rudeness has been noticed and criticised by foreign travellers and writers. Walter Scott complains of the manners, peculiar to the American people. Dickens ridiculed us so severely as to occasion a bitter prejudice in this country against him; and yet his satires were hardly beyond the truth. Why, even the peasantry of the old country are more polite than the average American. The ignorant Irishman from the bogs of "ould Ireland" makes a better bow than many a wealthy man for whom he labors; and some Irish servants could give their wealthy mistresses a valuable lesson in grace of manner and politeness of behavior.

*II. Importance of this Culture.*—This culture, though neglected and apparently unappreciated in this country, would be of great value to our pupils. It would contribute largely to their success in life. A man's success depends, to a great extent, upon his behavior—that is, upon the manner in which he acts towards his fellow man. Talent is not sufficient: manners are often worth more than brains. I knew a lawyer, a man of sterling worth, profoundly read in the law, whose judgment was often sought by his fellow members of the bar; and yet, on account of a rough exterior, blunt and uncouth manners, he never rose to that eminent position in his profession which his eminent talents entitled him to occupy. I have known persons rise to eminence who were not specially gifted intellectually, but who won confidence and popular esteem by their politeness and gentleness of behavior. Some of the most influential women I have known were not so much distinguished for their beauty as for their grace. Many persons went to hear Nilsson, and were so charmed by her gracefulness of manner that they thought her voice equal to Parnassus. They were fascinated with what they saw, and supposed that the charm was in what they heard. The Grand Duke Alexis, in his two years' dream of wedded bliss, from which he has been recently awakened by the divorce insisted upon by the Czar, was captivated not by a beautiful face, but by that indescribable grace of manner which is so attractive to all.

Manners have an influence on morals also. It is true that manners and morals are not identical. Manners spring from

the idea of the fit and beautiful, and morals from the idea of the right. But we are so constituted that good manners lead to good morals. "Bad manners," says a certain writer, "are a species of bad morals." Horace Mann says that "manners easily and rapidly mature into morals." Rude actions lead to rude words and wicked deeds. Let a young man act low, and he will feel base. Wash a dirty boy, and you make him act as well as look better: give him clean hands, and you purify his feelings and motives. Give an Indian soap, and you begin to civilize him: give his squaw or daughter a comb and show her how to use it, and she will soon need a looking-glass and the other refinements of her more highly cultivated sister of civilized life. If we can make American youth gentlemanly in deportment, we shall not have much difficulty in leading them to become virtuous citizens. Thus gentle manners may be regarded as the pathway to good morals.

*III. The Teacher's Duty.*—The teacher has a responsibility in this regard not fully appreciated. I know that the teacher can not do everything. This culture should begin at home. Parents have their work to perform in this matter of behavior—a duty which is too often neglected. Boys come to school uncouth and ill-mannered, because they have not been taught good manners at home. Some are naturally ill-behaved and clownish, no matter how carefully they have been trained. Manners, like royalty, are partly in the blood. King James's reply to his old nurse, who asked him to make her son a gentleman: "I could make your son a baronet, but no power on earth could make him a gentleman," expresses a truth. Teachers, however can do much to counteract the influences of home, and improve the pupils in this respect. They can teach them to be respectful and civil. They can train them to proper positions in sitting, standing, walking, etc. They can teach them to keep the feet on the floor when they sit, and not to put them upon benches or chairs. Americans need to be taught the proper use of their feet, or at least to keep them down in the proper sphere to which they belong. The tendency to get them up in the air on a line with their heads looks as if they were afraid their brains were about to run into their feet. A man ought to have

brains enough not to be afraid to keep his feet where they belong. Pupils should be trained to stand with both feet on the floor, properly inclined to each other, with hands down by the side, and not in pockets or on the hips. The habit of spitting, that vile and disgusting practice of Americans, can be prevented to a great extent by proper attention in our public schools. The spirit of kindness, of unselfishness, of courtesy and good will, can be cultivated, giving a charm to social life greatly needed among the people.

Teachers can do this by precept and by example. The example of the teacher will have its influence. The teacher should be a model in behavior. The pupils will imitate what they see, and the defects in the teacher's conduct will be reflected in his pupils. Alexander copied the gait and pronunciation of Dionysius, one of his early preceptors; and the subsequent instructions of Aristotle failed to eradicate these defects. I remember how, in my schools, the peculiar gait of a young man at school, arising from a slight lameness, was copied by the younger boys who admired him. Be careful not to allow bad habits to be contracted. Actions harden into habits. There are those who find it almost impossible to overcome the habit of biting the nails, picking the nose, etc., acquired in early life. Some writer tells of a lawyer who, when a boy, practiced moving his nose to make his school-fellows laugh, and who as an advocate often

spoiled the effect of his most eloquent speeches by the ludicrous wriggling of his nose.

Lady teachers can do much in this respect. Their natural refinement especially qualifies them to exert an influence on the manners of their pupils. Aime-Martin says, "Whatever be the laws of a country, it is the women who give the direction to its manners." There was once in my own school a lady of such beautiful manners that she left them in the imitations of others as an inheritance among us. In this I find one of the strongest arguments in favor of female teachers in our public schools. Every young woman in a public school is so much refinement of manners added to the social life of the next generation.

In conclusion, let me urge you to give this subject more attention than it has hitherto received. It will refine character, add grace to our homes, remove many of the discords of society, and attune it to finer harmony. It will brighten and strengthen the links of the chain of friendship; give dignity and grace to manhood and womanhood; and, in connection with a deep, underlying principle of integrity, will add those finishing touches to the fabric of society which will not only make the desert of our social life blossom like the rose, but also bear fruit for the future in the golden harvest of a noble citizenship and a refined manhood.—Prof. Edward Brooks, in *National Monthly*.

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### ENDS OF A COURSE OF STUDY.

1. To train and develop the senses, so that their action shall be exact, rapid and forceful; for as they are the instruments by which all things objective act upon the mind, they must become trained experts in order to do their proper service.

2. As this training of the senses is not for their own sake alone or chiefly, but for the sake of the understanding to which they minister, the mode of training should be such as to quicken the perception, in regard to the things observed, to stimulate

the imagination, to induce comparison, to enlist the memory, and awaken the understanding. It need hardly be said that the attitude of the training toward the pupil should be such that, with the largest helpfulness in unexplored fields, it should also inspire in him the utmost self-reliance. His knowledge should be continually tested, lest that which appears real and permanent in knowledge may prove only transient and illusory.

3. From the very first the child should

be encouraged and required, in some form, to give expression to the knowledge he has gained and to his thoughts concerning it. This may be by spoken (and afterwards by written) language, by drawing from nature, and by the arts of music and elocution.

4. Every intellectual exercise, of whatever kind, should seek the utmost accuracy. Even in exercises upon the slate or paper, or the blackboard, heedless indifference or slovenly habit will certainly become the fruitful source of a blundering and ineffective method in after life, or at least of much chagrin and unnecessary toil.

5. Besides those exercises that are in common for the entire class, every judicious teacher will study the individual characteristics of each pupil, and adapt his instruction to meet idiosyncrasies, reform vicious mental habits (often the result of the surroundings of the home or the street), and provide for special cases, in which former training has been unskillful or incomplete.

6. Class exercises should be brief, and never continued when there is evidence, on the part of any considerable number, of weariness or inattention. Of course, in this it is not intended that in classes of some advancement indolence is to be overlooked

or restraint put upon waywardness, indifference, or perverseness. This belongs, perhaps, to the matter of discipline.

7. The manner and spirit of the teacher, and even his unconscious mental habits, idioms of speech and style, largely affect the pupil. These should be not only unexceptionable, but models of propriety and completeness.

8. It need hardly be said that earnestness is among essentials, not only from a law that is universal concerning effectiveness in action, but that children always enter with spirit into anything that has interest to them, and are in manner what the teacher is. By earnestness is not meant boisterousness, but simply that habit of abstraction and concentration that "puts the whole heart" into what we do.

9. We may note, in passing, a habit largely prevalent in primary schools, of concert recitation. This, when carried to any length, can not be too strongly condemned, and when upon subjects that require judgment or any form of reproduction, should never be used. It may assist in committing a stanza that is to be sung as a class exercise, but has little value except for some such purpose. Even in committing tables its value is questionable.—*New York School Journal*.

### THE NEW WAY TO STUDY HISTORY.

There are difficulties to be encountered in every road, and especially in royal roads to learning. The following account of the distressing defeat of the "Carthaginians" and the final discomfiture of the "Romans," is from the Philadelphia Bulletin, and purports to have occurred in the use of a reformed method of studying history:

"Barnes, the schoolmaster in a suburban town, read in the Educational Monthly that boys could be taught history better than in any other way by letting each boy in the class represent some historical character, and relate the acts of that character as if he had done them himself. This struck Barnes as a mighty good idea, and he resolved to try it on. The school had

then progressed so far in its study of the history of Rome as the Punic wars, and Mr. Barnes immediately divided the boys into two parties, one Romans and the other Carthaginians, and certain of the boys were named after the leaders upon both sides. All the boys thought it was a big thing, and Barnes noticed that they were so anxious to get to the history lesson that they could hardly say their other lessons properly.

"When the time came, Barnes ranged the noble Romans upon one side of the room and the Carthaginians on the other. The recitation was very spirited, each party telling about its deeds with extraordinary unction. After a while Barnes asked a

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Roman to describe the battle of Cannæ. Whereupon the Romans heaved their copies of Wayland's Moral Science at the enemy. Then the Carthaginians made a battering-ram out of a bench and jammed it among the Romans, who retaliated with a volley of books, slates, and chewed paper balls. Barnes concluded that the battle of Cannæ had been illustrated sufficiently, and he tried to stop it; but the warriors considered it too good a thing to let drop, and accordingly the Carthaginians sailed over to the Romans with another battering ram and thumped a couple of them in the stomach.

"Then the Romans turned in, and the fight became general. A Carthaginian would grasp a Roman by the hair, and hustle him around over the desks in a manner that was simply frightful to behold; and a Roman would give a fiendish whoop and knock a Carthaginian over the head with Greenleaf's Arithmetic. Hannibal got the head of Scipio Africanus under his arm, and Scipio, in his efforts to break away, stumbled, and the two generals fell and had a rough and-tumble-fight under the black-board. Caius Gracchus tackled Hamilcar with a ruler, and the latter, in his struggles to get loose, fell against the stove and knocked down about thirty feet of stove-

pipe. Thereupon the Romans made a grand rally, and in five minutes, they ran the entire Carthaginian army out of the school-room, and Barnes along with it; and then they locked the door and began to hunt up the apples and lunch in the desks of the enemy.

"After consuming the supplies, they went to the windows and made disagreeable remarks to the Carthaginians, who were standing in the yard, and dared old Barnes to bring the foes into battle array. Then Barnes went for a policeman, and when he knocked at the door it was opened and all the Romans were found busily studying their lessons. When Barnes came in with the defeated troops he went for Scipio Africanus, and pulling him out of his seat by his ear, he thrashed that great military genius with a ratan until Scipio began to cry, whereupon Barnes dropped him and began to paddle Caius Gracchus. Then things settled down in the old way, and next morning Barnes announced that history in the future would be studied as it always had been; and he wrote a note to the Educational Monthly to say that in his opinion the man who suggested the new system ought to be led out and shot. The boys do not now take as much interest in Roman history as they did on that day."

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### MY DULL SCHOLAR.

Not long since I read an article in one of our magazines on the subject of common school studies, which greatly pleased me. By many the writer was doubtless deemed Utopian; but I believe in him, and in reading his essay I was reminded of many incidents of my own experience, one of which I will relate.

I write of many years ago, for I am an old man now, and of the scholars who came first under my tutelage, I have knowledge of but two or three living. I graduated at Harvard, and as my purse was empty I was forced to seek employment at once; and the employment to which I aspired was that of a teacher of youth. I

had hoped that I might find a school near Boston; but the best schools sought men of more experience than I could show. A friend of my father's secured for me a school in the far away region of Down-east, and I took it. It was in the central district of the town of Steep Falls—so named from the cataract of Spring River, which here tumbled and roared and spurted beyond the thus far discovered power of man to curb or utilize. Venturesome men had built mills below, and midway of the falls, but their fabrics had been swept away as by a breath. The freshets of spring and autumn laughed to scorn the handicraft of puny man upon the verge of their favorite



vaulting place. Still, the village was a thriving one, and I found my school much better than I had anticipated.

I had come from college with a firm faith in the "Cramming Process." I had been subjected to it, and I deemed that all who wore academic honors must undergo the ordeal. I took possession in my pedagogue's desk, and viewed the two-score boys and girls before me as so many half-bushel measures, each of which must hold its sixteen quarts of mental pabulum. I had no scale else. So many pages of arithmetic—so many pages of grammar—no matter how many, or how few—each member of the class must bolt the meal, and be expected to digest it. The bright-eyed, keen-faced, parrot-nosed boy, whose memory was a thing of self-poised power, retaining impressions as does the plaster of the moulder, was my especial delight, and I held him up as a pattern. He carried away the Rewards of Merit, and others were scolded and punished because they did not commit their lessons as he did.

My brightest boy—my especial delight—the boy who could stuff and cram and remember everything to which I directed his mind—the boy whom I exhibited on examination day—was William Howther. I called him my prodigy. And I say now, there was something wonderful in his power of memory. As a simple book scholar—for the reflection of the printed thoughts of others—I never saw his superior.

My dull scholar was Teddy Drake, I had scholars more stupid than Teddy, but not one that fretted me more; for he seemed to possess capacity which he would not apply. He would not commit his lessons as I wished. He was careless and forgetful. His grammar he thumbed and twisted without committing any single page of it to memory; and even his arithmetic he did not carry to please me. I had put him into a class in algebra. He worked out all the sums that fell to his class, but not by algebraic formulas. The signs and rules of the science he could not—I thought he would not—commit; but the most difficult of the problems he was able to solve through his own invention. But I deemed this stupid. Said I to him, after he had worked out a very difficult problem by supposition, ignoring the algebraic signs and forms entirely,

"My boy, this may answer very well now, but the time will come when problems will be presented which *cannot* be solved save by the rules which you now neglect."

And he looked up in his frank, honest way, and replied to me:

"No doubt, sir, when the need is really upon me, I shall be able to conquer these outlandish signs; but they won't stick to me now."

The boy's answer provoked me. I wanted him to swallow and digest the algebra as a whole, and he would not. Upon the fly-leaf of his book I saw a picture. I looked at it, and found it to be rough, but an exceedingly life-like sketch of a horse harnessed to a common tip-cart. I asked him when he did that. He confessed that he had done it in school—he had done it when he should have been studying the symbols of indeterminate quantities. I sternly asked him what he meant by it; and he had the effrontery to tell me that he had been trying to find some way to ease the draft of his father's cart-horse; and he even had the audacity to attempt to point out to me how he thought to make the improvement by raising the line of draft to a point parallel with the horse's shoulders.

One day, when Teddy should have been studying his English grammar, I detected him at work upon something with his knife. That day his grammar lesson was a lamentable failure; but with his knife and a bit of pine wood, and a few slips of goose-quill, he had fabricated a most ingenious fly-trap.

I need not give other instances. Those two will suffice. I tried to make Teddy Drake swallow and digest the same quantity and quality of mental food that Wm. Howther took so easily and so naturally, and I failed. While William was home poring over his books, Teddy was abroad at play in the woods, or by the river, sometimes with his fishing-rod, and at others building miniature mill-wheels upon the brook that ran through his father's pasture.

At length came a grand examination-day. The school committee, and most of the parents of the district, were present. Wm. Howther and Teddy Drake were in the same class. The former answered promptly every question, while the latter stumbled

over propositions which seemed simple enough. I praised the smart boy, and I denounced the dull boy. I did it in presence of our visitors, and I did it unsparingly. I hurt the feelings of Teddy, and I also hurt the feelings of his parents; and from that time Teddy attended my school no more, and I prophesied that he would grow up to be a dolt.

At length I left that school, and returned to Massachusetts.

After the lapse of years I visited Steep Falls again, and where I had left a quiet village I found a populous and busy town. The water which had aforesaid spent its aimless fury in the roaring cataract, had been led around an adjacent hill by a canal, upon which had been erected mills that gave employment to a thousand men and women. And here, too, were manufactured "Drake's Patent Loom" and "Drake's Patent Gang-saw." I asked who was the Drake that had invented these grand achievements of machinery.

"The same man," answered my cicerone, "who projected our canal and utilized the water of our river—the man who has, by his own genius and unaided will, brought our town up from an obscure village to a first-class municipality, and who has made employment for two thousand people. It is THEODORE DRAKE."

"Theodore?" said I. "Has he been long here?"

"He was born here."

"Did they use to call him Teddy?"

"Yes."

And this was my Teddy Drake—my dull scholar—of other years! But I was not surprised. As I before remarked, I had learned something during the intervening years. I called upon Mr. Drake, and he knew me the moment he saw me; and he remembered the old times only pleasantly. I had no need to ask his forgiveness. He saw the shadow upon my face, and quickly cheered it away. I spent several days at Steep Falls, and my home during my stay was with Teddy Drake. He showed me through the mills; and he not only explained to me the principles of his new machinery, but he led me out and showed me how he had bent and trained nature to serve his will.

"I could never have forced this water to run up hill," he said to me with a smile, as we stood upon the brink of the old fall, "nor could I have coaxed the same water to flow otherwise than furiously over this cataract; but by selecting a track which the flood might traverse of its own will, and in obedience to its own natural laws, I have succeeded in guiding it thither, and in making it useful. You see the point as applied to the mind of the scholar."

I saw and acknowledged the force of the illustration.

I may add that I found William Howther serving Drake as confidential clerk and book-keeper, upon a fair salary. He was an accomplished accountant, and was correct and prompt in his clerical duties.—

*Ledger.*

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## ENDS.

One reason that our theory and practice are so far apart, is that our theory is too abstract; our plans have not enough of the specific.

I have before me a class in Arithmetic, whose reasoning powers have been well cultivated, who thoroughly understand the principles of mathematical work, who need only an opportunity to apply these to become good arithmeticians, but who are very careless in their work, who seem to

have little idea of neatness. Shall I neglect this and confine myself to the complications of Fractions, and extra drills in Annuities and Permutations? Shall I not rather multiply opportunities for work with special reference to neatness and order, give more lessons with solutions to be written on paper, pay more attention to the work on the board? The need of such work will be found more frequently in the country than in the graded school.

Another class may fail in accuracy of expression, and should have careful drill in the precise statement of "all" the steps in a solution. That which would be mere routine for many classes will be valuable work for these.

But perhaps in no class can so many different kinds of weaknesses be reached with less of *seeming* effort, than in the Geography class. Acquisition of "general information," a habit of observation, the power of independent thought, of investigation, of selection of salient points, of logical arrangement, are a few of the many objects which may be legitimately kept in view in the management of a Geography class. Thus it is with each part of our work.

It is said that of the True, the Good, and the Beautiful, this age seeks the first to the neglect of the others, yet every true teacher believes a symmetrical character can be developed only by the combined influence of all. Opportunities for moral lessons can be found in anecdotes and incidents from biographies, suggested by every Reading lesson, and every recitation in Geography and History, and if the moral be not too carefully pointed it will sink deep into the heart, for teaching by example in Nature's own way.

As a means of cultivating an appreciation of the Beautiful, there is open to the

teacher, as to every one, the beauty of Nature in all her "visible forms" and the exceeding beauty of her law expressed in "various language," which it is the teacher's peculiar province to interpret.

Then too, one department of Art spreads its treasures before the teacher in rich profusion. The influence of the painter, and of the sculptor may be confined to wealth, but the poet works for all appreciative intelligence, and the teacher who allows his pupils to read the choicest specimens of English literature simply as an exercise in emphasis and inflection, desecrates his office. Do not let those sublime verses of Milton be remembered only as a drill in Monotone, and *Antony's Oration*, as an exercise in Circumflex.

In the limits of a short article, it is impossible to give more than mere hints, but to the *thinking* teacher these are enough.

We sometimes speak lightly of "killing two birds with one stone"; but is not this Nature's economy? The tree that yields us its fruit, refreshes us with its shade, shelters us from the wind, delights us with its beauty of flower and foliage, gives a home to our feathered friends, swallows the poison of our atmospheres, and per chance, binds us to the past by a hundred links in the chain of memory.—*D. in Ohio National Teacher.*

### THOROUGHNESS OF EDUCATION.

Knowing and feeling every day the vast importance of making our schools pleasant homes and agreeable places of daily resort, I trust that whatever of criticism I may offer on our present system of public schools may be received in the spirit of kindness and liberality, for only in that spirit is it offered.

Every man, whether or not he has children to educate, and whether his taxes are much or little, has in spite of himself a personal interest in the public schools of the district, the city, the nation. And he will do well to bear in mind that, as eternal vigilance is the price of liberty, a good system of instruction for the people can not be

secured at a low rate. We are decidedly in favor of paying our primary teachers better wages than in the other department, and then demanding experience as a qualification.

The primary schools are the basis of the whole system. Thorough work here tells throughout the whole course. Like other professions, teaching is learned by experience; but the mistakes of a tyro in the profession are more serious in their results, when made in our primary schools, than in the department where pupils are older. Too much time is lost by our grammar and high-school teachers in the work that has been poorly done by our primary teachers,

simply from the want of experience and qualification.

Teachers, to do good work, must not only love their calling and have their heart and soul in the work, but must also know how to do their work ; and the primary schools are not the proper places for them to learn in. It would be better for the schools to place new teachers in the grammar departments, and let them work *up* to the primary grades.

To teach our schools properly and regulate the studies so as to give variety, vivacity, and interest to all the exercises, requires nearly a term to initiate a new teacher into the policy of the school, and get it into good working order. A teacher must learn the character and capacities of his pupils, intellectual and moral, before he can successfully teach them. This power can be gained by pursuing a few studies at a time, and these in the most thorough and practical manner.

Too much importance cannot be attached to thoroughness and accuracy. All superficial, desultory, and careless studying should be depreciated as positively injurious and as tending to produce fickleness and instability in all the aims and purposes of life.

The great mistake in the education of girls—and, for that matter, of boys—is that they master nothing. A little here and a little there, is the plan. The great object seems to be to enable the pupil to give a long catalogue or things studied. For this charlatanism the parents who demand it are chiefly responsible. There are schools which are thorough. It is not for us to point them out, but for parents to be sure that they are not caught with the chaff of an empty pretense. In education veneering will show its superficialness. The shallowness of much modern scholarship is truly alarming. Much of the ordinary schooling is but the merest smattering of knowledge. Young ladies are especially at fault in this particular. Their minds are so often absorbed in dress and show and social affairs, that they have neither heart nor head for study. They are in a state of mental intoxication: their minds are unsettled, their tastes are perverted, and all high notions of life are swallowed up in the love of ribbons, silk, and dashing society. There is no study, no memory, no stability,

no storing of the mind under this state of things.

The truth is, this crazed demon of fashion and fast life is alarmingly cursing the minds of our modern youth. The remedy is chiefly with parents. A careful Christian bringing-up, the cultivation of home love and home pleasures, are the chief securities, in connection with God's grace in enlightening, maturing, and strengthening the mental and moral life of our young men and young women.

In the right education of early childhood must we look for the corrective of the evils of society and for the beginning of a better and higher civilization than has yet blessed our nation. The earlier we can establish in every district primary schools under efficient teachers, whose hearts are made strong by deep religious principles, who have faith in the power of Christian love, steadily exerted, to fashion anew the bad manners and often the harsh and self-willed perverseness of neglected children ; having patience to begin every morning with but little if any perceptible advance beyond where they began the previous morning ; with prompt and kind sympathies ; with ready skill in drawing and oral methods—the better it will then be for the cause of practical education.

Every exercise in the school-room should be for an especial purpose, and that purpose a proper stepping stone to another. Hence the necessity for a well-digested plan of operation for the school-room.

The objects, then, which primary teachers should especially keep in view are the formation of character, of correct habits, the development of the physical system, the cultivation of intelligent observation, the use of good language.

A uniform course, which should require a certain homogeneous progress in all studies, as a condition of advancement into another grade, would add greatly to the efficiency of the schools. In all graded schools in cities such a specific course is prescribed ; and there is no good reason why a course more general in its character should not be prescribed and enforced in all the public schools in the State. Then, when the schools suffered a change of teachers, the progress of the scholars need not be interrupted.—*Prof. G. K. Godfrey, in Michigan Teacher.*

## TEACHERS' TRIP TO OSWEGO.

BY ONE OF THE PARTY.

MR. EDITOR,—According to announcement in *The Beaver* of last week, some fourteen of us, including Mr. Burrows, Public School Inspector, and Mr. Campbell, Headmaster of the High School, took passage at Mill Point for Oswego, on the Oswego Belle, on Tuesday, 23rd inst. \* \*

Owing to detention we did not arrive in Oswego till 2.30 p.m. Ere we had time to step ashore a deputation from the Board of Education consisting of V. C. Douglas, Esq., Secretary of the Board; Captain J. M. Barrow, Chairman Visiting Committee, M. Stowell, J. C. Bradt, J. N. Collins and M. J. Wallace, Esqs., School Commissioners, gave us a most hearty and cordial welcome to Oswego. They then conducted us to carriages, in which we drove first to the Normal School,—where we witnessed a brief, but very interesting rhetorical exercise. We then visited a Primary, and an Intermediate Department in the same building, used somewhat as the Model School in connection with the Normal School in Toronto. The teaching is almost entirely done by students attending the Normal School, under the supervision of others who have already graduated, and who are called critics. We could see but very little teaching owing to the time of our arrival, but what we did see, and the specimens of drawing left on the blackboards, left the impression upon all our minds that the teaching is of a very high order. The next note-worthy feature is the splendid system of physical training called calisthenics that is carried out in all the schools. Not only is it useful as a physical exercise merely, but it is admirably calculated to cultivate that promptness of action in individuals, and that harmony of movement in masses that is so essential a characteristic of true discipline.

Every movement of the arms in the aforesaid exercises, as well as every step in the marching in or out of each division keeps time to instrumental music. In each large central room there is a piano, which not only gives a soul to these physical exer-

cises, but leads and guides two or three hundred little voices in their delightful songs.

We next visited one of the ward schools, where, as far as I could judge, the system of training and the system of teaching are fully equal to what I saw at the Normal School. The head master here, that is, in this ward school, is a very able teacher. He is of medium size in the vigor of early manhood, with a most kindly expression of face, but evidently having a fund of that concentrated quiet energy that accomplishes great results without making any fuss. The Board certainly value his services, as they pay him a salary of \$1500 per annum. I make no invidious comparison in thus speaking of him, as he is the only one of the headmasters I had an opportunity of seeing engaged in teaching.

I find from the last Report of the Secretary that there is a registered attendance of 4,855 pupils in the Public Schools, with seventy-one teachers, to whom the total amount paid in salaries is \$34,000. In the High School, a registered attendance of 117 pupils, with four teachers, who receive an aggregate of \$3,382. The Normal School, which, I believe, is a State Institution, is apart from the above.

The system of grading is very complete, No pupil is admitted under five years of age. These continue three years in the Primary Department, when, if on examination they are found qualified, they are promoted to the Junior Schools, where they spend three years. Then, after passing another examination, they are promoted to the Senior Schools, where they continue for three years, and from which, after another examination, they are transferred to the High School, which has also a course of three years.

In apportioning the work of each teacher they do not pursue the plan of giving to each a number of pupils in charge to whom the entire course in that department will be taught, but each teacher has charge of one or two branches of study, and the classes

are interchanged every thirty minutes. This is done with the regularity of clock-work.

I could say a great deal more about this admirable school system, but this is, perhaps, enough. I think it will be sufficient at all events, to convince those who read it, as my fellow teachers and myself were convinced from observation, that the people of Oswego have just cause to be proud of their schools, and to be proud of those public-spirited men who have built up and who continue to manage so admirably such an excellent system of public education.

I am sure, sir, that every member of our party will ever retain a grateful remembrance of the kind attentions we received on the occasion of our visit. Not only were we shown as much as was possible in connection with the schools, but we rode in their carriages to see every point of interest around the city, and had we arrived, as

we and as they expected, in the forenoon, these hospitable men had made arrangements to entertain us at dinner, just as if we had been some persons of distinction, visiting their city upon some matter of public importance, instead of being a few humble teachers in quest of knowledge.

No incident of any special importance marked our return. There was during the night some more heaving of the lake. That I know, for I felt it, and if any one else can speak experimentally of any other heaving, he may do so, but I can't.

I may state also; as another instance of kindly attention received by us, that while waiting this morning at Mill point for the Shannon, Mr. Rathburn invited us to walk through his garden and pleasure grounds, which enabled us to spend the time very pleasantly indeed.—*Teacher, in Napanea, Beaver.*

## EDUCATIONAL INTELLIGENCE.

### CANADA.

—In accordance with the Statute, and the General Regulations, the Annual Examination of Candidates for Public School Teachers 1st, 2nd and 3rd Class Certificates, for the year 1876, will be held in each County Town of Ontario, commencing on Monday, 10th July, at 9 a.m.

—We have before us the very excellent report of the schools of the County of Wentworth, for the year 1875, presented by J. H. Smith, Esq., Inspector. In the County there are altogether 72 sections, and 88 teachers. In the last five years \$63,930 has been expended in the County to provide adequate school accommodation; twenty-four new school-houses have been built and twenty-seven improved. The total receipts for school purposes in 1875 was \$57,528.85, of which over \$35,000 was raised by direct taxation. The total expenditure for the year was \$53,492.14, of which nearly \$31,000 was expended for teachers' salaries. The teachers are classified as follows:—Males, 49; females, 39; First Class Provincial, 5; Second Class

Provincial, 26; First Class Old County, 17; Third Class, 38; Interim, 2; average salary of male teachers, \$426; average salary of female teachers, \$283. The total number of pupils registered was 7,447, of whom 7,023 were between 5 and 16 years of age, and the average attendance for the year was a little less than 44 per cent.

—The North York Teachers' Association will meet at Newmarket, on the 7th and 8th of July. The following is the programme:—

- 1st. Reading by Convention (Page 447 V. Reader), Mr. Fortheingham.
- 2nd. Grammar (Analysis of Reading Lesson, Parrhasius), Mr. Gorham.
- 3rd. Orthoepical and Syntactical Errors, Mr. Dickenson.
- 4th. Geography, Mr. Jewitt.
- 5th. Vocal Music, Mr. Beaton.
- 6th. Algebra (II. Class Paper, July 1875), Mr. McMurchie.
- 7th. How to make the Study of Primary Classes more interesting, Misses Wells and Freeman.

8th. Appointment of one or more delegates to Provincial Association.

9th. Miscellaneous business.

—The annual report of the Inspectors of education for North and South Hastings presented to the Council show a highly satisfactory rate of progress. In the south riding there are 81 school-houses and 94 teachers employed; 42 new school-houses have been erected since 1871; value of school property, \$83,407; the average time the schools were opened was 11 months and 5 days; average salaries of male teachers, \$407.50; of females, \$277.50. In North Hastings there are 78 school-houses; value of school property, \$46,061, an increase of 75 per cent. since 1872; increase during 1875, 20 per cent.; 42 school-houses were erected since 1871; in 1874 and 1875, 19 were built; the time for which schools are kept open increased 1 month and 5 days during the year.

—A very successful meeting of the West Durham Teachers' Association, was held in the school buildings, Hampton, on Friday and Saturday, June 2nd and 3rd. The officers elect are, A. Barber, President; Messrs. Hughes and Callbary, Vice-Presidents; J. Squair, Secretary; W. E. Tilley, Treasurer; and Messrs. Cummings, Ellis, Cowan, Wightman, and Gilfillan, Councillors. The Committees having charge of the Competitive Examinations held in Clark and Darlington last March, reported that they had been highly successful. It is determined that these examinations shall be continued. Among other subjects discussed were the following: "How shall we prevent Irregularity of attendance?" "Home Preparation of School Work." "Map Drawing." "Cleanliness in the School-room. It was also unanimously resolved: "That this Association would take this opportunity of expressing its thanks to Rev. Dr. Ryerson for his long and faithful services in the cause of Education, and hopes that he may be long spared to enjoy his retirement from his arduous labors. The Association meets in Newcastle, on the first Friday of October next.—COM.

—There was an investigation at Morrisburgh, Dundas County, in the month of May last, into certain alleged irregularities, which were thus stated in the *Herald* of that place: "Reports of grave irregularities in

the management of the examinations have been from time to time current, and some of them we have reason to know have been well founded. It has been the practice to open Examination papers before the hours directed by regulations, and in one case, notably, the questions have been in the hand of candidates hours before the arrival of the prescribed time for the opening of the paper. Examinations, too, have been conducted in places where the Candidates were so crowded, that there was not the least impediment to copying or prompting. These are a few of the irregularities that have come to our notice, and which have at length incurred the censure of the Department. We trust the last hint will prove sufficient, and that hereafter, examinations will be conducted with all strictness and in accordance with prescribed regulations."

On Tuesday morning, the 16th May the Commission appointed to investigate the matter, consisting of Dr. Hodgins, Deputy Minister of Education, and W. R. Bigg, Esq., Public School Inspector, County Leeds, met at the Town Hall, Morrisburg. Mr. Burgess, of the *Ottawa Times*, short hand reporter, was sworn to take down the evidence *verbatim*. The evidence as given by the *Herald* is much too voluminous for our columns, but the result of the investigation may be briefly stated. The charges were to a large extent sustained, but it was shown that the Inspector, Rev. W. Ferguson, was not a party to any fraud, and was only censurable for allowing the seals of the packets to be broken before the time. The real culprit was Mr. Whitney, a member of the Board of Examiners.

—W. R. Bigg, Esq., Inspector of Public Schools, 1st Division of Leeds, recently held a series of very successful Teachers' Institutes, for the benefit of the teachers in his Division. The Institutes were largely attended, and speak well for Mr. Brigg's earnestness and devotion to the great cause of education. Each Institute lasted from 9 a.m. to 4 p.m., and the afternoon of each day was devoted to instructing the teachers in the best and natural manner of teaching Geography and Grammar, every class on the programmes being gone through with—and urging teachers to dispense with all text books for pupils till the 4th class was reached. The *Gananoque Reporter*

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thus speaks of the Institute held in that place :

"On Thursday, according to announcement, Mr. W. R. Bigg, Inspector of Public Schools, met a large number of Teachers from the adjoining Townships, at the Public School Room here, and spent the day in discussing various questions for their benefit. He explained the operation of the School Law, with probable changes, and manner in which it would effect the Teachers in future, urging them to exert themselves to obtain higher certificates, and illustrated the approved methods of conducting classes. As this movement is entirely voluntary on the part of Mr. Bigg, and is intended to raise the standard of Public School Teachers, induce a greater interest in the work, and increase the efficiency of the Schools throughout the County, it is gratifying to know that his services are appreciated, and the teachers generally are taking advantage of the means thus afforded them to perfect themselves in the duties of their calling.

In the evening a special meeting of the School Board was called, at which Mr. Bigg explained several changes that were contemplated in the matter of grading the higher departments of Gananoque Public Schools, from the lack of which the Schools latterly have not been doing the amount of work that might reasonably be expected of them. Some discussion took place as to the feasibility of grading the Schools, and at the same time giving the necessary attention to an equal division of pupils among the Teachers; but on the whole, Mr. Brigg's views were approved of, and a vote of thanks awarded him for his services in the matter."

**EAST MIDDLESEX TEACHERS' ASSOCIATION.**—The second convention of the East Middlesex Teachers' Association for the year 1876, was opened in the City Hall, London, Friday, 9th June, at 10.30 a.m., the President, Mr. Inspector Dearness, in the chair, Mr. A. C. Stewart acting as Secretary *pro tem*.

After the adoption of the minutes of the previous meeting and the reception of the reports, (some of them very important) of the various committees, it was resolved on motion of Mr. W. Dickie, that all present whether members or not be invited to take

part in discussions during the present convention.

Mr. J. B. Boyle, City Inspector, was introduced by the President. He suitably replied, expressing warm interest in the profession and kind regard for those engaged in it.

In the afternoon session, after the disposal of the financial report, Mr. T. Woodburne led in the discussion on Credit Marks, which for want of time was postponed from the February meeting. Mr. W. discussed the propriety of giving credit and discredit marks, their value as a stimulus to diligence and good conduct, and the means of making them most useful. Miss Alice Bissell, followed, and described in a clear and concise manner, the system which she adopts of giving marks, and the results of her experience. Mr. L. R. Campbell, explained a method by means of which each pupil kept his own marks, but at the same time each list was checked by the teacher's class-book. An instructive debate ensued by Messrs. McDonald, Dulmage, J. W. Stewart, Jarvis, Inspector Boyle and the President, in reference to the probable effect of "marks" on cramming, &c., the similarity between marking and prize giving, how the benefits resulting from the system might be increased and the disadvantages minimized. The weight of the discussion seemed to be in favor of some system of registering the work and conduct of the pupils.

Mr. Stock read a well received paper on the "play-ground." He described some simple gymnastic apparatus, and the method of using them, and argued in favor of the master encouraging, taking an interest, and occasionally an active part in the games and sports of the children. Besides describing certain games for girls he illustrated his manner of drilling and practice of extension motions.

Mr. R. F. Dixon, led on the subject of Township Boards. It appears that Mr. Dixon being strongly opposed to Township Boards had undertaken to set forth the *cons*, but on giving the subject close study found such strong arguments in favor of the system, that the former intention was abandoned and instead, Mr. Dixon set forth the *pros* as well as the *cons*. On motion the discussion on the paper was postponed.

At this stage, Mr. G. W. Ross, M.P.,



Public School Inspector for Lambton, was introduced and warmly applauded. On request, Mr. Ross delivered an excellent address on "School Organization," treating in an instructive manner the methods of classification, recommending a system based on reading, spelling and arithmetic. He also described the kinds and uses of the different registers required to be kept and the methods of registration. He concluded an able address of thirty minutes, by referring to the great benefits to be derived from well conducted Teachers' Associations and Institutes, and complimenting the Association addressed on the good attendance, and the interest apparently manifested in the cause of Education.

Mr. Ross was tendered the hearty thanks of the Association for his instructive address, after which adjournment took place for the public meeting.

In the evening a successful public meeting was held in the City Hall, His Worship Mayor Macdonald presiding. On the platform were several leading public men, and prominent educationists, the members of the City and County Councils and Board of Education were present as well as about 200 members of the teaching profession and others, making over 500 of an audience.

The Mayor introduced the speaker of the evening the Honorable Mr. Crooks, who, (as reported by the *Free Press*), after thanking the Association for asking him to speak, paid a high compliment to the late Chief Superintendent of Education, Dr. Ryerson. He then spoke of the experiments in education in this country during the last 34 years. A large amount of the experience they in this Province had to rely on was obtained from the European Continent, and after from the United States, and on this their system was mainly based. The change which had been adopted in Ontario, making a member of the Government directly responsible for the educational system, had been adopted from the English, the Ontario system being the same now as that which had regulated the whole educational system of England and Scotland since 1870 and 1872. He considered, in the first place, that our system should be undenominational; it was not secular, providing, as it did, for the inculcation of those great religious truths, without making provision for the teaching of which no system

of education would be complete. An educational system, to be a really good one, must be universal, efficient and economic. The child must be taught early, and society should not be content to establish jails and court-houses, but should begin by nipping crime in its very bud. They found more power for the repression of crime, if properly applied, in their schools throughout the land, than they had in all the expensive paraphernalia of their courts of justice and jails. The door of every school-house should be open to every child in the land; this should be every Canadian child's birthright. After speaking in commendatory terms of the early self-government, which was still continued with good effect, the speaker showed that a general rate was necessary, in order that free education might be given to every child in the land, that teachers might receive sufficient remuneration, and that the school rooms might be well furnished. His object in making this visit was to encourage the people to further efforts in extending their school system. The increase of expenditure for education, he showed, during the last ten years had more than doubled—teachers' salaries showing the greatest increase. The system of popular education in Ontario, he argued, rests upon a basis which it can never be removed from. Since 1854, the increase in expenditure on their education was \$2,000,000, and this progress would never receive a check. Assuming that the ratepayers were willing to do their part in support of popular education, and that the government contributed liberally to the system, the increase was sure to be marked in future years. Then, another feature of their system which was of vital importance was that their should be an attendance of children equal to the accommodation provided. Various schemes had been tried—indirect compulsion and direct compulsion both having a share. The measure of Mr. Forster in 1870, and the measure introduced last month by Viscount Sandon into the House of Commons in England, were based on the principles of indirect compulsion; whilst the Scottish system, adopted in 1872, was that of direct compulsion. The report of the Ontario Department in 1874, showed that out of the large school accommodation of 512,000 they had a defaulters' list of 12,000;

whilst in England, according to Viscount Sandon, they had 25 per cent. of the whole school population of England put down as non-attenders. He had felt much disappointed, in turning to the tables of 1874, to find that the length of attendance at schools in Ontario was not at all satisfactory. A certain number of days' attendance each year should be made imperative, as provided for in Viscount Sandon's Bill, just brought into the Commons, which exacts that no child can be apprenticed, between the ages of 10 and 14, unless he has been at least 5 years at school, and can show 250 attendances for each of these years. The Scottish system, on the other hand, would appear to present very different results from that allowed in Ontario, the latter permitting diminished attendances to be the rule, rather than the exception. In fact, several writers had lately said that the Scottish system, so long the foremost, would soon, with a local rate similar to what we have in Canada, be a model for the other nations in Europe. After referring to education in the States of Massachusetts and Connecticut, Mr. Crooks spoke against compulsory education, until every other method had been tried by the local boards in the first place. Public opinion should be thoroughly aroused in the first place, before any attempt was made to force the people to submit to these compulsory measures, however beneficial they might be. If there should be any parent so ignorant or wilful as to neglect providing for the education of his children, then it would be the duty of the trustees to take advantage of these coercive measures. In Massachusetts and Connecticut—two of the foremost in education in the United States—where penal enactments were in force, it was scarcely ever necessary to adopt them. They must not, however, be content with their public schools; but they must see also to the state of their high schools and provincial universities, so as to allow the deserving youth, no matter what his circumstances may be, to gain the highest eminence in learning. In regard to this subject of higher education, the early satesmen of this country. They set apart grants to high schools, grammar schools and the Provincial University. That which had led to the excellence of the education of the Scotchman was due, in great

part, to the advantages gained in the universities of that land, mainly by means of bursaries. He thought High School Boards in counties here might much help the higher education of the country, if they set apart bursaries in a similar manner, to be competed for by pupils at their universities. They had achieved a great deal even now; but he held much more might be done, and that the people of this Province should not rest satisfied with giving a merely elementary education to their children. Their educational system must also be efficient. He had heard it mooted that school sections should be abolished, and that township boards should be appointed. In Tuckersmith, County of Huron, they had abolished school sections, and found a township board worked far better. The matter was worth consideration, as it was an important question. If they solved the question by means of forming township boards, they would be following up the present Scottish system, which those who knew said was now the best; and which Viscount Sandon said would have been adopted in England if the general population had been ready for it. The physical education of the children was too much overlooked. Then, they must have efficient teachers—paid in accordance with their qualifications. The weak point of the educational system in the various States, was that they overlooked this matter. They had avoided this, and had an Inspector and Examiners, who were directly responsible to the Department for the efficiency of the teachers. In the matter of qualifications, however, although much improvement had been effected, much had yet to be done. At the present time there were only 215 first-class teachers engaged in the whole Province, and 910 second class. Third-class teachers should be considered as only on probation, and should be under the direction of a first or at least second class teacher. The third class teacher must, to some extent, be considered an inferior article, and as a system of promotion by merit was open, any one might look forward to a second, a first, a County Inspectorship, or even the position which he himself held, which would, no doubt, in time be filled by some teacher from the ranks. Much responsibility for the proper administration of their educational system was upon them

all; and in his belief no system could be regarded as complete, if the people did not thoroughly appreciate it in the results. He concluded by asking the co-operation of teachers and ratepayers, so that their system might be made as complete and efficient as possible. (Applause.)

The hon. gentleman spoke for about an hour and a half, and was attentively listened to.

Mr. G. W. Ross, M.P., followed with an address, after which Mr. B. Cronyn, Chairman London Board of Education moved the following resolution:

"Resolved, that in the opinion of this large and intelligent meeting (representing as it does a large number of those most deeply interested in the subject of Education, both from the city and surrounding county) there is an immediate necessity for increased Normal School accommodation to meet the urgent demand of securing trained teachers for our schools."

Mr. A. Black, Public School Teacher of Nilestown, in seconding the resolution, spoke of the necessity for additional Normal Schools.

The motion was then carried by a standing vote.

Mr. J. B. Boyle, Inspector of the City Schools, after a brief reference to the urgent necessity for a Normal School in the Western District, took occasion to remark on the depletion of first-class teachers, and thought the fact was due in a measure to the want of remuneration given by trustees. He moved a vote of thanks to the speakers for the excellent addresses with which they had been favored.

Rev. Father Northgraves seconded the motion. He expressed his gratitude to the gentlemen who had taken the trouble to present educational matters so ably before them.

This resolution was also carried, after which

Mr. Dearness, Inspector of East Middlesex, moved, seconded by Mr. John Watterworth, M.P.P., of West Middlesex, a vote of thanks to Mayor Macdonald for his services as Chairman. Carried.

The meeting closed shortly after ten o'clock.

Saturday, June 10.

The meeting resumed at 10. a.m. Mr.

Alex'r McMillan presented the report of the Committee on Resolutions, which on motion was received and its adoption deferred.

Mr. J. C. Glashan, Inspector, West Middlesex, was introduced by the President, and at his request took up some points in Grammar. Mr. Glashan dwelt on the strictly scientific nature of grammar, particularly English Grammar. He gave elaborate and useful exposition of certain intricate points in English Grammar; among others, the nature of the "Internal and External Objects," such expressions as "good day," &c. At the conclusion Mr. Glashan received a cordial vote of thanks.

On entering, the Hon. Adam Crooks, Minister of Education, was received with hearty applause, and presented with the following address:

To the Honorable Adam Crooks, Minister of Education, etc., etc., for the Province of Ontario.

SIR,—We, the teachers, trustees and friends of education, members of the East Middlesex Teachers' Association have great pleasure in extending to you a hearty welcome; but it gives us particular pleasure to welcome you as our Minister of Education, owing to the deep interest you have manifested in the cause; eminently meriting the high compliment paid you by the Rev. Dr. Ryerson—"A scholar and a Canadian, there is no one in Upper Canada better adapted for the position."

We have every reason to believe that your most careful attention will be given to the vitally important duties devolving on a Department, which has to shape, control execute the system, that trains and prepares the rising generation to fitly occupy the places of their predecessors—to fulfil the duties of after life, whether public or private, in such a manner as shall be most conducive to the welfare of the individual and society. Of the national system of education which is chiefly due to the untiring efforts of our late Chief Superintendent of Education, Dr. Ryerson, on whom too high a meed of praise cannot be bestowed, we feel justly proud. Yet there are important modifications and additions required to make the system perfectly efficient, for which improvement we look with entire confidence to the present Hon. Minister of Education.

Again, extending to you our hearty wel-

come, we have the honor to subscribe ourselves your most obedient servants,

J. DEARNESS, W. D. ECKERT,  
President E. M. T. A. Sect'y.

London, June 10, 1876.

In reply the Hon. Minister thanked the association for the kind expressions tendered him, referring, in complimentary terms, to the late Chief Superintendent of Education and his work, showing the difference between the position occupied by the Chief Superintendent and the Minister of Education. He also expressed his determination to make himself acquainted with Trustees, Teachers, High and Public School Masters, and all those interested in carrying out the school system with a view to increase its efficiency. At the conclusion of a very able reply of about twenty minutes, he resumed his seat amidst hearty applause.

The discussion on Township Boards was resumed by Mr. Dixon. Mr. O'Brien, Trustee, Mr. Crooks, and others, having spoken, it was resolved on motion of Mr. Dixon, seconded by Mr. Stoddart, That in the opinion of this meeting the law relating to Township Boards should be amended so as to permit townships after making a trial, if dissatisfied with it, to return to the section system, and further that the question of township vs. section trustees be voted at every annual meeting.

On motion of Mr. Wright, it was resolved that the regulation relating to Public School Examination should be amended by requiring that there may be three, but that there shall be two public school examinations in each year.

On Saturday afternoon, after making some announcements the President called on Mr. Eckert to resume the discussion on the report of the Resolution Committee by taking up the part relating to the granting of third class certificates. A lengthened and spirited discussion took place in which many of the teachers took part, besides Inspectors Boyle and Dearness.

The following is the report as passed :—

That, whereas a large proportion of third class teachers, either fail, or do not aspire to obtain second class certificates, thus tending to lower the average teacher's standard and to supply largely the schools with beginners instead of those who have had experience ; therefore be it hereby resolved, that in the opinion of this Association :—

1st. That there be two grades of third class certificates, to be known as Grade A and Grade B.

2nd. That to the subjects at present required there be added Algebra, to the end of Simple Equations; Elementary Mensuration, Euclid—Book I. ; and Book-keeping.

3rd. That Grade B be given on not less than 50 per cent. of the subjects at present required, and Grade A on 50 per cent. of the total, and also on each of the test subjects.

4th. That Grade A qualify for the position of master, and Grade B for assistant.

5th. That the present monitors' and assistants' certificates be abolished, their place being taken by Grade B of the third class.

6th. That candidates for Grade B be admitted at 16 years of age ; candidates for Grade A at 19, this latter age being quite young enough for any person to take sole charge of a school, except perhaps, such as have had a Normal training, with model school practice.

7th. That Grade B be given for one year, and renewable from year to year on recommendation of the Inspector.

That grade A be given for five years, with permission to write for a second class certificate at the end of three years, giving the candidates option at beginning of examination for second class to write the whole examination at once, or proceed to his certificate by two examinations, taking a fixed part of the subjects one year, the remainder the following year. That a 3rd A be renewable from year to year on the special recommendation of the Inspector, and at the requisition of the Trustees, and that all renewals be made by the Board of Examiners after examination, those for 3rd A being examined on second class paper.

The final report of the Finance Committee was received.

On motion of Mr. W. D. Eckert, seconded by Mr. J. A. Lyman, a vote of thanks was tendered Mr. J. B. Boyle, inspector, for the interest taken and assistance rendered during the course of this convention.

On motion of Mr. Sutherland, seconded by Mr. Bateman, a vote of thanks was passed, with applause, to the Honorable the Minister of Education for the deep interest taken in the cause of education, and for the kind attention given and able service rendered at the meeting of our Association.

A vote of thanks was also passed to the Mayor and Aldermen for the use of the City Hall; also to the press for the reports of our meeting.

The meeting adjourned by singing "God Save the Queen."

\*The next convention will be held on the

second Friday and Saturday of October. It will be of the nature of an Institute, and will be conducted by J. Kirkland, Esq., M.A., Master, Normal School, Toronto. On the Friday evening he will deliver a public lecture on the magic lantern as a means of illustration.

### CHOICE MISCELLANY.

—The conjunctive mood—thoughts of matrimony.

—English Spelling-match : Pronouncer—"Saloon." Speller—"Hes, hay, hel, ho, ho, hen ; saloon."

—Experience does take dreadfully high school wages, but he teaches like no other. —*Carlyle*.

—The most effective way for a boy to learn a bee sees is just to put his finger well into the hive.

—There is nothing more frightful than for a teacher to know only what his scholars are intended to know.—*Gaithc*.

—Gail Hamilton thinks school exhibitions are fearfully and wonderfully contrived to use up pupils and break down teachers, and to take all the substance out of what should be an education.

—A lady applying for admission to the junior class of an Eastern seminary, and being asked as to her qualifications, replied: "I ain't much of an arithmeticker, but I'm an elegant grammarist."

—A bill to prohibit the sale of liquor within four miles of the California University prompts a paper to call it "An act to promote pedestrianism among the students."

—"What can you say of the second law of thought?" "It can not both be and not be. For example, this door must be either shut or open. It can't be both shut and open." "Give another illustration." "Well, take the case of another door."

—It is not a welcome thing to feel obliged to say—and yet it has to be said by somebody—that graduation addresses to school-

boys should be kept free from turgid rhetoric and tangled sentences.—*Philadelphia Ledger*.

—The only hard and valuable piece of work in pure arithmetic that the student has to encounter is the multiplication table, which very absurdly stops at "twelve times twelve," but might usefully be carried four or five times as far.

—"The boy at the head of the class will state what were the Dark Ages of the world." Boy hesitates. "Next, Master Biggs, can you tell me what the Dark Ages were?" "I guess they were the ages before spectacle were invented!"

—No single element of education seems to me more important than the acquisition of at least one language other than the mother-tongue. It seems to arouse and develop the intellectual nature of a child as nothing else can.—*Bayard Taylor*.

—The word "inheritance" came in a paragraph in the reading lesson, and a visitor asked, "what is an inheritance?" "Patrimony," was the reply. "What is a patrimony?" "It is something left by a father." "What would you call it if left by a mother?" "Matrimony."

—Whoever else may sigh for the "good old times," we suppose school principals are not of the number. In 1661 their duties were as follows, in some of the towns of New England. To act as Court messenger, to serve summonses, to lead the choir on Sundays, to ring the bell for public worship, to dig the graves, to take charge of the school and perform other occasional duties."

—The New England Journal of Education truly enough says that a new art is to be

desired in education—the art of giving institute instruction. To be successful, it must combine the best qualities of the school-teacher, the lecturer, and the preacher; and until this art is cultivated as a specialty, institutes will never be productive of the results of which they are capable.

—That educational veteran, Dr. George B. Emerson, of Massachusetts, proclaims himself opposed to the common custom of instigating one child to surpass another. "A child," he says, "ought to try to surpass itself, and be taught to love other children. Many teachers make a mistake in paying too much attention to the brighter scholars, to the neglect of the poorer ones."

—We all have two educations—one which we receive from others, and another, and the most valuable, which we give ourselves. It is this last which fixes our grade in society and eventually our actual condition in this life and the color of our fate hereafter. All the professors and teachers in the world would not make you a wise or a good man without your own co-operation; and if such you are determined to be, the want of them will not prevail.—*John Randolph to his nephew.*

—Education is the awakening of the heart, it is life, vitality, the arousing of the spirit. And hence all the arts come beside the truths of life. Education being the power to think, the power to act, the power to feel deeply, what we need is not information only, but the awakening of something that moves the sluggish blood in our hearts and makes us truly alive. I speak with feeling upon this point, because one of the great calamities with which we all have to battle is narrowness—that is, we all become attached to our own little path in life, and we think that is the God-appointed life.—*Professor Swing.*

—Gough, in a lecture East, told the story of two toppers, who occupied each a bed in the same room. One night both came home drunk, and instead of each taking his own, they both tumbled into the same bed. After awhile, "Bob," says Jim, "there's a man in my bed." "So there is in mine," answers Jim. After awhile Bob's dignity felt itself to be too much insulted, and he gave the intruder an indignant kick, which sent him down on the floor like a

log. "Jim," he said, at length, "I have kicked out my man." Poor Jim answers, from his place on the floor, "My man has kicked me out."

—There can be no question but that those peoples and generations which have excelled in knowledge have also excelled in power; but any educator of youth who should act upon the principles that education consists in cramming the mind with knowledge will have perpetrated as great an error as would a body of civil engineers who should saturate the atmosphere with vapor from boiling caldrons because it is known that steam is a motor. The truth is that steam and knowledge are power (or rather means of power) only when properly used. Many a man who has been known as a walking encyclopedia has been equally noted for inability to put his knowledge to account, because the practical part of his education had been neglected.—*Appleton's Journal.*

—SELF-CONFIDENCE is better learned than unlearned. If you begin life thinking you are of much account; that you know much, or are capable of great things, as you grow older (if you have good common sense) you will have to spend the best part of your life in finding out what you *can not* do, what you do not know, and, consequently, what you *are not*; in other words, in unlearning what you at first took for granted. On the other hand, if you begin by thinking little of yourself and your attainments, and when circumstances call you to a certain action you attempt it with diffidence, yet accomplish it with perseverance, you have gained one point; you have proved yourself capable of that one thing; and as far as that goes you have earned a right to self-confidence. In this way, you will be constantly finding out your real capacity—what you are good for; and by doing this, can make yourself useful while preparing gradually for greater usefulness, while in thinking of yourself more highly than you ought to think, at the outset, the time spent in finding out your mistake is lost to others, and more than lost to yourself. Self-confidence truly learned is self-confidence truly earned.

—It is not a rare experience to most persons to find that they have read a passage and yet they are entirely unconscious of its contents. The physical man seems to have done its part perfectly; but the mind was

employed upon other errands. Years are wasted before many of us discover that most of our ordinary reading is performed with not more than one-half of the mind, without real mental activity. There are persons who have been hard of hearing all their lives without realizing it, simply because experience has not given them an idea of a power more acute than their own. It is somewhat so in the matter of attention. It is rather a discovery to us when we first realize what may be accomplished by concentration of force; when we feel that attention is not passivity, but energy. It is a fortunate day for us when this awakening comes, and we begin the earnest endeavor to hold our mind to its work as though it were a truant school-boy. — *Scientific Monthly.*

—The following gem of figurative language occurs in an article on American Medical Education in a Nashville paper: "A teacher with his belly full of fire, and every nervous fibril in his organism astrut with electricity, with a memory faithful as a handmaid to his genius, and to the threshold of whose storehouse of learning the writers of all countries and all ages have lain down their contributions: such a man in an active state of eruption, with lightnings flashing about his mouth, and lava, at a white heat, pouring over his beard and scintillating among an audience who, though spell-bound, have each a half dozen able-bodied *Amens* struggling in his elongated throat, and, like a lighted shell, ready to explode, yes, such a man may inspire one to struggle on amid poverty, neglect, and contumely, till the day-star of promise shall peep over his horizon, and beckon him to triumph and glory; but it is the one man, and not the college, to whom he will ascribe his regeneration."

—Carlyle's advice to a teacher, in a letter written in 1859: "I can give you no advice or precept about the matters you write of except this one remark:—The grand secret (worth all the others together, and with which all the others are worth nothing and less) for inculcating and teaching virtues and graces is that a man honestly and with more and more silent sincerity have them himself lodged there in the silent depths of his being. They will not fail to shine through, and not only visible, but undeniable, in whatever he is led to say or do;

and every hour of the day he will consciously and unconsciously, find good means of teaching them. This is the grand, indispensable pre-requisite. This present, the rest is very certain to follow. The rest is the mere matter of detail, depending on specialty of circumstances; which a man's own common sense, if he is in earnest toward his aim, will better and better instruct him in. The business, I am sorrowfully aware, is often enough undertaken without this indispensable pre-requisite—nay, in general, there is a dim notion abroad that a man can teach such things by merely wishing to do it and without having them himself; but the fatal result inevitably is he teaches, can teach, nothing but hypocrisy and unblest abery and mendacity. It is a kind of salvation to his poor pupils if they, in a dim way, see through him and refuse to imbibe the slow poison of such teaching. I fancy you to be an ingenious young man, aiming manfully to do your best in the vocation which has fallen to you; and I hang up far ahead (I hope) this ugly but true warning upon a certain path which all mortals of us ought to avoid and abhor much more than we do at present."

—A word as to the methods and courses of study. There is danger in introducing a programme for each day's work so complete and perfect that every moment is provided for, and the teacher becomes merely one part of a complicated machine. Such a programme may get more work out of the listless and lazy teacher—one who does only what one is compelled to do, and who, unless specially directed, would dismiss the various classes after hasty recitations and spend the rest of the time in reading the *Waverly Magazine* behind one's desk. It may help the stupid and unambitious teacher, who would never either originate an idea or pay a dollar for an educational paper or manual which might suggest the idea of others. But to the energetic, cultured, sympathetic teacher, it is a serious impediment to be compelled to lug in a little zoology at from 3:20 to 3:30 on Friday afternoon, or to inculcate that honesty is the best policy at 11 a.m. on the fifth Tuesday of the term. One could better teach these things as circumstances suggest; and if one were at liberty to do so, and could study the individuality of each pupil, and develop now here and now there, according to the ever-

varying demands of the moment. Of course such liberty is safely granted only to good teachers; but can an elaborate course of study get satisfactory results from poor teachers? A fine school-building is well, but brains are better than bricks. A course of study may be metaphysically perfect, but only true men and women can make true men and women of pupils.

### THE CENTENNIAL.

We give the hymn by Whittier, that was set to music by John K. Paine and sung with magnificent effect at the opening exercises.

Our fathers' God! from out whose hand  
The centuries fall like grains of sand,  
We meet to-day, united, free,  
And loyal to our land and Thee,  
To thank Thee for the era done,  
And trust Thee for the opening one.

Here, where of old, by Thy design,  
The fathers spake that work of Thine,  
Whose echo is the glad refrain  
Of rended bolt and fallen chain,  
To grace our festal time, from all  
The zones of earth our guests we call.

Be with us while the new world greets  
The old world thronging all its streets,  
Unvailing all the triumphs won  
By art or toil beneath the sun;  
And unto common good ordain  
This rivalry of hand and brain.

Thou, who hast here in concord furled  
The war flags of a gathered world,  
Beneath our Western skies fulfil  
The Orient's mission of good will,  
And, freighted with love's Golden Fleece,  
Send back the Argonauts of peace.

For art and labor met in truce,  
For beauty made the bride of use  
We thank Thee, while, withal, we crave  
The austere virtues strong to save,  
The honor proof to place or gold  
The manhood never bought nor sold.

O! make Thou us, through centuries long,  
In peace secure, in justice strong;  
Around our gift of freedom draw  
The safeguards of Thy righteous law;  
And, cast in some diviner mould,  
Let the new cycle shame the old!

### IN SCHOOL-DAYS.

J. G. WHITTIER.

Still sits the school-house by the road,  
A ragged beggar sunning;  
Around it still the sumachs grow,  
And blackberry vines are running.

Within, the master's desk is seen,  
Deep scarred by raps official;  
The warping floor, the battered seats,  
The jack-knife's carved initial;

The charcoal frescoes on its wall;  
The door's worn sill, betraying  
The feet that, creeping slow to school,  
Went storming out to playing!

Long years ago a winter sun  
Shone over it at setting,  
Lit up its western window-panes  
And low eaves' icy fretting;

It touched the golden, tangled curls,  
And brown eyes full of grieving,  
Of one who still her steps delayed  
When all the school were leaving.

For near her stood the little boy  
Her childish favor singled;  
His cap pulled low upon a face  
Where pride and shame were mingled.

Pushing with restless feet the snow  
To right and left, he lingered;  
As restlessly her tiny hands  
The blue-checked apron fingered.

He saw her lift her eyes; he felt  
The soft hand's light caressing,  
And heard the trembling of her voice,  
As if a fault confessing.

"I'm sorry that I spelt the word;  
I hate to go above you,  
Because"—the brown eyes lower fell—  
"Because, you see, I love you!"

Still memory to a gray-haired man  
That sweet child-face is showing—  
Dear girl! the grasses on her grave  
Have forty years been growing.

He lives to learn, in life's hard school,  
How few who pass above him  
Lament their triumph and his loss,  
Like her, because they love him.



## EDITOR'S DRAWER.

—We have several reports from Inspectors to hand, which will receive attention next month.

—The Report of the Minister of Public Instruction for the Province of Quebec is to hand. It will receive attention in a future issue.

—HOME AND SCHOOL for June is up to the usual standard of excellence. It contains 48 pages, of reading matter besides 30 pages of advertisements. This liberal advertising patronage is one reason for its great success. A good education journal is one of the very best mediums for making announcements, and advertisers in Ontario should make a note of the fact.

—We are pleased to announce that a gentleman well qualified for the task has undertaken to furnish for the ONTARIO TEACHER a complete set of Historical Questions, with answers, in Ancient, Medieval, and Modern History, after the plan of Magnell's questions. They will be of great value to teachers. We hope to commence their publication very shortly. Now is a good time to subscribe, so as to have the set complete.

THE CANADIAN MONTHLY and National Review for June is one of the very best numbers yet issued, "Fidelis" contributes a very able paper, on the "Seen and the Unseen," which is all the more interesting as following Professor Goldwin Smith's article on the Immortality of the Soul, "Fidelis" is a firm believer in the Bible and in a future state of existence, and maintains his positions with much ability. The discussion of the great question of Protection is continued by R. W. Phipps, of Toronto, who discusses the Advantages of Protective Tariffs, Mr. John King, M.A., Berlin, contributes a paper on the Canadian Press Association, in which he gives a sketch of its history, and suggests improvement in the nature of the proceedings at the annual meeting. We trust his advice may have due weight. "The Day of Rest" by W. Macdonnell, Lindsay, enters into the history of the observance of a Sabbath, and quotes a variety of opinions, and deliverances in regard to it. James Douglas, Quebec, gives a readable sketch of the Centennial Exhibition at Philadelphia. The "Current Events" review, poetry, serials, and other articles we have not space to mention, make up a rich intellectual repast. Adam, Stevenson & Co., Toronto, publishers, \$3.50 per annum.

—We would direct attention to the advertisement of the Northern Central and Pennsylvania Railroads. This is said to be one of the very best

routes for reaching the Centennial Exhibition and will doubtless be taken advantage of by a large proportion of intending visitors. We have also to hand a pamphlet of 50 pages called "The Centennial Exhibition and Northern Central and Pennsylvania R. R." Of course the book is gotten out in the interest of the corporation, but it is gotten up so well, and the reader gets so much that is useful and entertaining, that he can easily allow the publishers to say a fair word for themselves. The cover is an appropriate and artistic design, in dark blue on pale blue ground, and the first thing the reader strikes on opening it will be of incalculable use to him if he is going to the Centennial. It is a large folded sheet, having on one side a map of the Centennial grounds, and on the other a complete map of Philadelphia. This alone will preserve the book from destruction. Following is a carefully written, concise and practicable article on the Exhibition, which gives one a comprehensive idea of what there is to see, and leaves him in an excellent frame of mind to decide how to do it. The last thing in the book is a large map of the United States, showing how every place in America where there is a railroad connects with the Northern Central and Pennsylvania R. R. Line. The book is one which any one intending to visit the Exposition will carefully preserve for reference. The most wonderful part of the whole thing is that the book is given away; any one sending to Mr. Sam'l Seymour, the Western Passenger Agent of the Northern Central, Buffalo, N. Y., will receive one by return mail.

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3. Always register letters containing money. They will then be at our risk.
4. When any number of the "Teacher" fails to reach a subscriber, we always re-mail a copy, if notified promptly.
5. Send as few postage stamps as possible.