

per annum), or *Our Dumb Animals*, published in Boston (at 75 cts. per annum), and cause these papers to be read in their families. Both these periodicals can be obtained at F. E. Grafton's. The Committee will place copies of their text-books and of suitable periodicals and pamphlets, etc., gratuitously in all charitable institutions entrusted with the care of boys and girls.

The labours of this Committee are wholly of an educational character, and as such are distinct from the punitive work of the Society to which they are attached.

The ladies trust that when the objects of their Committee become known to the public, they will be enabled to enlist the sympathies of all in its behalf, and they would call upon all to aid them in their labours by instilling in the minds of the young under their charge the duty of kindness, humanity and mercy to all dumb creatures.

ISABELLA ALLAN, *President.*
ANNE McCORD, *Sec.-Treasurer.*

Montreal, June 3rd, 1873.

III. Papers on Practical Education.

1. MODE OF TEACHING READING.

One of the most sensible plans for teaching reading to beginners which we have ever met with, is the following from the *Massachusetts Teacher*:

The object of reading to one's self is to take the sense of what is written; the object of reading to another is to express the sense. To express the sense we must first take it; hence the great importance of oral reading in the schools; its primary object being the expression of the sense, it presents the natural occasion for taking the sense. In teaching oral reading, let the pupil's mind be occupied simply with expressing the sense; let nothing be introduced into the reading exercise which shall tend to exclude thoughts of expression. This is the soul of reading; to secure facility in this should be the object of every lesson, from the first given in the primary to the last given in the professional school.

The process of teaching little children is very interesting and exceedingly simple; and the simpler it can be made, the more interesting will be the process. The lessons should be reading lessons simply, entirely free from spelling, from phonic analysis, and even from the alphabet. The alphabet, spelling and phonic analysis should be early taught, but not as a part of reading. The alphabet and spelling are to be taught as aids to written composition, the phonic analysis for vocal culture.

If the child's first reading book is properly constructed, it will be a guide to the teacher in giving object lessons. The first page of readings will present the picture of an object which can be brought into the presence of the pupils; this object will form the subject for conversation with the pupils. Suppose the first reading lesson to be about a knife. The knife will first be brought into the presence of the pupils, and they will be led to observe the parts or the qualities; if they are led to observe the parts, the exercise may be somewhat as follows:

Teacher (holding the knife in the pupils' presence).—What is this?

Pupils.—A knife.

T.—Here is the word *knife* (putting it upon the board and pointing); what is it?

P.—Knife.

T.—What has the knife (presenting some part, as the handle)?

P.—A handle.

T.—Say, *the knife has a handle.*

P.—The knife has a handle.

T.—Here is the word *handle* (putting it upon the board beneath the word *knife*, and pointing); what is it?

P.—Handle.

T.—What else has the knife (directing attention to the blades)?

P.—Blades.

T.—Say, *the knife has a handle and blades.*

P.—The knife, etc.

T.—Here is the word *blades* (putting it upon the board beneath the word *handle* and pointing); what is it?

P.—Blades.

T.—Point to the word *knife*; to the word *handle*; to the word *blades*; to the word *handle*, etc. (Pupils point.)

T.—Now say what you said before: *The knife has handle and blades.* (Pupils repeat.)

T.—I will put down the little word you say with *knife* (putting the before *knife*, and pointing to the phrase); say, *The knife.*

Pupils repeat, not *Thee knife*, but the phrase, *Th' knife*, as in speaking.

T.—Say again what you said about the knife.

P.—The knife has a handle and a blade.

T.—I will put down the little word you say with *handle* (putting a before *handle*, and pointing); say, *a handle.*

Pupils repeat, not *a handle*, but the phrase *a' handle*, as in speaking.

T.—(Putting *has* with *a handle* and pointing); say, *has a handle.*

Pupils repeat the phrase, *has a handle.*

T.—Say again all that you said about the knife (pointing to the phrase already upon the board).

P.—The knife has a handle and blades.

T.—I will put down the word you say with *blades* (putting and before *blades*, and pointing); say *and blades.* (Pupils repeat.)

T.—Point to the phrase *The knife has a handle; and blades; has a handle, etc.* (Pupils point.)

It may be desirable to present the above in two lessons. Various devices are employed by teachers for fixing the words in the minds of the pupils; similar means should be used for fixing the phrases.

If the above simple lesson is properly arranged in the reading book, the pupils will easily be taught to read it there. Whether the lessons are or are not in the book, the general plan of teaching beginners should be as illustrated.

By this plan the pupils read only what they have first been led to say; what they say is an expression of their own thoughts. By the arrangement of the lessons in phrases, the pupils are led to read, as they speak, in phrases.—GEORGE A. WALTON.

2. SHORT LESSONS.

Shallow scholarship is the bane of this country. We do everything in a hurry, and scarcely take the time to do anything well. Nowhere is this evil greater than in our schools. We hurry our pupils through their books, through their studies, through their classes, through the schools, and into this fast life we are living. We skim the surface of knowledge, but few of us ever dive beneath it. There is not one school in ten in which there are not many children advanced beyond their strength. They are studying things they cannot understand, studying more branches than they can master, studying lessons too long for them to learn thoroughly.

Teachers, make your lessons short. If so, you will have them well learned. Your pupils will come to the recitation in cheerful spirits. They will recite well. They will go from it determined to master the next lesson. They will be eager to learn any fresh matter you may add to that contained in the text-book. They will grow intellectually day by day. If, on the contrary, you must hurry them through the book by giving long lessons, you will have poor, dragging recitations; your pupils will soon either lose heart or health; their zest for study will leave them, and their mental stomachs will refuse to digest the food you cram into them.—*Pennsylvania School Journal.*

Instruction should be as pleasant as ordinary food, and the tastes of children should be cultivated, instead of filling them with dry facts, which they cannot digest. The question is not whether there is more or less book-learning, but whether the child has the opportunity of teaching itself and of acquiring intellectual tastes. To learn reading is not enough: they should be taught to enjoy reading, to delight in the discoveries of science, and to take a pride and enjoyment in history.—SIR JOHN LUBBOCK.

3. THE STIFF, FORMAL METHOD IN SCHOOLS vs. THE LOOSE, SLIPSHOD METHOD.

Go into a school famed for its excellence, and likely you will find the teacher giving attention to the minutest details of conduct and recitation. Such a teacher believes that the formation of habits in his pupils is of the utmost practical importance. He accordingly gives heed to the manner in which his pupils sit in their seats, stand in the class, hold their books, walk across the room, address their teachers, etc., etc. Above all he insists upon their giving attention to the recitation while in the class, or in their quiet absorption of their several tasks while at their seats. He even keeps up the pressure of his supervision upon them in the yard and on their way home, everywhere demanding of them courteous behaviour. Such a teacher will receive an emphatic disapproval from a teacher of an opposite class. "I believe in geniality and good nature, and not so much in stiffness and formality; such a teacher (as the one described) would drive out of a child all the nature he has, and make a machine of him." By this feint he hopes to prevent a dis-