

MONTHLY REPORTS.

The following form of monthly report which is in use in the Lindsay Public Schools, under the head mastership of Mr. W. F. Seymour, is given as a model which may be useful to teachers elsewhere:—

Teacher	Month.	Lindsay Public Schools. Monthly Reports of..... for the six months ending.....188. No....., in the.....Class.
	Perfect Recitations.	
	Marks from Written Examination.	
	Total Credits.	
	Half-days absent.	
	Times Late.	
	Misdo-means.	
	Total Discredits.	
	Figure of Merit.	
	Standing in a class of.	
W. F. SEYMOUR, Head Master.	Name of Pupil who stands first this month.	
	Parent's Signature.	

RECITATIONS.

BY D. A. M.

He who would succeed in any occupation must have correct ideas of what he wishes to accomplish. Aimless working produces useless results. It is not necessary that an observer should at once comprehend the purpose in each portion of the work but the workman should have in his mind a clear conception of what he wishes to produce, that all parts of his work may be properly adapted to each other. The more delicate the structure the more accurate should be the workman's understanding.

The moulding of the human mind is the most delicate work in which any person can engage, and yet how few workmen are

thoroughly competent to undertake the task. The nature of mind is not understood and methods of culture, contrary to nature, are adopted haphazard, in the hope that somehow child mind will surmount all obstacles, and develop into a grand structure. Many do surmount these obstacles and attain excellency but by far the greater number are dwarfed. Of all existing workmen the teacher should thoroughly understand his work—other workmen build for time, but he builds for eternity. All parts of his work should have a definite purpose and should be so related to each other that there will be no misapplied labor. Probably there is more failure in conducting RECITATIONS than in any other part of the teacher's work. Owing to the short apprenticeship for, and the insecurity of, the teachers position there are many who have no definite ideas of the aims of recitations, or at best there are acquainted with not more than two or three leading methods. Knowledge on the objects, conditions, principles and application of recitations should be very definite.

OBJECTS.

Among the objects to be kept before the mind, while conducting a recitation we may name the following:—(1) To ascertain the extent of the pupil's preparation.—If a teacher attempt to instruct a pupil without knowing how much he understands of the subject, he is likely to begin with that portion familiar to the pupil, and by not demanding thought tempt him to idleness, or else with that portion which is too difficult for him and thereby engender distaste for that particular subject and study in general. If pupils would be aroused to interest in study every additional fact given should be so related to what they already know that they can clearly comprehend it.

2. To aid in a more thorough understanding of the subject matter of the lesson. There are many who, considering this the only object of recitation lecture and explain away the lesson leaving the pupil nothing to do. If a pupil is to receive the greatest benefit from acquired knowledge there must be set up in his mind the same process of thought as was in the mind conceiving the idea. The pupil's advancement is measured more by what he does than by what he hears, therefore he should be told nothing directly that he can find out for himself. It is the teacher's duty to direct him in acquiring knowledge but the luxury of thinking and the glory of the conquest belong to the pupil.

3. To aid in cultivating memory. Since so much of the success in learning depends on memory, great consideration should be given to its cultivation. How many persons complain that they forget so easily. This is certain evidence of bad treatment unless there is some natural defect. If a subject has been properly learned there is no more necessity for forgetting it than for failing to understand it. The fact is that teachers are in too much hurry to get over a certain amount of work, and neglect to require their pupils to repeat what has been told them &c., hence facts and principles are disposed of so carelessly that responsibility does not rest anywhere. "It should, therefore, be the especial object of every recitation, to fix securely and permanently in the mind, every fact and principle of the lesson."

4. To cultivate the powers of expression to enable the pupil to tell intelligently what he knows. A pupil must possess language both to think and to express his thoughts. It is a notorious fact that pupils in general fail to express themselves accurately and clearly. It is not assuming too much to say that a pupil does not understand a subject properly unless he can express his thoughts clearly and accurately. "Teachers are too prone to take for granted that a child knows a thing, either because he pretends to, or thinks he does, or makes some halfway, blundering answer that may be tortured into a remote reference to the point in hand."