

and the chairman taking part in the discussion, most of whom concluded it would not be well to extend any debt that may be incurred too far into the future, as, no doubt, the future will have its own duties to care for. One of the speakers wanted to know what was being done for the present, and why so many of the Cote St. Antoine youth attended school in the city. In answer to this we might say that if those who are interested in our schools would visit them occasionally, they would see what is being done, and perhaps find out why so many of the youth of the city do not attend its public schools.

In conclusion, I will say a few words as to the situation and character of our school. The building is nicely situated, plenty of good air, isolated, well drained, and plenty of space and open fields to play in. It has ample accommodation for all on the roll, and to spare; the staff consists of seven teachers, two male and five female, all Normal School graduates. The teaching in the primary, intermediate, model and academy departments, is fully up to the requirements of the Provincial Board of Education. There is also a teacher of tonic sol fa, as well as a drill master, to give instruction twice a week. We consider our school of a higher grade than most of the public schools of the city, and little inferior to the High School, our principal being fully qualified to prepare a pupil to compete for the B.A. at McGill.

TAX PAYER.

Cote St. Antoine, Jan. 20, 1892.

Can our teachers not continue to send us some such queries as the following, for the benefit of themselves and others.

What can I do best with busy-work in a school of about forty pupils? I have a class of six learning to read; eight in first reader, six in second reader, twelve in third reader, and ten in fourth reader. I feel determined to get out of the rut in which they have been running. While I have a pretty good idea of a course of study, larger than the "three R's," I do not clearly know how to give occupations that will educate. Shall I give occupation anyhow and leave the educative results to take care of themselves? J. B. C.

To be able to lay out occupations for your school will require labor and thought, but it will repay you. "Busy-work" includes occupations the pupil will carry on at his seat but with little, if any, oversight from you. To do this with your five classes will demand the aid of some of your older pupils. Busy-work is *doing* of some kind: (1) Writing on slate, paper, and blackboard—(a) copying of what you have put on the B. B.; (b) reproductions; (c) description of pictures; (d) of objects. (2.) Drawing. (3.) (a) Stringing straws, beads, tablet laying, paper folding, picture cutting, scrap-book work, spool work, cardboard embroidery, slat-plaiting, neat weaving, sewing, pease-work, paper flower making, use of tools.

You should have "Love's Industrial Education" as a guide, for