

sound of their own voice, and merging the over forwardness of the bold in the general mass, the fixing of the sense by composition exercises, vocal or written, and so on—these are daily in full swing in every school house in the land, and need not occupy much of the time of a Teachers' Institute. Some writers have proposed elaborate variations—one in my possession as many as fourteen: Concert reading, one pupil naming pauses; individual reading, class naming pauses; reading to a mistake; reading in couples; giving parts in dialogues; choosing sides, as in spelling matches, the class imitating one pupil; naming one pupil to read till another name is called; voting for best reader, dictating a lesson to be read next day; medley reading, like a round in singing; volunteer reading; and giving examples from playground talk: some of which may be novelties, but open to the objection made to one of those smart people who are always seeking to astonish us: "What is true in all you have said is not new, and what is new is not true."

The great thing is to secure intelligent interest, by seeing well to it that the school understands, appreciates and sympathizes with the lesson studied, which in our text books we can certainly do.

The title of this paper may, however, be said to cover wider ground than the reading lesson in school. The conscientious teacher will endeavor to influence the reading of his scholars outside of the school course. The flood of cheap publications which appears in the windows of every business street, shows that reading habits are vastly on the increase; while the greater frequency of myopia in young persons reminds us of one part of the price we pay for it. A teacher should read to the pupils weekly some valuable passage suitable to their age and interests. Older pupils may be directed where to go for information on any special subject. School libraries deserve a more generous support than they obtain. High class poetry and oratory should be committed to memory and recited. There is no valid objection against deepening impressions of historical fact by the use of historical fiction. Therefore Scott, Irving, Dickens, Thackeray, Kingsley, Lytton, Reade and Blackmore, and again in poetry, Shakspeare, Scott, Gray, Wordsworth, Longfellow and Tennyson may be recommended to a senior pupil where they will assist his work. The same may be done in other departments. In science, for instance, the pupil may be directed to Wood's charming books on Natural History, to Faraday's Lectures, Wilson's "Five Gateways of Knowledge," the various Science Primers or the Boston Guides to Science Teaching. Some of these may be procured at public, church, or school libraries, others purchased by the pupils themselves. A prevalent tendency is to magazine reading, which often fritters away the time to little purpose. A promising pupil should be urged to read in some special direction, and not wander purposeless through everything that comes in his way.

Boys hanker after books of adventure. Lead them then to discriminate between the good and the bad. Defoe, Marryat, Thomas Hughes, Ballantyne, Mayne Reid, and Kingston can be safely trusted in their hands. Excellent biographies abound, inciting emulation of great men. It to be regretted that works on Canadian life are so few. But Canada as a whole is not yet a quarter of a century old, and I think we may soon look for this field to be occupied.

In reference to the shoals of books of the lower class, both teacher and parent should point out their impractical views and false estimation of life and character, and their neglect to

supply any guiding principles of conduct. The safest antidote, however, is the cultivation of a taste for reading which is better. In these efforts we have need of patience and hopefulness unbounded, and when we have done our utmost, we form only one of many educational influences. We have further need of the sympathetic aid of parental solicitude, of the press, the pulpit, and society in general. It is a hopeless task to pull against the strong current of public opinion. If bad literature lies on the table at home, the young will suffer from it. If the journals familiarize their minds with details of crime and jests on vice, they will presently be led by each flippant phrase into cynical indifference as to right or wrong—with what results we know only too well. To guard them in this direction, however, is the province of the parent—the teacher has done his part if he has striven so to occupy the soil with good crops, that the weeds may find little room for growth. And having rough hewn our ends aright we must leave them with trust in the abler hands of the divinity that shapes them.

Teachers of District No. 10.

In accordance with my usual custom, I desire to call your attention to the following plan of science work for the winter term. The book used is in the "Science Primer" series (Physics by Balfour Stewart), and costs thirty cents. The Roman numerals refer to the weeks, beginning with Monday, Nov. 11, and the Arabic to the paragraphs in Primer. It is intended that three lessons per week, of from ten to fifteen minutes, be given. The oral lessons for remaining two days can be on "health," "natural history," as in pages of REVIEW or "Nature Readers," or any subject you may fancy yourselves. I trust to find you, on my visit, doing the work of that particular week. Make yourselves thoroughly familiar with the lesson before coming to class. Take part of every Saturday afternoon to provide for simple experiments. The subject is an interesting one, and pupils will be interested just in proportion to your energy and facility in teaching, both of which will come with thoroughness of preparation. With care the illustrations will interest all. Encourage pupils to experiment themselves at home or in school. The plan is merely an outline, to be filled in according to time and resources:

- I. Motion and force, with ex. 1-3.
- II. Gravity, etc., 4-7. See also Calkin's Geography, p. 2.
- III. Centre of Gravity. The Balance, 8-10. You can probably bring both scales and steel-yards to school-room to illustrate these lessons.
- IV. The three states of matter illustrated. Ex. to show properties of solids, 11-15.
- V. Properties of liquids, 18-22. Where experiments are impracticable, illustrate by diagram on blackboard.
- VI. Pressure and buoyancy of water, 23-25. Carefully illustrate this. Improvise example of your own.
- VII. Same, 26-28.