

Punctuality and promptness in all the school exercises will do much to promote regularity of action.

HOW TO KEEP THE YOUNGER PUPILS BUSY.

(1) *Pupils print or write lessons or figures on slates.*—Variety in exercise is the secret of success with little ones. A strip of wall-paper, on the blank side of which are placed the printed characters, the corresponding script forms being placed beneath them, may be placed across the school-room wall. Words in the reading lesson or words printed on the blackboard may be assigned to the pupils to prepare at their seats, and to be formed in both the printed and script characters.

(2) *Provide pupils with alivers, beans, etc.,* to learn the values of numbers by counting and handling objects.

(3) *Drawing.*—Copying pictures in reading books, or of animals, or make original designs, as illustrated in the JOURNAL a few months ago.

(4) *Monitors* may be profitably employed to assist the little ones in counting, spelling, &c.

(5) *Form sentences containing words in reading lessons.*—Put words on blackboard; pupils form as many sentences as possible, with one or more of these words correctly used in them. At first this may be done orally with a monitor, afterwards on the slate.

(6) *Adding by intervals.*—This gives an unlimited means of keeping the children busy. With a monitor pupils may count forward and backward by all the digits. If children cannot count in this manner, they cannot do addition and subtraction properly. One problem put on the board will by this plan keep pupils employed all day, while the teacher's work is much lessened, *e. g.*, "Begin with 6, count by 7's, write 6 numbers in each column, find the sum of each column."

(1)	(2)	(3)	(4)
6	48	90	132
13	55	97	139
20	62	104	146
27	69	111	153
34	76	118	160
41	83	125	167
141	393	645	897

The sum of the first column is the sum of the first addend and last addend multiplied by half the number of addends, *i. e.*, $(6+41) \times 3 = 141$. The sum of the second column is the sum of the first column added to the square of the number of addends multiplied by the number added each time, *i. e.*, the common difference, as $141 + 6^2 \times 7 = 141 + 252 = 393$. The sum of each succeeding column is found by adding the constant number 252 to the sum of the preceding column. The general expression for the process is $(a+l) \frac{n}{2} = s$.

$$s + dn^2 = s_1; s_1 + dn^2 = s_2; s_2 + dn^2 = s_3, \text{ \&c.}$$

Little children should not be kept constantly at work, unless the work combines pleasure, instruction, and exercise. If they are taught and exercised properly, they can with ease do large mechanical and somewhat difficult practical problems in addition before leaving the first part of the First Reading Book.

HOW TO CULTIVATE INDEPENDENCE OF THOUGHT.

(1) *Object lessons.*—Pestalozzi said: "Observation is the absolute basis of all knowledge. The first object, then, in education must be to lead a child to observe with accuracy, the second to express with correctness the result of his observations." Object lessons are not designed to leave the pupil possessed with information, but to set in operation those processes of thought by which he will gain knowledge for himself. A misapprehension of this fact causes much failure in teaching. There are four great faults in teaching object lessons. First, too difficult an object is selected; second, teachers tell too much; third, terms are given before the pupil has felt his need of them; and fourth, a definite purpose is not followed. See *Sheldon and Calkin on Object Teaching*.

(2) *Pupils should be thrown on their own resources.*—It is the teacher's privilege to talk; but it is the pupil's sacred right to think. The former should never interfere with the latter. Knowledge can only be transmitted from one mind to another by setting up in the receiving mind the same operations by which the thought was first conceived. Direct the mind towards the knowledge, but let the pupil endeavour to discover it for himself. Arouse the appetite for knowledge; then the pupil will work as directed, and will appreciate what he has gained by honest effort.

(3) *Proceed from the known to the unknown.*—The truth to be taught should always be related to the knowledge the pupil already possesses. At the beginning of every lesson seek to connect it to some previous lesson or to some familiar fact or truth. This will show the beauty and uses of the facts to be taught—it will enlarge the scope of the old and familiarize the new.

(4) *Deduce lessons taught by extracts read, by the events of the day, or by those given in histories.* Care must be exercised that there may be sufficient data from which to draw an inference.

(5) *Require reasons for actions.*—For every action there should be sufficient reason. This course may reveal ignorance or rashness on the part of the pupil.

(6) *Use composition.*

(a) Give substance of reading lessons orally and in writing.

(b) Form new sentences containing difficult words in reading lesson.

(c) Require variations in form of sentences.

(7) *Encourage pupils to ask questions.*

(8) *Avoid routine in questions and answers.*—The sameness in questions frequently causes failure when an inspector or strange teacher questions a class. Every question should demand thought to answer it.

(9) *Remove numbers from problems,* and then require method of solution to be given.

(10) *Give practical problems in arithmetic,* laying special stress on mental arithmetic.

(11) *Ask parallel questions.*

(12) *Avoid dogmatic teaching.*

(13) *Criticise expressions in reading books and those made by other pupils.*

HOW TO AROUSE INTEREST IN SCHOOL AFFAIRS BY PARENTS.

(1) Severely flog the son of a trustee or of some prominent ratepayer.

(2) Send monthly reports.

(3) Missionary work by teacher.

(4) Home exercises by pupils, which should never be given on new work, except in spelling or reading. They should be used to test pupils' understanding of lessons of previous day.

(5) *Quarterly examinations* should not consist entirely of reviews of lessons taught in school, but should combine reviews, recitations, singing, luncheon, and addresses. People are interested in what they can understand, and in nothing else.

(6) *Use newspaper.*—Printer's ink is cheap—advertise your schools—direct public attention to school work—give information on educational topics, &c.

NORTHUMBERLAND.—The regular semi-annual meeting of this Association was held in Cobourg on Thursday and Friday, the 6th and 7th October, Mr. D. C. McHenry, M.A., presiding. At the preliminary session the sum of \$30 was voted to supplement the subscription of members for the CANADA SCHOOL JOURNAL and the CANADA EDUCATIONAL MONTHLY. A discussion was held as to whether the county associations throughout the Province are, after all, rendering the best possible results to the profession in return for the great expense necessarily incurred in their management, at the close of which a resolution was unanimously adopted, instructing the secretary to correspond with the secretaries of the various county associations, requesting them to unite with us in memorializing the Honorable the Minister of Education on the matter of securing the services of some competent person to conduct Teachers' Institutes throughout the Province, to take the place of the present associations. The following subjects were discussed:—"English Grammar—The Verb," G. E. R. Wilson; "How to Conduct a Recitation," D. E. Stephenson; "Use and Abuse of Text-Books in Teaching," D. J. Johnston; "Elementary Physiology," R. K. Orr, B.A.; "Question Drawer," Messrs. Orr, Ellis, and Ash; "Uniform Promotion Examinations," Inspectors Tilly and Scarlett. The addresses, and the discussions on these subjects, were of the usually interesting character. The following were elected officers for 1882:—President, G. Dowler; Vice-President, J. E. Fleuwelling; Secretary and Treasurer, D. E. Stephenson; Management Committee, Messrs. Scarlett, I. P. S., Heyward, and Ellis, B.A., B.Sc.; Auditors, Messrs. Ellis and Black. An extremely interesting and instructive lecture was delivered in the Collegiate Institute on Thursday evening, by the Rev. S. S. Nelles, D.D., President of Victoria University. Subject: "Mistakes in Teaching." The next meeting will be held in Brighton early in May.

WATERLOO COUNTY.—The semi-annual convention of the Waterloo Teachers' Association was held in the Model School, Berlin, on the 9th and 10th of September. The meeting was called to order at 9:30 on the 9th by the President, Mr. S. S. Herner, and after prayer the minutes of preceding meeting were read and adopted. The President then delivered an able address, in which, among other topics, he drew the attention of the teachers to the subject of "Moral Education" in our public schools. By request the delegate read that portion of his report bearing on the "Representation Question," but upon motion of Mr. Chapman, seconded by Mr. Brown, the discussion on that subject was deferred. Mr. W. S. Brown took up "Grammar" (verb and its inflections), which was followed by a discussion between Messrs. Suddaby, Linton, Chapman, Groh, and W. Linton, during which Mr. Chapman gave a very interesting illustration of how to teach pupils to distinguish between the simple tenses of the verb and their perfect forms. On motion of Mr. Suddaby, seconded by Mr. McIntyre, the first hour of each afternoon session was devoted to general business. Mr. Alexander gave notice that in the business hour he would ask "how long pupils should require to master the first part of First Reader." The delegate, Mr. C. B. Linton, then read his report, and on motion of Mr. Alexander, seconded by Mr. Suddaby, the report was adopted and the thanks of the association tendered to Mr. Linton for acting as delegate and preparing the report. Mr. Chapman asked for a discussion on the question, "Should a delegate to the Provincial Association vote according to the wish of