

—) over the faint line across the columns of the register to the one for the day on which he enters. Draw a similar line opposite the name of any pupil leaving before the close of the school for the term.

Instead of numbering the weeks of the term (as in the former edition of the Register) a space has been left at the top of each set of columns for inserting the date of Monday in the week for which the set is used. It will not now be necessary to leave a blank in the Register where a *whole week* is given as vacation.

DAILY SUMMARY.—At the foot of the column for each day two items are to be entered: viz. (1) The total number of pupils present at the school during any portion of the day and (2) the total school attendance made during the day (expressed by the total "half-days' attendance.") The first will be found by counting the names having 1 or 1 opposite them for either half of the day; the second by counting the 1's or 1's for the day. Suppose there are 40 pupils present in the forenoon, that 3 of them leave at noon, and that in the afternoon there are 45 present. The number "present during day" would be 48, and the "half-days' attendance" 85. From the first, taking the average of the numbers for the term, the "number of pupils daily present on an average" will be found; from the second, taking the sum of the numbers for the term, and dividing by *two* the "Grand Total days attended by all the pupils" (Half-Yearly Table,) will be found. It is important that the distinction between the two be carefully attended to.

SUBSTITUTE SATURDAYS.—When school is open on Saturday, enter the record of attendance for the day under "substitute Saturdays." If it is to make up for a day lost during the same week, write it in one of the first set of columns (headed "school less than 6 days in week"); if for time lost outside of the week, write it under the other set (headed "school 6 days in week"). Of the latter the regulation allows only six in any one term. Of the former it has also been judged that not more than 6 will be likely to occur in one term. In each case the date is to be written at the top of the column.

DEPARTMENT.—In this edition the record of department has been separated from the register of attendance. The figures to be used are as before, 5, 4, 3, 2, 1, meaning respectively "very good," "good," "middling," "bad" and "very bad." The numbers "1st week," "2nd week," &c., refer to the number of weeks school has been kept, not to the weeks of the term.

GENERAL PROGRESS.—This is not to be marked till the close of the term. Use the figures 5, 4, 3, 2 and 1, to indicate respectively "very good," "good," "fair," "poor" and "very poor." The teacher will be able to decide sufficiently accurately at the close of the term, what progress pupils have made in each branch.

HALF YEARLY EXAMINATION.—There is nothing in this portion of the Register requiring explanation.—The Teacher should aim to preserve a respectable account of each examination.

HALF-YEARLY TABLES.—*Pupils enrolled.*—In entering the number of pupils of the several ages, count those whose age is exactly 5 and 15 years with those "between 5 and 15 years of age." The age at the commencement of the term is required.

ATTENDANCE.—For *Grand total days attended by all the pupils*, add up the number of days the several pupils have been present during the term. The same result will be obtained by adding together the "half-days' attendance," for all the days school has been open during the term, and dividing their sum by *two*.—This latter is placed in the Regis-

ter for the purpose of affording an easy and reliable test of the correctness of the work.

Number of Pupils daily present on an average.—This will be found by adding together the numbers opposite "present during the day" and dividing their sum by the number of days the school has been open during the term.

For "*Per centage of enrolled pupils daily present, on an average*," multiply "the number daily present on an average" by 100, and divide the product by the number of pupils enrolled. The quotient will be the per centage required.

By Section 5, (3) of the Law concerning Public Schools, it is enacted that it shall be the duty of teachers "To call the roll morning and afternoon, and otherwise keep an accurate Register in the manner prescribed by the Council of Public Instruction, on pain of liability to forfeiture of the public grants; the Register to be at all times open to the inspection of the Trustees, Visitors, Examiners, Commissioners, Inspectors, and Superintendent."

BENEKE'S PSYCHOLOGY.

IN the August number of the *Journal* we published an address delivered by James Donaldson, LL.D., "On Teaching as a Profession." Intelligent readers could not fail to see that the existence of a scientific and thoroughly reliable Psychology was not only assumed by the very subject of address, but emphatically asserted in the course of the argument. Of Beneke's Psychology Dr. Donaldson said: "I believe that one philosopher of Germany has established psychology on a scientific basis, and that his system at every turn affords irrefragable principles of action and criteria of method. I mean Beneke."

Dr. Raue arranged Beneke's system on a simple progressive plan, for the use of teachers. This little work was subsequently improved and enlarged by Dretzler, head master of the Bautzen Seminary.

Dretzler in his preface remarks:—"It was the great Englishman Lord Bacon, who first earnestly pointed out as the only true method, that mode of inductive investigation which is now followed by all inquirers into the natural sciences, and he gave it as his confident expectation, in spite of the opposition with which this opinion was met, that one day the same method would be followed in regard to mental science (inward nature), and that not until then should an end be put to the obscurity and uncertainty in which this science has been so long involved. His expectation has not been in vain. After some preparation made by others for entering the path of inductive inquiry in the study of mental science, Beneke resolutely pursued it, and the number of his followers is visibly on the increase."

German teachers esteem this new psychology very highly, and apply it in determining their methods of instruction. In order that the teachers of our public schools may have the benefit of this little work, we propose to give in the *Journal* a translation of it, believing that it will be found extremely useful to those having in hand the training of our youth.

PART I.—DEPARTMENT OF THE PERCEPTIONS.

SECTION I.—*Man's Senses.*

The sun shines; the flower blooms; gold is yellow; these things we see.

The bird sings; the dog barks; water rushes; these things we hear.

A stone is hard; down is soft; a mirror is smooth; these things we touch.

Vinegar is sour; honey is sweet; wormwood is bitter; these things we taste.

Mould is musty; the rose is fragrant; hartshorn is pungent; these things we smell.

(a) A needle pricks; the air is warm or cold; smoke makes the eyes smart; these things we feel.

(b) Hunger is painful; gout and cholera cause aching; thirst scorches; these things likewise we feel.

(c) Much walking tires the legs; much and rapid writing the arm; much speaking and singing the organs of the voice, &c.; and these things likewise we feel.

Because man can see, hear, touch, taste, smell, and feel, we say that he has six senses. These are called seeing, hearing, touch, taste, smell, feeling.

That the sense of touch is a separate sense, and distinguishable from that of feeling, will be proved as we proceed.

The sense of feeling also really divides itself into several senses,