

history. * * * * These being the just claims of history in general, the history of the community and nation to which we belong has a still more pressing claim upon our attention. That study shows the young the springs of public honor and dishonor; sets before them the national feelings, weaknesses and sins; warns them against future dangers by exhibiting the losses and sufferings of the past; enshrines in their hearts the national heroes; and strengthens in them the precious love of country. * * * * The humiliated condition of history is only made the more conspicuous by the old practice * * * * of demanding * * * * a small amount of Greek and Roman history—as much as a clever boy could commit to memory in three or four days." Our readers will perceive how exactly the learned president supports the views we have several times expressed on the study of history.

The true economy of teaching in an ungraded school is to make the fewest possible number of classes, and to consider both age and capacity in making your classification. — *Ex.*

It may be desirable for every man to be a specialist in mature life; but it does not follow that every child should become one in the public school.—Supt. Cummings, Ohio.

We have pleasure in publishing this month Promotion Examination papers from the county of Lanark, kindly furnished by our good friend, Inspector Michell. Shall be glad to hear from other friends throughout the Country.

The following letter has just been received by the publishers of "Gage's Canadian Readers." It will show the immense service rendered to the public and to the young from the insertion of articles such as have been selected for these books. No better testimony could be given in favor of the real merit and worth of this series of Readers:—

BOARD OF HEALTH, CITY HALL,
Montreal, August 30, 1884.

GENTLEMEN,—A few days ago a boy fell into the St. Lawrence; when taken from the water he was warm, but owing to the ignorance of the parties who removed him, he was not restored to consciousness. This circumstance induced one of our citizens to call attention to the necessity of circulating information relative to "Apparently drowned persons;" and after comparing the article in your "Educational Series," book 3, Canadian Readers, pages 119 to 124, it was deemed the best adapted for the purpose in view. My object in writing is to ask your permission to reprint such portions as may be deemed necessary on large cards, which will be distributed at the proper places by the Health Committee of this city. I have further to ask you, if you will kindly permit the three illustrations to be used for printing the 200 cards, and, if so, what you will charge for the use of the same. I will guarantee the safe return of the blocks, and that they shall only be used for the purpose named. Your early reply will oblige,

Yours truly,
J. C. RADFORD,
Sanitary Inspector.

PSYCHOLOGY FOR TEACHERS.

We give below the syllabus of ten lectures on "The Development and Training of the Intellect," delivered at the College of Preceptors, London, England, during the past winter. It furnishes a fair outline of the work in Psychology and its bearing on education which must shortly be expected from all our Assistant High School Masters and First Class Public School Teachers. There are some gaps of minor importance, but on the whole this syllabus represents a good practical introduction. Meantime, we would recommend all who wish to make a beginning in this *scientia scientiarum* to read first Hopkins' *Outline Study of Man* and Thompson's *Outline of the*

Laws of Thought, to be followed up by Hicock and Seelye's *Empirical Psychology* or *The Science of Mind from Experience*, and *The Principles of Science* (2nd ed. revised) by Professor Stanley Jevons. A teacher who masters any one of these books will thereby gain immensely in teaching power and will become actually worth more money, which is the most certain way to obtain a better salary. We are not aware that this course of lectures has been published, but we shall keep our readers duly informed of any such valuable professional works.

SYLLABUS.

1. Introductory—Nature of Mental Science and its bearing on Education—Mental Phenomena and their Classes—Threefold Division of Mind—Laws of Mind—Mind and Body—Laws of Mental Development—Stages of Intellectual Growth—On what Growth of Mind depends—Native Capability—Inheritance—Action of Environment, Physical and Social—Function of the Teacher in aiding Growth—Training of the Faculties.

2. Sense-ions or Materials of Knowledge—Intellectual value of the several Senses—The Muscular Sense and its importance—Discrimination of Sensations—Individual difference of Discriminative Sensibility—Improvement of Sense-discrimination—Effect of special callings in increasing acuteness and delicacy of Senses—Training of the Color-Sense, the Tone-Sense, etc.—Kindergarten Exercises.

3. Sensation of Perception—How Percepts are formed—Touch and Sight, and their co-operation—How the Child comes to see Distance, Solidity, etc.—How Objects are distinguished and recognized—Training of the power of Perception—Importance of actual inspection of Things as the basis of Knowledge—Observation of Things and Activity—The Object-Lesson, its nature and province—How Habits of Observation are formed.

4. Perception and Reproductive Imagination—How Images are formed—Distinctness of Images—Effects of Interest, Attention, and Repetition in producing distinct and lasting Images—How Images are called up—Laws of Association—On what firmness of Association depends—Degrees of Memory—Partial and Total Forgetfulness—Wherein consists Excellence of Memory—Intellectual value of a good Memory.

5. General and Special Memory—Individual differences of Reproductive power—How far Memory can be improved as a whole—Improvement of Memory in special directions—Verbal Memory and its relation to Memory as a whole—Remembering Names and Things—On the Management of Memory—Habits of Memory—Art of Mnemonics.

6. Reproductive and Constructive Imagination—Intellectual value of Imagination—How Imagination assists in the Acquisition of Knowledge—Realizing Description—How Imagination aids in the Discovery of Knowledge—Invention—Imagination and Feeling—On training the Imagination—Art of Description—How Models, Maps, etc., assist the Imagination—Restraining of the Imagination.

7. Imagination and Conception—How Concepts are formed—Comparison of Objects—Aids to Comparison—Abstraction—Abstraction and Generalization—How we think of Classes—Generalizing and Naming—How Children first use Words—Finding out the Meaning of Words—Discrimination of Classes—Analysis of Notions—Synthesis—Ideas of number, mathematical figure, etc.

8. On the training of the power of Abstraction—Age of Abstraction—Difficulties of Abstraction and the art of overcoming them—Distinctness and Accuracy of Concepts—Conditions of perfect Abstraction—On the art of selecting Instances or Examples—Explaining new Terms to Children—Exercising Children in rendering their notions distinct—Questioning—Logical control of Conception—Definition.

9. Judgment and Reasoning—Process of Judging—Affirming and Denying—Suspension of Judgment—Clearness, Accuracy, Sobriety of Judgment—Forms of Reasoning—Induction, its imperfections and its control—Deductive Reasoning—Relation of Reasoning to Language—Confusion in Reasoning—Logical Regulation of processes of Reasoning.

10. Growth of Intellect as depending on that of Feeling and Will—Meaning of Interest—Order of development of Feelings—Functions of the Will in relation to Knowing—Attention and its Laws—Reflex and Voluntary Attention—Concentration of Mind—Control of the trains of Thought—Relation of power of Concentration to Intellectual Attainment—Formation of Habit of Concentration.