

sation, so forwarding its rules, before the end of September next, a copy of the Journal of Education for Upper Canada for one year.

CHEMICAL APPARATUS.

A few additional sets of apparatus for teaching Agricultural Chemistry, have been imported for distribution in the present year. Any Board of Commissioners desiring to have one of these, as part of its share of the appropriation for Books and apparatus, is requested to apply to the Superintendent of Education, before the 15th of September; as it is expected that the whole of the supply of Books and Apparatus will be ready for being forwarded to the several counties about that time.

Teachers who may not receive copies of the JOURNAL, will obtain this No. and have the subsequent Nos. sent to them, by sending their names and addresses, free of expense, to the Superintendent, or to the clerks of their districts.

Arrangements have been made for furnishing the several Boards of Commissioners with their supplies of books for poor Schools, and also with the School Libraries purchased with the grants for 1850 and 1851, about the middle of September.

NEW ASSOCIATION.

A number of teachers resident in the Township of Egerton, having met by appointment, on the 22nd May last, in the school house, at New Glasgow, for the purpose of taking into consideration their own position as teachers, as well as the educational interests of the Township generally: after consultation, they agreed to form themselves into a society, to be designated the "Egerton Teachers' Association," having for its object, their mutual improvement, and the elevation of their profession to that status in society which, from its importance, it ought to occupy.

They adopted the following rules as the basis of their association.

1st. That no teacher shall be a member of this society who is not competent to teach all the branches required by law.

2d. That every member shall pay one shilling and threepence entrance fee; and sixpence quarterly.

3rd. That the members of this Society shall meet on the first Tuesday of every month, for the above specified purposes.

4th. That the president, secretary, and treasurer shall be elected annually.

5th. That a committee chosen by the society shall visit all the schools twice a year, and report to the Society.

Besides the above, the association have adopted a code of Bye-laws for their special regulation.—(Chronicle.)

Commissioners and Clerks to whom several copies of the Journal are sent, will oblige by circulating them in situations where they may be likely to do good, and especially by supplying teachers who may not have received copies.

Teachers are requested to give notice, as fully as possible, to the people of their districts, of the meetings advertised in the present No.

PRACTICAL HINTS TO TEACHERS—READING.

It has often justly been observed, that very few persons read well. To read simply and naturally, with animation and expression, is indeed a high and rare attainment. To attain a correct pronunciation, a proper tone of voice, and the right inflections, such as will convey clearly to the minds of those who listen, the real sentiments and ideas which the writer intended should be conveyed, is a degree of perfection in the art of reading that few, very few, ever arrive at.

Besides, what is by many called good reading, is far from it. We mean that which calls the attention of the listener from the subject of the discourse, to the supposed taste and skill in pronouncing it. As the best window is that through which the light passes most freely, and affords the most natural view of the landscape without, so is he the best reader who brings before us the mind of the author, unencumbered by the tints and tracery of his own style and manner. Still it must be remembered that with most persons reading is an art. The best readers are those who have most diligently studied their art; and yet studied it so well that you can scarcely perceive they have studied it at all. You so thoroughly understand, and so sensibly feel the force of what they read, that you never think how they are saying it.

The principal reason why there are no more good readers is owing to defects in education. The error begins with teaching the alphabet. This is often an unmeaning exercise; nay, in the great majority of schools it is a tedious affair to children. The child is called out and required to repeat the alphabet from A to Z, and from Z to A, alternately, day after day, week after week, and, in many instances, this is continued for months; after which the pupil is set at reading "bla, ble, bli,"—those unmeaning and worse than useless monosyllables. Instead of this the child should be taught ideas, and words which convey ideas, at first.—For example, the pupil should be taught the letter o, then the letter x, and next the word ox. At the next lesson he may be taught a, e, and then the word axe; or b and y, which, with o, learned at the first lesson, form the word boy. Thus he learns words that convey thoughts to his mind, and from the conversation of the teacher concerning them, and the questions asked, he finds, at the first lessons, that learning the alphabet and learning to read are not dull, monotonous, meaningless tasks. He becomes at once interested; hence cannot fail to improve rapidly.

It is during the early training of children that the greatest fault in teaching reading consists. Bad habits then formed are exceedingly difficult to get rid of. But as teachers will not only have scholars who have not been taught at all, but

those who have been taught badly, the inquiry naturally arises, "How can we make good readers of those who now read badly, as well as those who cannot read at all?" In reply, we give a few rules, which, if observed, will be of much service in suggesting modes of teaching reading successfully.

Be sure that the pupil thoroughly understands what he reads. Probably there can be no one direction given, which is of more importance, especially in teaching children than this. Attention to it will sweep away those unmeaning combinations before alluded to, such as "blo, blu, dac, heo," and all the rest of this ridiculous tribe, found in nearly every spelling book. It is in reading these that a habit is formed of separating the sight and sound of words from the sense; and this habit once formed, clings to the mind long after the years of childhood have passed away.

Here, then while teaching the first principles of reading, is the place to commence the observance of the above rule. This is absolutely essential to success. Indeed, it is during the child's first instruction that the habit of fully comprehending in the mind that which is presented to the eye, must be formed. So with the more advanced pupils, if you would have them read well, they must understand what they read. How can a person be expected to express the language of a thought properly, if he does not comprehend the thought itself? If, therefore, you would have a sentence well read, read so as to be understood and felt by the hearer, take care that the reader himself both understands and feels it.

Remember that the tones and emphasis which we use in conversation, are those which form the basis of good elocution. Children should therefore be instructed to read as they talk; particularly in regard to emphasis and inflection. But there are some children who talk so badly that they can scarcely be understood. This is owing to defects in articulation. To remove this habit, we know of no better way than thorough drilling in uttering the elementary sounds of the language. This may be practised at first, by the class in concert, then by each pupil singly.

The first exercise should be pronouncing the word, then the vowel sound in the word, as follows: ale, a; arm, a; all, a; at, a; eat, e; ice, i; etc. Then the sub-vocals should be spoken in the same manner, thus: ebb, b; odd, d; him, m; buzz, z. Then the aspirates: up, p; it, t; sin, s; thin, th. When these have been well learned, words should be pronounced and spelled by sounds, as: m...a...n—man; d...a...y—day; e...a...t—eat. These exercises will give command of the organs of articulation, and teach the habit of speaking distinctly.—[Student,

HOW TO TEACH CHILDREN.

If you find an error in the child's mind, follow it up till he is rid of it. If a word is spelled wrong, be sure that the class is right before it is dismissed. Repeat, and fix attention on the exact error;