

given in one lesson, but in several, as no child could take in more than three or four new words at a time. Subsequently he spoke of methods in connection with Primer No. 2, which was an extension of Primer No. 1, and must be treated similarly, only with a larger vocabulary, and in a second lecture he further showed how spelling could be taught through reading, that the pupils, by being accustomed in reading to the look of the words, they could spell them when needed. Afterwards, on methods with Book 2, he suggested the reading of the story by the teacher, who should afterwards question the scholars on the subject and analyse it by describing the chief points and then the modifying features.

On Friday morning, Mr. Rexford concluded his lectures on organization by urging the necessity of a time table, which was the first and great essential to the proper conducting of a school. In his second lecture of the morning he gave important hints to be followed by a teacher on her first day at school, advising her to be prepared for her work in the matter of having a plan of the the school and temporary arrangement of work laid out on paper which she should carry with her. After the conclusion of his address on this subject he commended the organization of Bands of Hope in our public schools, and to each teacher he gave the necessary pamphlets to explain their functions. Afterwards, Mr. Rexford continued his methods with Book 3, showing how to proceed to teach the meanings of words, with reading as also with spelling.

Dr. Harper's first lecture, which lasted for an hour, had for its subject the Mental Faculties, and the relationship between the brain and the mind,—a subject which he further elucidated at a lecture given to the public on Wednesday evening by means of a series of charts and models. To the teachers he gave a code of rules for study for their guidance in school work, and referred them to their text-book for further explanation of these. The rules were:—1. Take a deep interest in what you study; 2. Give your entire attention to the subject; 3. Be systematic as regards time and method; 4. Master each step as you go; 5. Think vigorously, clearly and independently; 6. Study to know, not to recite; 7. Make use of what is learnt; 8. Mix study, recreation and rest. In the afternoon he gave a lecture on grammar with