

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), DECEMBER, 1863.

New Enactment.

We publish in this number the new Act intended to facilitate the collection of the school tax, together with the clauses and forms of the municipal law applicable thereto. By virtue of the 85th Sec., Cap. 15, of the Consolidated Statutes, the School Corporations were already possessed of the right of transferring the assessment roll to the Municipal Corporations, and in this manner of taking advantage of the summary proceedings permitted by the Municipal Act. By the present enactment, a School Corporation will be able to exercise the same powers directly, the Chairman and Secretary-Treasurer occupying the same relative positions under the new law as the Mayor and Secretary-Treasurer of a municipal council.

Library of the Department of Education.

We beg to call attention to a notice in another column by which persons having in their possession books belonging to the library of the Department are requested to return them without delay. Those who may be able to supply works missing from incomplete donations would render a great service by doing so. The collection now comprises nearly 9000 volumes, of which a catalogue will be published shortly. Although the want of care in returning borrowed works will prevent circulation in the future, the library will always be open to persons pursuing special studies—a privilege of which many young men have already availed themselves with good results.

Twenty-first Conference of the Teachers' Association in connection with Jacques Cartier Normal School.

This conference was held on the 19th Oct.

The meeting was called to order by the President at 10 o'clock.

The minutes of the last meeting having been read and adopted, a report providing rules and regulations for the management of the Teachers' Library was received and agreed to. By Article III. of these rules it is provided that all teachers residing within the limits of the Jacques Cartier Normal School shall have access to the Teachers' Library about to be established, on payment of a subscription fee of \$2 per annum.

The Principal of the Jacques Cartier Normal School offered to place the library of the School at their disposition on the condition that the books be loaned on the same terms as at present, and that the professors of the Normal School have the privilege of consulting and borrowing the works in the Teachers' Library. The offer was unanimously accepted, and the meeting proceeded to ballot for a librarian, which resulted in the choice of Mr. F. X. Desplaines. Mr. Casgrain was then appointed Assistant Librarian by the Principal, in conformity with the rules and regulations.

Mr. Lamy gave a lecture on *The influence of education on religion, society, colonization and agriculture.*

The President proposed the first question for discussion, *What is the best method to teach arithmetic, the synthetic or the analytic.* The members whose names were entered for the debate being absent, the matter was left over till the next meeting.

The next subject for discussion was this: *What is the best method to teach the first four rules of arithmetic?* All the teachers

present took part in the debate, which Mr. O. Tessier undertook to sum up at the meeting in January next.

It was then announced that the following members would lecture at the next meeting: Messrs. Coutu, Hétu, and Tanguay.

Subject for debate: *What is the best method of teaching fractions and aliquot parts?*

The meeting then adjourned to the last Friday in January.

Twentieth Conference of the Teachers' Association in connection with Laval Normal School.

The conference was held on the 29th August, 1863, the President, Mr. J. Letourneau, in the Chair.

The minutes of the last meeting were read, amended, and unanimously adopted; after which the election of office-bearers took place with the following result: M. C. Dufresne, President; Mr. N. Thibault, Vice-President; Mr. J. B. Cloutier, Secretary; Mr. A. Girardin, Treasurer. Committee of management, Messrs. J. Letourneau, N. Lacasse, J. C. L. Lafrance, D. McSweeney, A. Doyle, D. Plante, J. B. Dugal, C. Dion and F. X. Gilbert.

The Secretary read letters from Inspector Bardy and Mr. Cloutier who therein explained the cause of their absence.

Mr. DeGuise delivered a lecture on geology, with illustrations. On the suggestion of the President the answers to questions on calligraphy, submitted at the last meeting, were discussed and decided as follows:

- 1st. When should children commence to write?
Ans. As soon as they begin to read.
 - 2nd. Is it better to commence writing on the slate or on paper?
Ans. On the slate.
 - 3rd. What should be used at first, a pencil or the pen?
Ans. A pencil should be first used in order that they may learn how to form the letters.
 - 4th. What are the best pens to begin with?
Ans. Steel pens sufficiently flexible.
 - 5th. What should children be taught to write at first?
Ans. Strokes, curves of letters, small letters in something like the following order: i u a m v w r o c e a s x, l l b j g h d f p q y k z; and, lastly, the capitals.
 - 6th. Should these exercises be written on one line or between two?
Ans. Between two lines; even small hand should be so written at first. Running hand on one line only.
 - 7th. Are written examples better?
Ans. No, printed text is preferable.
 - 8th. Should examples be at the top of the page?
Ans. Yes, if the page be short; otherwise on detached slips.
 - 9th. Should the same example be repeated long?
Ans. Not so long as to tire the pupil; strokes, especially, are tiresome and should not be copied too long at one time, it would be better to return to the subject after some days.
- The same subject will be continued at the next session, when the following questions will be discussed:
- 10th. What should the teacher be doing during the time employed in writing?
 - 11th. Ought the writing exercises be long and frequent?
 - 12th. How should the teacher accustom the pupils to give the proper inclination to the letters?
 - 13th. How should he accustom them to leave an equal space between the letters and words?
 - 14th. What should be done with old copybooks?
 - 15th. How can children be taught to keep their copybooks clean?
 - 16th. What is the difference between the *offhand* and other kinds of writing?
 - 17th. How and when should these kinds of writing be used?
 - 18th. What are the defects to be avoided in the modes of writing and how should they be corrected?

It was then proposed by Mr. N. Lacasse, seconded by Mr. J. Letourneau, and unanimously

(1st.) *Resolved*,—That a prize for good writing be awarded to Mr. Ls. Alfred Blanchet, pupil of the Model School of St. Charles, — Mr. Cyprien Gagné, Teacher.

(2nd.) *Resolved*,—That three other prizes be offered at the next conference of this Association, for the best specimens of running handwriting.

Mr. A. Doyle having promised a lecture for the next meeting, and the Principal having extended an invitation to the members to visit the chapel each day of the conferences, the meeting adjourned to the last Saturday in January next.