

15th, 17th, 19th—27th, 29th, 30th, 31st. Rain, 3rd, 5th, 6th, 7th, 12th. The latter part of the month very cold and stormy; snow very deep.

STRATFORD.—On 6th, at 8 P.M., large lunar circle. Wind storms, 11th, 21st, 26th, 30th. Fogs, 5th, 12th. Snow, 7th, 11th—15th, 17th, 19th—21st, 23rd—26th, 30th, 31st. Rain, 5th, 6th, 12th, 13th.

HAMILTON.—On 18th, hail. 27th, two Canadian woodpeckers (*picus minor*) observed. 22nd, very cold weather set in to-day; the 29th was the coldest day of the year. 30th, very stormy, from south and south-west. Wind storms, 19th, 20th, 21st, 30th. Snow, 11th, 15th, 20th, 25th, 30th, 31st. Rain, 5th, 7th.

SIMCOE.—Wind storms, 13th, 14th, 21st, 30th. Snow, 12th, 13th, 14th, 19th, 20th, 26th, 28th, 30th. Rain, 5th, 8th, 12th, 13th, 20th.

WINDSOR.—Lunar halo on 1st, 3rd, 10th, 28th, 29th, 31st. Navigation of the Detroit River closed 20th. Wind storms, 5th, 8th, 11th, 21st, 26th, 30th. Snow, 7th, 11th, 13th, 14th, 15th, 19th, 20th, 25th, 28th, 29th. Rain, 5th, 7th, 11th, 12th, 30th.

II. Condition and Management of Schools.

1. IMPROVEMENT IN ELEMENTARY EDUCATION.

A paper, under the above heading, in the *Journal of the Society of Arts*, draws attention to a system of elementary instruction which appears to possess some novel features. As it may prove interesting to teachers, we gladly give it the publicity of our columns:—

As there seems little chance of the needed extension of art and science instruction in this county, unless time be gained for it by improving and shortening the time of primary education, and the new educational constituencies appear to be little aware that any practical improvements upon the common systems can be made, the testimony collected by the Council on the half-time schools shows that, under proper arrangements, as good results are obtained in three hours of daily instruction, or four hours on alternate days, as by the five and six hours of daily teaching in the common schools; and also that as much instruction as is usually given in them in seven years, is given in between three and four, and at less than half the expense, by systematic class teaching. The attention of the Education Committee of the Society was lately called to an improvement upon our system of teaching, in one now extensively practised in Germany, by which reading and writing are better taught together in about one-half the time now occupied in teaching them. It appears that Miss A. J. Clough (a sister of Mr. Clough, the poet), who has recently been engaged in the organisation of a middle class school for female children in London, was so struck with this method of teaching in the German schools, and with the excellent results obtained by it, that at her own expense she brought over a female teacher to try it in teaching English, and the Committee had an opportunity of witnessing the practical working of the method at the National Schools, Christchurch, Marylebone, under the auspices of the incumbent, the Rev. Llewellyn Davies. The principles on which the method is based were brought into notice in Germany twenty years ago, by an eminent and practical teacher, Dr. Vogel, of Leipsic, in his "Child's first Lesson Book."

A primer on this system, prepared by a German teacher, and edited by Miss A. J. Clough, has been produced at the Clarendon Press, Oxford, and is used in the school above referred to, where a German teacher is employed to carry out the system experimentally. As explained in the preface to this primer, the system seeks—"First, to connect the object lessons (which ought to be the beginning of instruction in any well-organised school) with the first exercises in writing. Secondly, to teach the letters by their sounds, not by the names which we have been accustomed to give them, so that the sound of each single letter may be the same sound that it has when pronounced in a word. Thirdly, as a foundation for correct spelling, to accustom the child from the first to take each word as a whole, thus making spelling very much an act of memory. Last, but not least, to provide a pleasant and attractive lesson-book as the school's first gift to a child—one that will not weary him, but will begin by reminding him of the cheerful pastimes of the nursery."

It will be noticed that a main point of the plan is to teach reading, writing, and spelling together. The primer directs that the first lesson should be given as follows, the children being supplied with copies of the primer, which contains wood-cuts of the objects:—"Draw the first object given in the book on the black board, in outlines as large and simple as possible. The children should watch how the drawing is done, with the idea that they are to try and imitate it afterwards. If possible, show the real object to excite greater interest; but, if this cannot be done, the picture in the primer must be shown instead. Now begin to talk about the object, show its different parts, its composition, its use, &c.; ask the children what they already know about it, and tell some little

story connected with it. Then tell them to draw on their slates the picture which was drawn on the black-board, and allow them perfect freedom in doing this. The child's fancy will recognise the original picture in its own most imperfect attempts at imitation. When this is done, tell the children that, besides drawing, we have another way of putting things down on paper or on a slate; that we can write a 'nut' as well as draw one; that as the picture gives everyone the idea of a nut, so the written word gives everyone who can read English the idea of a nut. But writing a nut is much quicker than drawing one, and that is why we write and do not always draw things. Now write the word 'nut' in round text-hand on the board under the picture, so that the children may see the drawn 'nut' and the written 'nut' side by side. Then let them find these, first one and the other, in their primers, and finally tell them to try and write the word, one, two, or three times, on their slates. Next, say that in books we find that words are not written, but printed, so we must learn to know how a printed word looks. Show the word 'nut' in large printed letters on counters, and let the children find the printed word in their primers. Now pronounce very distinctly several words ending with the sound 't' as—hat, bat, hut, hot, lot, putting the emphasis on 't,' and ask the children what sound they hear most distinctly alike in all the words. They will soon answer 'te,' sounded like 'tur,' without pronouncing the 'r' or, more precisely like 'te,' with the *e* mute as in French. No child will say 'tee.' Show the counter 't,' and let them find 't' in the printed 'nut' in their primers, and call it by its sound 'te' or 'tur.' Follow the same plan in teaching 'u,' sounded as it sounds in 'hut,' 'nut,' but not calling it 'eu.' When the children have thoroughly taken in and understood the printed word as a whole and in the single sounds, they must be made to understand that the written word which they have already seen as a whole, is also composed of three sounds. For this purpose, show counters with the printed sounds, and write the written ones (that is, the letters) one by one on the black-board, and let the children try and copy the written letters. The sounds of the letters may be taught just as they occur in making up the words, not in alphabetical order; and the names of the letters, as in the ordinary alphabet, may be ignored until the child can read."

Other words should be treated in the same manner, till all the sounds employed in the language are learnt. It should be added that the children are first taught to write in the air with outstretched fore-finger and arm, and to describe the strokes as made. Thus 'a' would be described as "oval—straight-down—up." This part of the system seems to answer well, and to fix the forms of the letters in the children's minds. The plan is explained in further detail in the primer, but the above will serve to give an idea of it.

It may be added that the children who had been taught upon this plan, for about five months, at the school above referred to, appeared to read and write simple words satisfactorily, but the experiment would have been more conclusive had it been made with children of about six years old, previously perfectly ignorant. Happily, however, it was impossible in this school to find such children, and thus the teacher had not an opportunity of working upon perfectly virgin soil.

It appeared that the greater difficulty of teaching spelling in English, as compared with German, in consequence of the frequent representation of the same sounds by different letters in English, would (so long as that difficulty is allowed to remain in children's school-books) reduce the gain here from one-half to about one-third. The method has more refinement in it than our common method and would need a higher order of teaching power than at present exists in our elementary schools.

Dr. Lindo, the distinguished school inspector of Holland, who was recently in London, stated that the method had lately been introduced in the Dutch schools with success. It was considered that their infant school teaching was so far advanced that they had not so much to gain from it in time as in England. But it is German method was an improvement, inasmuch as it was more interesting and entertaining to the children, and was a better and less fatiguing exercise of the mind.

2. THE PRINCIPLES AND PRACTICE OF EDUCATION; OR, THE SCIENCE AND ART OF TEACHING. BY GEORGE VICTOR LE VAUX, M.C.P.

(Continued from last No.)

EDUCATION AND EDUCATORS.

Mere knowledge is not education, but education includes knowledge. To teach is not to educate, but to educate is to teach. The two words are far from being synonymous. To teach means "to cram in," and to educate means "to draw out," or to lead forth. The term education is derived from *e* or *ex* out and *duco* to lead.