

school duties tending to this end, and of the mode of recording all facts that may be necessary respecting the attendance and progress of pupils.

3. The subject of discipline, and, in relation to it, the teacher, the parents, the pupils, rewards, punishments, and the formation of the habit of instinctive obedience.

4. The best methods of imparting knowledge, how to present it to the understanding, how to fix it in the memory, how rightly to govern a class in receiving knowledge, and how to conduct a successful class recitation, together with the methods of instruction in each important branch of school work.

5. Methods of using books aright, and of investigating truth, by weighing evidence and by using the senses as instruments of research.

6. The physical, mental and moral constitution of the child, and the demands that society will hereafter make upon him.

To prepare for such an examination the candidate should carefully weigh his own experiences as a learner, should closely examine the methods in vogue in a good school, and should add to the impressions received from his general reading the results of studying such works as Abbott's *Teacher*, Morrisson's *School Management*, the *Quincy Methods*, Baldwin's *Art of School Management*. A thorough knowledge of at least one of these books will be required.

#### MODEL SCHOOLS OF THE MCGILL NORMAL SCHOOL.

Boys' School.—George Parmelee, *Head Master*.

Selina Sloane, } *Assistants*.  
Elizabeth Reid,

Girls' School.—Jane E. Swallow, *Head Mistress*.

Mary J. Peebles, } *Assistants*.  
Louisa McNaughton,

Primary School.—Lucy H. Derick, *Head Mistress*.

Marion Taylor, *Assistant*.

These Schools can accommodate about 300 pupils, are supplied with the best furniture and apparatus, and conducted on the most modern methods of teaching. They receive pupils from the age of six and upwards, and give a thorough English Education. Fees, Boys' and Girls' Model Schools, 25c. to 40c. per week; Primary school 20c.; payable weekly in advance.

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