

seller, because they sell; and for the master, because they save him trouble).

2. The best, to make pupil shew off at a made up examination.

3. The best for grounding him speedily and soundly in the science.

All teachers question their pupils, if there is even any attempt or pretence of advancing them properly.

Questioning is of three kinds:

1. Preliminary [or preparatory] questioning: (relates to the future.)

2. Instruction—questioning: (to the present.)

3. And examination—questioning: (to the past.)

All three, very few persons employ designedly: the last two are used by all who at all deserve the name of good teachers: the third alone is employed by probably the majority.

1. The first consists in asking (orally or on paper) questions relative to what the pupils is about to learn, to try what notions or guesses he may form on each point.

This is an increase of trouble to the teacher, and in the outset, taxes the efforts of the pupil by compelling him to think. In the end it will be found that he has learnt much more rapidly and with more interest, more correctly, and more permanently.

This mode is seldom employed designedly; but a man often finds how advantageously he has employed it, for himself by accident; when he has learnt a subject, for instance, by sitting down to write a book upon it.

If the teacher will have the courage to use this method systematically, by every day putting before his pupils questions relative to what they are next to learn, he will find himself doing wonders.

2. The second consists in asking questions as to the lessons actually before the pupils, to see how far they understand each passage, and can state it in their own words.

3. The third consists in examining them as to what they have learnt, to try how well they retain it.

These three processes have been compared to the ploughing, the sowing, and the harrowing of a field.

N.B.—You will judge, from what has been said, what is the best, and what the second best mode of advancing your pupils.

N.B.—You should frame examples for them; and teach them to do so themselves. It is not necessary that they should remember quite perfectly and readily each lesson before proceeding to the next: but they should clearly understand as they go on; and they should not advance far ahead of what they have perfectly learnt. In particular, the technical terms and definitions should be as familiarly known as the alphabet. For technical language is an encumbrance to those not quite familiar with it, and a great help to those who are.

Educational Intelligence.

CANADA.

Public Examination of the Model School.—On the 29th and 30th of May, the annual examination of the Model School took place in the presence of numerous audiences. The exercises on Friday commenced with the examination of the senior division of the school, in the elements of Natural Philosophy, by Mr. Sangster. We were not a little surprised and pleased to hear upwards of one hundred children answer, with great rapidity and exactness, many very searching questions in elementary mechanics, and show a perfect familiarity with the rationale of the mechanical powers in their practical application. From eleven to twelve o'clock, the senior division was examined by Mr. McCallum, in practical arithmetic geometry, and book-keeping. The boys appear to have acquired a very correct knowledge of the principles of arithmetic; examples were given in almost every department of the subject, yet the children never seemed to be at a loss for the proper rule, although no books were allowed to be used, except for the purpose of finding the logarithms of numbers by the tables. We observed that the children were occasionally desired to call out a formula from which a rule or rules were derived, interpret it, and give examples in illustration. The number of formulæ required to be explained to the children, amounted, we were informed, to about fifteen, giving rise when properly interpreted, to between sixty and seventy arithmetical rules, and being, in fact, an epitome of arithmetic. Some geometrical problems were solved with great neatness and accuracy by some of the boys on the black-board. They were examined in the first and second books of Euclid, and acquitted themselves very creditably. During the examination of the senior division in the school by Mr. McCallum, the junior division, consisting of about one hundred young children, were attracting the attention and exciting the admiration of spectators in the gallery, by their rapid and amusing answers to questions put to them by Mr. Sangster, in what are called Object Lessons, a mode of instruction required to be witnessed in

order to be appreciated or understood. During the afternoon of Friday Mr. McCallum conducted an admirable examination of the first division, consisting of about one hundred boys, in English history. In the galleries the younger children were questioned in geography and arithmetic. The answers elicited by the admirable mode of examination adopted by both teachers, was highly gratifying to the audience. We learned from gentlemen who had been present during the whole period, that Saturday's examination in grammar and geography surpassed that of the previous day. The answers in mental arithmetic were given by urchins from 9 to 13 years of age, with a rapidity and accuracy that called forth repeated, though silent, manifestations of surprise from the audience. This portion of the examination was conducted by Mr. Sangster, and well did he fulfil his duty. The utmost order reigned throughout the classes, and the mode in which three hundred children entered the rooms, stood up before their seats, and at the word of command simultaneously became seated, and behaved themselves in an orderly and decorous manner during the entire day, impressed us very favourably with the arrangements in practice. The examination closed with God save the Queen, sung by about 200 children, led by their instructor in vocal music, Mr. Walsh. The Rev. A. Lillie then addressed the audience and children in a very appropriate and feeling manner. He spoke of the examination he had the pleasure of witnessing from the commencement to the close, as one that far surpassed his expectations, notwithstanding the high opinion he had previously entertained of the masters of the Model School, and the conductors of the Normal School. —[Abridged from the British Colonist.

School Section No. 15, Malahide.—We have attended the examination of the school in section 15, Malahide, taught by Mr. Alex. Weldon, late student at the Normal School. The pupils were examined on the philosophy of language, natural philosophy, and general and biblical history. We were much gratified in observing the facility with which the pupils traced the prominent events of scripture history, and acquitted themselves in composition, vegetable physiology, embracing classification of the vegetable world; arithmetic, algebra, geometry, geography, mental arithmetic, &c. We feel it not only our duty but also a pleasure to bear our testimony to the qualifications of the teacher, and the advancement of the pupils; and we hope that the advantages of Normal School training will be generally diffused and more highly appreciated.

SAMUEL C. PHILP, *Wesleyan Minister,*

CHARLES BROWN, *Clergyman of the Church of England,*

PHILIP HODGKINSON, *J. P.*

Aylmer, June 18th, 1851.

School Libraries in Beckwith.—We have had a practical illustration of what can be done with even a fraction of the profits of the "fool's penny," in the purchase of one hundred and seventy-eight neatly bound octavo volumes, containing from three to four hundred pages each for school libraries for the township of Beckwith, out of the tavern license money of last year, which was laid aside for that purpose by the township council, who doubtless considered that, as the sale of liquors has a tendency to demoralize, degrade, and lay waste the public mind, that the best thing that they could do to counteract the evil effects of the traffic, would be to purchase, with the mere modicum of the money squandered, which came into their hands, works of a moral and philosophical tendency, to be placed in the hands of the youth that they may be armed with knowledge which may assist to enable them to resist the temptations to which they may be exposed. If such was their object we agree with them, that to educate the youth is one of the best means of reforming the world. —[Carleton Place Herald.

Toronto University.—The following new chairs have been established in the Toronto University:—History of English literature, salary, £350; Modern Languages, £350; Natural Philosophy, £350; Natural History, £350; Geology and Mineralogy, £350; Civil Engineering, £250. The first five will give their whole time to their duties; but this will not be required of the professor of civil engineering. A statute has been passed by the University providing for the religious instruction of the students of the different denominations, by a separate "professor of divinity," to be appointed by each denomination. The Chancellor has also established a gold medal "for the encouragement of the study of the evidences of natural and revealed religion." —[Toronto Correspondent N. Y. Commercial Advertiser.

PRINCE EDWARD'S ISLAND

Queen's County—Statistics—Free Schools.—From the report of the Visitor for Queen's County to the Board of Education, we learn that during the year ending the 24th of April, 1851, the following schools were in operation:—District schools under the act 7 vic., 8; district schools under the act 10 vic., 44; female, 9; acadian, 2; primary, 3. Total, 66 schools, and 2,956 scholars. Increase over last year, 3 schools, and 601 scholars. Calculating the numbers in the public and private seminaries,