

nature of a warrant to compel payment, and it ought to shew the several taxes which constituted the aggregate amount, stated in the manner directed by the 89th section of the Assessment Act. And according to that section the amount with which a party is chargeable in respect to sums ordered to be levied by the Town Council "shall be" set down in a column, to be headed "Town Rate," and in a column to be headed "School Rate" shall be set down any school rate. Now, although there is in each of these rolls a column properly headed for a town rate, no amount is set down under this heading in either. In one the sum \$40 is set down in the column headed "Total Taxes," in the other the sum \$16 is entered in a column headed "General School Rate," and no entry is made as to amount in any other column, so that, blending the two, we have a roll charging in the school rate column \$16, and in the total tax column \$40, but not shewing, except as to the \$16, for what purpose the difference is charged. And if we treat them as separate rolls, the roll headed "Town Taxes" has no amount charged except in the column headed "Total Taxes;" and the school purpose roll appears to have been made out by the Town Clerk of his own proper motion—not directed by the Board of School Trustees, if indeed they had any control over him, or authorized by the Town Council, who are not proved to have had the estimate of the Board of School Trustees ever brought under their notice.

In neither way, as appears to us, can this distress be upheld. As regards the town tax, we see no reason for a doubt. As to the school tax, we endeavoured to find a sufficient ground for upholding it as levied under a separate roll issued under the authority of the Trustees, and distrained for by the defendant as their collector appointed by resolution, as was stated in evidence. But the 12th subsection of section 79 of the School Act only gives the power of Trustees of Common School sections in townships to Boards of School Trustees in towns, to levy rates on the parents or guardians of children attending a school under their charge. The facts of this case do not bring it within that provision.

The learned Judge in the County Court seems to have relied on a dictum in the judgment in *Spry v. McKenzie*, (18 U. C. R. 165) to the effect that a bailiff would not be liable as a wrong-doer for executing a warrant legal on its face, and made to him by public officers who had authority to make such a warrant by Act of Parliament. This was an action of replevin for a horse, under our Statute, which authorizes that form of suing wherever trespass or trover would lie, brought against the defendant, who pleaded that a collector of school taxes, under a warrant from the the School Trustees, had seized the horse and placed it in his hands as an innkeeper. But there was no avowry, only this plea by way of justification of the detention. In *Haacke v. Marr*, (8 C. P. 441) the distinction between such a plea and an avowry is pointed out, and it is held that an avowry must shew a good title *in omnibus*. That case was not referred to in the Court below, nor was this distinction noticed in the argument before us. But it confirms our opinion that the present avowry cannot be upheld.

We may as well add that no objection was taken to the plea in *Spry v. McKenzie*. It does not aver that the collector came to the inn as a guest, which, perhaps, was necessary according to the case of *Smith v. Dearlove*, (6 C. B. 132.)

On the whole, we are of opinion that this appeal must be allowed, and that the Court below should make absolute the rule to enter the verdict for the plaintiff.

The case of *Corbett v. Johnston* (11 C. P. 317) is so clearly distinguishable in its facts from the present that we merely mention it in order that it may not be supposed it was overlooked by us, especially as it was relied upon in the Court below.

Appeal allowed.

I. Papers on Practical Education.

1. METHODS OF TEACHING FOR COMMON SCHOOLS.

I have before urged that the number of grades or classes need not exceed three, or at most four, and that under judicious management three classes would be sufficient in a majority of schools.

I revive this proposition, at this time, in order to say, that, until this troublesome question of classification is settled in the minds of the teachers of our country schools, it will be of little avail to attempt to discuss methods of teaching adapted to their needs. While a teacher is so burdened with the number and diversity of his classes that he can give but five or ten minutes to each, no methods can be devised that will save him from superficial, inaccurate, and injurious results. He must, therefore, first classify his pupils according to a just average of their attainments and abilities; he must reduce the number of these classes to the minimum of three, or at most of four,—and then the discussion and application of philosophical methods of instruction will be profitable and possible.

Assuming that this indispensable preliminary work has been done, and that the other question as to the course of studies for our common district schools has been decided upon, I begin the discussion of methods with a suggestive course in reading.

Primary reading should include all the steps below the second reader.

During the first six weeks, words and not letters should be taught. If the teacher possesses the requisite degree of skill and earnestness, from fifty to sixty words may be learned by the children during this time. They should also be able to distinguish many of the words when written on the blackboard and slate, and to give the sounds contained in each word, as well as to read short sentences composed of them, which the teacher may write or print upon the blackboard. In drilling the class great pains should be taken to exercise the children in emphasis. They should be led, by a little judicious questioning, to throw the stress upon the different words.

For example, let it be supposed that the sentence "John has a good black dog," has been written or printed upon the blackboard by the teacher. The following colloquy will illustrate the method of securing emphasis upon the different words, and of avoiding a monotonous style in the reading exercise:

Teacher. Who has a good black dog?

Children. John has a good black dog.

T. What kind of a black dog has John?

C. John has a good black dog.

T. Has John a good white dog?

C. No: John has a good black dog. Etc.

In this drill each member of the class should be called upon separately, and occasionally the entire class may respond simultaneously. The questioning should extend to every word in the sentence, so that the children may be able to throw the emphasis upon any word which the teacher may desire.

In teaching new words, the following order may be observed:

1. Talk about the object or the action which the word represents.
2. If the word represents an object, show the object or a picture of it to the class. If it expresses an action, let the children, or some of them, perform the action if possible.
3. Show the word, give the sounds it contains, and let the children pronounce it several times. Let the children again name the object, at the same time pointing to it. Then to a picture of it, the children speaking of it as the picture of the object. Lastly, point again to the object-word, and let it be characterized by the children as such.
4. Require the children to find each new word many times on a chart or in a book.
5. Print it on the blackboard.
6. Write it on the board.
7. Send the children to their seats, requiring them to copy the written form on their slates.

At the end of six weeks, or thereabouts, let the teacher point to the letters in connection with the word-exercise, requiring the new words to be spelled orally, each letter being pronounced distinctly. The teacher should also insist from the first upon a clear and distinct enunciation of each word, so that careless habits of articulation may not be formed, which years of after training may not suffice to eradicate.

At this stage of the course, the children should be encouraged to learn new words before coming to the class. The exercises on the sounds of the letters, and in writing and printing upon the blackboard, should also be perseveringly continued. In this manner, at the end of three months, the pupils will have become almost independent of the teacher in the preparation of their lessons in reading, and there will be little left for the latter to do but to guide them cheerfully and rapidly forward.

I will conclude this sketch with the enunciation of a few brief rules for conducting primary reading lessons:

1. Require the children to stand in a straight line in an erect position, books in left hand, pointing to their lesson with the index finger of the right hand.
2. Before the books are opened, let the pupils tell what the lesson is about, giving a summary of the subject-matter as well as they are able. This will encourage them to study their reading lessons, if commended when they do well.
3. Require all the more difficult words in the lesson to be pronounced, spelled by sound, singly and in concert, and defined.
4. The children should not be allowed to read in regular order. The teacher should frequently call for volunteers, and if an inattentive child be observed, let him suddenly be called upon to read. Great caution and much animation should be observed by the teacher in conducting a lesson of this kind, or the work will all be done by the brighter and more intelligent pupils. If the dull children be properly encouraged to try, they will be stimulated and