

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 3.

MARCH, 1888.

VOL. VIII.

Articles: Original and Selected.

PRACTICAL TEACHING.

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(Continued from February No.)

It may be well now to proceed to a few illustrations of my subject, considered with reference to the excellent Course of Study prescribed to be taught in our country Academies.

Many pupils present themselves at our Academies, willing enough to take the "full course," with the exception of Latin. They say that they can't see how it will ever be of any use to them, as they are not going to be teachers. What is the manifest duty of the Principal in such cases? If he be a practical man, he will point out to them, that Latin would be of direct and immediate benefit, not only in enabling them to see how their own language is derived, but also that, taken in connection with English Grammar, it would render this far more interesting, and would secure to them a thorough knowledge of it in the shortest possible time.

They are persuaded to take it on trial for a month, with the clear understanding that they may give it up at the end of that time if they so desire. They are not even asked, as yet, to purchase a text-book: but in the first lesson, their interest is awakened by a few simple derivations, such as:—from *umbra*, a shadow, we get umbrella; from *agricola*, a farmer, we get agriculture, and so on. The cases are next learned in a few moments by repetition after the teacher. These cases, with their various