

Discovery of America, and to do so you again have recourse to the black-board. Represent on it the hemispheres of a globe in use in the time of Columbus. The Eastern Hemisphere will be much the same as now except that it will contain only a portion of Asia; the rest will occupy the western half of the Western Hemisphere, showing the Atlantic stretching from Europe to Asia. To reach India three courses were open to Columbus; namely, overland, or down around Africa and across the Indian Ocean or across the unknown Atlantic. Columbus chose the last and when he reached the Bahamas, where according to his globe, India ought to be, he naturally supposed he was in India. Hence the name Indians as applied to the inhabitants. But it wasn't India at all but a New World upon which he had stumbled, and he died without finding it out. It will be easy to show that the Spaniards having gained a foothold in the central and southern parts of America are there yet. England next sent the Cabots more directly

across and laid claim to the country, part of which is now called Canada. Jacques Cartier, for France, did the same some forty years afterwards, and the rival claims thus established led to troubles many years afterwards. A couple of lessons will make this intelligible to pupils. Then dropping that part of the history of Canada which *must* be taught in conjunction with its geography we come to Canadian history proper which begins with the founding of Quebec 1608. Lay now the "epoch foundation": 1608 to 1759, French domination; 1759 to 1792, British military rule; 1792 to 1840, Representative Government; 1840 to 1867, Responsible Government; 1867 to 1880, Dominion of Canada. Then build upon this foundation as before, never allowing the line to be broken; and instead of indefiniteness your pupils will have a clear, connected idea of the history of their country.

Thus have I given you, as briefly as I could, the plan pursued in teaching History in the Hamilton Public Schools. It has been found to work well.

TEACHING CHILDREN TO READ.

By Miss C. A. Jones Blair.—Published by request of the Waterloo County Teachers' Association.

IT is not my purpose to speak of reading in the sense of learning to pronounce words correctly, and give their proper inflections; or to discuss the respective merits of the alphabetic, phonetic, look and say, or phonic methods of teaching it; but to present a few thoughts on the importance of cultivating in the youth of our schools a love for the thoughtful reading of good and instructive books. In these days of cheap newspapers and books considerable progress has been made in

this direction. Many parents are fully aware of the importance of suitable food for the minds of their children. If all would do what they might, very little would be required of the Teacher. But in how many homes do we find one dollar spent for the improvement of the mind, to every hundred spent for physical comfort and luxuries! Many houses elegantly furnished in other respects have so few books that not even a shelf is required for their accommodation, and if you were to look at those