

examples of form, folding, address etc., some letters from the host which every teacher receives from firms desiring agents, etc. In addition to this I discuss the various ways of remitting money, rates of postage, the sending of cards, books, parcels, etc. by post or express.

In composition I avoid all merely technical work, my aim being to give the pupil plenty of practice in expressing his thoughts in written language, to which end the class frequently compose stories, at first from outlines on the blackboard, but after a time, writing them from given titles only, without further suggestion. Dozens of subjects will suggest themselves to the teacher, as "A Runaway Team," "A Brave Dog," "How John Lost His Dinner," "A Balloon Excursion," etc. In these stories certain principles are to be followed; the stories must mention date and place, and must contain comparatively full descriptions of the characters. Later on they must devote some considerable space to scenic description, at which time I occasionally read by way of example portions of chapters from novels.

Another class of work in this line, which besides cultivates exactness and closeness of observation, consists of having the pupil write descriptions of the school, his church, his farm, games of different kinds, etc.

At other times the class write speeches for the chairman of our bi-weekly entertainments, the best ones being delivered on those occasions.

Again I sometimes relate things to the class for reproduction; usually heroic or romantic incidents from history, biographies, and once in a while legends, such as the old Greek tales of Perseus, the Search for the Golden Fleece, tales of Troy, etc., which they seem to enjoy very much.

Other work occasionally given is the rearrangement in several different ways of given sentences; the changing of statements into exclamatory or interrogative sentences; the expansion or contraction of given passages; and paraphrasing.

Here I may mention an exercise, scarcely composition, but conveniently taken with it, which I give frequently, and to which I attach much importance, namely, that of determining the subjects of specified paragraphs of prose, or stanzas of poetry, usually from the Reader. The object of this is to aid the pupil to acquire the power of grasping at once the ideas contained in whatever he may read.

A subject treated much like grammar, is English History. It appears only in biographies, and in descriptions of manners and customs, prepared by the pupils for the Composition class.

But Canadian History is not slighted; it is given considerable attention. As the rural schools open within a few days of the municipal elections, a good starting point is afforded, namely, the municipal system. A thorough discussion of this is followed by a similar treatment of the school system, the judicial system, and the parliamentary system. In the course of this, there are obtained from the class, usually as homework, the names of the members of the township council, the County warden, the school trustees, county judges, the sheriff, the

members from the county of the Local Legislature and of the Dominion Parliament, and of the Cabinet ministers.

The investigation of the parliamentary system naturally leads to a consideration of the British North America Act. It is accordingly dealt with, and the rest of the course consists of the history of events from that time to the present. As this is all within the memory of the parents of these pupils it may be made something more than mere text-book history. What time remains after the above, I occupy with any topic which I may find most interesting at the time. A favorite is the war of 1812. Than this no better lesson can be given in patriotism (by patriotism I do not mean hatred of the United States). Any other topic would do, and the teaching of such as the Exploration of the Great West, the Indian Wars, or the Conquest of Canada, becomes a positive delight after reading Parkman.

While discussing history I must not omit current or newspaper history. If the newspaper is, and there is no doubt that it is, a great factor in education in the broad sense of the term, we should make use of it. Is it not true that the after education of many of our pupils will be obtained almost entirely from the newspapers. Then, as our aim is not merely to cram the pupil's mind with information, but to prepare him for further self-education, I think we should try to aid him towards making the best use of the newspaper, to have him read the useful and elevating, and avoid the trash and worse, so much of which appears in the papers.

In this current history I have tried several plans. For a time I wrote on the blackboard every morning, several news items, requiring the class to copy and be prepared to discuss on Friday. Again, the pupils in turn did this, I bringing papers to school and giving them such aid as was necessary. My present plan is to give three or four questions every evening as homework. In this, one is not limited to news only, but may give with it thought-arousing questions on various other things.

Names of farm implements, common objects, words used in ordinary conversation, etc., such as may be found in Gage's Speller, together with short sentences containing *their* and *there*; *now*, *know* and *no*, etc., constitute the spelling course.

For Dictation I read, or have read, passages from the Reader, mostly those containing dialogues, the class to write and supply themselves the quotation and other marks. This is more for the purpose of habituating the class to proper punctuation than as a dictation exercise.

In Literature, I select three or four authors and from their works exclusively, embracing all of them that appear in the Reader, this class have literature lessons. Those dealt with last winter were Longfellow and Tennyson only. In the study of these two, I had the whole school take part, selections from their works being found in the Fourth, Third, and Second Readers, and one of Tennyson's having a place in even the First Reader.

Let me describe my treatment of, say, this last author. I strive to make "Tennyson" more than a mere name to the pupils,

to get them to take a real interest in the man and his works. To this end I give as graphic accounts as I can of his life, his home, and his surroundings, together with a number of anecdotes about him. (The newspapers supply the material for this). Also, his picture is brought to the school. Then again, other departments of work are, whenever possible, brought into connection, so that the school becomes quite thoroughly "Tennysonian." The "memory gems" for the time are selected from the author under discussion. While the class study as literature one of his poems, they have as a reading lesson another, and occasionally they read in class one not in the Reader. In composition, stories for re-production are taken from Tennyson. These I partly read, partly relate, such as "The Princess," "Enoch Arden," and, from the "Idylls of the King," "Enid," "Gareth and Synette," "The Passing of Arthur," etc. Besides this, I have the pupils read for themselves from a volume of Tennyson.

During this time the third class have as literature and reading the four selections from this writer in the Third Reader, and the first and second classes learn the two pieces in their readers.

Then we close our study by a Tennyson Day, in which all the songs, readings, and recitations are from Tennyson, interspersed at appropriate intervals with anecdotes of the poet, an account of his life, some description of his characteristics as an author, quotations from him and quotations about him, a list of his chief works, etc. In this, every pupil can take some part.

In Geography the course consists of the commercial geography of the world, and the study of either Canada, Great Britain, or the United States. In the first mentioned the subjects handled are, the products and exports of the various countries of the world (taken in groups); the great trade routes, the chief steamboat lines, ocean cables and their telegraph connections; and a list of forty or fifty of the more noted commercial cities of the world, mentioning of course for what each is noted.

The newspaper serves very largely as a guide in geography. A year ago I paid considerable attention to Africa, owing to the great interest taken in Stanley just then. The Brazilian revolution was the occasion of several lessons on Brazil, and so on. It is wise, I think, to get the pupil in the way of giving some attention to other things than merely those of his own narrow sphere; to plant in him the seeds of interest in the great world-problems occupying men's minds.

Another thing I have tried with this class was a series of easy experiments in Physics. No costly apparatus is required; with a jack-knife and the co-operation of his pupils, one has all that is necessary. These experiments occupied about ten minutes, or sometimes fifteen every morning. Besides the ordinary objects of science teaching I had in view the making of this, the beginning of the day, attractive enough to prevent any tardiness.

Lastly, I have put agriculture. I have no remarks to make upon it, except that I think this class is the only one with which it has any business in the Public School.