

on a subject to know what he really thinks." Nine o'clock is our hour for adjournment, but some of us talk a while longer, and then take each other home. Don't you think we have a good time?"

I have traced, very briefly, the history and the constitution of the State Reading Circles: The past few years have been fruitful in educational movements of various kinds, some of which are exercising an important influence upon the educational work of the day, but of all these, the Teachers' Reading Circle has spread most rapidly, has been received most favorably, and seems destined to exercise a marked influence upon the professional training of teachers. Why should it not take root in Canadian soil? Why should not the teachers of this Province take advantage of it? It provides professional training for teachers. This is our great need. It meets the case of teachers in isolated rural sections, by gathering these teachers in local circles for professional reading. This is just the position of many of the Protestant sections of the Province, and the reading circles will meet the case of many teachers who cannot be reached by Normal School, Institute or Convention.

I have seized upon this opportunity to place this subject clearly before the teachers of Montreal, because I feel that this is emphatically a teachers' movement, which should be undertaken and carried on by the teachers themselves, rather than by the education department. Our educational organizations are well adapted for carrying on such work. There is the Provincial Association to organize the movement; there are the Institutes in which to work up the questions among the teachers; there is the Normal School to guide us in outlining the course of reading, and there is the EDUCATIONAL RECORD in which to publish questions, analyses, and explanations upon the course, from month to month. With all these facilities at hand, it is hoped that the teachers of the Province will not be slow to avail themselves of the advantages of these Teachers' Reading Circles.

METHODS OF TEACHING ENGLISH COMPOSITION.

BY A. C. WILLIAMSON.

(Continued from p. 183.)

SUGGESTIVE EXERCISES.

In the preceding exercises I have endeavoured to shew how children may be taught the use of words from their reading and spelling lessons, and have advised the carrying on the plan through the entire course. Hitherto the words have been supplied to the pupils, now they are to be taught to supply them for themselves.

The plan to be submitted is simple, but effective. It is fitted both to arrest and concentrate attention, will assist imagination