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METHODS OF TEACHING—THEIR USES AND ABUSES.

BY N. A. CALKINS, Asst. Supt., N. Y. City.

Since the term "Method of Teaching" conveys many differing ideas to different teachers, it is necessary at the outset to consider what is meant by the term, that we may have a common understanding of that about which I am to speak.

Methods of teaching are divided into two classes—*analytic* and *synthetic*. By the *analytic method* the pupil's attention is first directed to the object, or the subject matter as a whole, and then to its several parts; after viewing it as a whole, it is taken to pieces, and each part carefully examined and the facts observed are noticed. This process is also called the *deductive method*.

By the *synthetic method* the pupil's attention is first directed to the parts of the object, or the subject matter, and then the parts are put together, and the result noticed. This process is called the *inductive method*. By this method we proceed from the particulars to the general. By the analytic method we proceed from the whole to the particulars. Since neither of these methods is completely adapted to all subjects of instruction, it must be evident that any plan of teaching, which is limited to either of them, cannot be generally successful. Hence an attempt to make all modes of teaching conform to either one of these methods would be an abuse of that method.

In the common use of the term METHOD OF TEACHING very little consideration is given to either of the classes already mentioned; the term is often applied without understanding its meaning, and the result is, a slight change in the mode of teaching is called a *method*. A *mode* of teaching signifies a way of teaching, which *way* may be either with or without method. A *method of teaching* implies an orderly use of *modes* of teaching to meet the condition of the learner. A *system of education* implies more than methods—it includes means and methods adapted to the conditions of many schools.

There should be *method* in all the work of the teacher. All teaching should be *methodical*, but not *mechanical*.

Good methods of teaching are based on the conditions of mental growth. This depends upon proper mental activity. The action and reaction between external stimulants, which are material objects and acts, and the mind's inherent powers, constitute the processes of natural, mental activity.

The mental activity produced by the influence of things upon mind, and of mind upon things, educates the mind thus made active.

There can be no learning without mental activity of the learner. Hence methods of teaching, to be worthy the name of good methods, must make the pupils active doers, not passive receivers.

Good methods of teaching must harmonize with the natural modes of learning the subject. Let us apply this to *color*.

The ability to perceive resemblances and distinguish differences in *colors*, cannot be taught by repeating facts, or formal statements about colors—the learner must *see* them, and learn their resemblances and differences, by comparing and matching the colors. All modes of teaching color which lead to the attainment of these results belong to good methods.

Even *good* methods lose their educational power and value when the teacher neglects to imbue them with the realities of the subject. A good method of teaching leads the pupils to make the lessons a real experience with the objects of which it treats. It makes the school a place where the child comes in contact with realities, such as appeal to his senses when out of school, whether among the productions of nature, or the works of art.

It is well here to look for a moment at two leading purposes of good teaching—the *development of powers of mind, and the acquisition of knowledge*. The first purpose should be the leading one with primary teachers. But the right use of methods of teaching will keep the two purposes in view in connection with each subject of instruction. Abuses of methods commonly neglect the the first purpose—development.

In view of the foregoing statements let us examine a few methods of teaching, consider their adaptation to natural, mental activity in the pupils, and the manner of using them.

#### OBJECT LESSONS.

The first purpose of object lessons is to secure the power of acting and seeing correctly. Their second, is to impart knowledge. The method is first analytic, or from the wholes to the parts. Use solids and forms as wholes, analyze, deduce facts, and compare the forms of other objects with them. After this the synthetic method may be used. Lead to perceptions of similar qualities in several objects; then to important qualities in same object; then to the uses of the object *because* of its qualities—compare qualities of objects—extend the pupil's observation to his experiences outside of school.

A good method aims at far more than imparting a knowledge of facts; it cultivates attention, observation, the power of discrimination, and enlarges the power of the mind to think. A lesson on form is not for the chief purpose of giving a knowledge of form. It is more.

Science belongs to the higher grades; the elements of science belong to the primary grades.

The prominent abuses of object lessons are, too much talking by the teacher, and too little attention and experience with objects by the pupils.

#### METHODS IN ARITHMETIC.

Many teachers in their methods in *arithmetic* continue the use of objects too long before learning to use figures—the symbols of numbers. Another error consists in beginning the science of arithmetic too soon. The first work of a teacher of *number* is to ascertain how far the child's knowledge of this property of things already extends; *i. e.*, how far he can count and form

objects into groups, and distinguish the groups as numbers. Next, the teacher should ascertain whether the child knows *figures* as the symbols of the groups that he can readily perceive. By these means the starting point for beginning the teaching may be ascertained.

The assumption that *children have no perceptions of number* when they enter school, and therefore that they should be subjected to *a long series of manual exercises* for developing these perceptions by means of *counting objects, adding objects, subtracting objects, multiplying objects, and dividing objects*, that represent numbers below ten, "without the least use of written signs or abstract numbers." *These exercises are to be continued thus during the entire first year in school*; and "If number to ten has not been thus learned thoroughly before the end of this year, postpone the use of figures to the next year."

The Grube method is an instance, as many use it, of continuing the use of objects too long before symbols are taught. This method leads pupils to dwell too long upon what most pupils know when they enter school. Besides the *mixing of all the possible operations in the use of numbers by means of objects*, with the exercises for perceiving numbers, tends to weaken rather than strengthen the mental powers.

It is claimed that this process of teaching number will secure *thoroughness* to the young pupil. Thoroughness is not a characteristic of childhood, nor of the mode of mental development in the child. Nature does not teach all that there is to be known about each single thing, by itself, before she allows her pupil to do any other thing. She requires her pupil to see clearly and thoughtfully, in order to *know*, but she allows *the seeing* to be occupied with different things in succession.

#### READING.

In reading, good methods are abused by giving too much attention to words, and definitions, also by teaching chiefly by imitation. The use of a good method in teaching reading is to lead pupils to discover the thoughts represented, then to utter them correctly. The discovery of the meaning of words belongs to the process or method for discovering the thoughts of the lesson. Silent reading is very useful when properly conducted,

## ORIGINAL WAYS OF DOING.

Some time ago I heard a teacher give a good lesson. After she was through, without telling her what I thought of her work, I said, "Did you ever see any one give this lesson?" "No, sir," "Did you ever read a lesson like this?" "Some time ago," she said, "I heard a lecture in which methods of teaching this subject were described, and the teachers were urged to devise similar methods for themselves. I took the hint and have done the best I could." "You have done well," was the commendatory reply.

The teaching of phonics is often abused by requiring pupils to give sounds with no reference to their use in words. The teacher often says, "Give the second sound of a," or "Give all the vowel sounds," with no application to words. This is wrong.

I HEARD a lesson given in which the teacher was developing natural expression. She said to one pupil: "Do what this sentence tells you," at the same time pointing at a sentence on the black-board, which read: "Ring the bell."

The pupil came to the table and rang the bell.

Pointing to another sentence, she said: "Do what this tells you." The boy came, took a top from the table and made it spin on the floor.

Pointing to another sentence: "Take this ribbon to John," she said: "Mary do what this says." Mary came, took the ribbon from the desk and gave it to John.

In this way the children were taught to read thoughts silently. In reviewing the lessons on the board, I found no sing-song, unnatural tones, but natural expressions like good talking.

A successful teacher must be able to so modify methods of teaching as to fit them to the conditions and peculiarities of her own pupils. A mere imitator cannot be a successful teacher. You can teach in conformity with instructions given, and make your work more successful by slight modifications necessary for adaptation for your class, and yet follow the spirit of your instructions.—(*The School Journal*).



## HINTS FOR THE DISTRICT SCHOOL.

BY EVELYN S. FOSTER.

If it is necessary to find pleasant and improving occupations for the little ones in the graded schools, it is certainly even more important in the district schools, where the many studies of the older pupils take so much of the teacher's time and attention. I once met a lady who said the ages of her pupils ranged from four to eighteen years, and the branches she taught included the primer and algebra and all the intermediate studies. In such cases, the teachers cannot give much time to the little ones who are just beginning their school life. What, then, shall she give them to keep them happy and quiet and profitably employed? I once, for a few months, taught a district school, that perhaps afforded even more variety in the way of age and studies than the average district school. Visitors often remarked on the happy faces of my little ones. I wish some of the devices I employed might help some sister teacher in a similar position.

A box of letters, originally designed for playing the game called "Word-making and Word-talking," gave my children much pleasure. I often divided the letters among them, and each child tried to surpass the rest in the number of words he could make. I distributed these letters, at recess in the afternoon, to the children who had been good during the day, so by them the little ones were allured into good conduct, both before and after receiving them. The pupils placed the words they formed upon their slates, and if a slate was shown to a chance visitor, how proud the owner felt! One boy once surprised me by forming fifteen words and using nearly all the letters given him. The little ones enjoyed this work so well that those older begged for the same pleasure. I occasionally granted it to them as a reward for a good recitation in a difficult lesson.

The box of letters was not only useful in teaching the little ones to spell, but also in teaching them the first lessons in arithmetic. By their aid the children formed the multiplication tables. An ingenious teacher will find many ways to use them beside those I have mentioned. I sometimes secured a good recitation from my older pupils by offering, as a reward to those who did well, the pleasure of teaching the little ones in the entry

for a half-hour. I had one pupil who was fourteen years old. She was a good girl and did well in several studies, but was very backward in arithmetic. I soon found that to her even "Multiplication was a vexation." Remembering that some one has said, "We never know anything until we have taught it," I asked her, when she won the reward, to drill the little ones in the multiplication-tables. Another, who was weak in spelling, sometimes taught that lesson to the lower classes. In this way the older pupils helped themselves and me also.

A teacher beginning her work in a district school often finds the pupils deficient on the ground they have already been over. If she puts them back she disheartens them, and very likely incurs the ill will of the parents, which evils it is for her interest to avoid. I overcame the difficulty in this way. I gave my first class in arithmetic, who were studying percentage, an advance lesson, and offered them extra merits if they would recite also, for review, in the class studying long division. That class in turn, for review, took examples with those beginning addition. I followed a similar course in reading. I did not make these reviews compulsory, but tried to make them appear to the children, what they really were, a privilege. They became very popular, made the classes larger and more interesting, and afforded a healthful stimulus to both younger and older pupils.

Of course I allowed my little ones, at times, to write upon the board, and as a reward for good lessons or good conduct would occasionally allow them to use the colored chalk. Those who do not know how happy a little thing can make a child, would be surprised to see the power that lies in even a small piece of colored chalk. When the children wrote upon their slates for busy work, I sometimes told them to write all the words they could think of containing three letters; on another day, those containing four; and so on, as "they grew in knowledge." For this suggestion I am indebted to a friend. One class worked for several days, in the time they could spare from their regular lessons, in writing a list of things decorated with imitations of flowers. Another class was very greatly interested in finding the names of things made from iron; and another, those made from wood. Both enjoyed making a list of the names of musical instruments. Sometimes when there was a little restlessness in the room, I secured a pleasant calm by saying: "Now we will have ten minutes

of hard study; let the room be perfectly still, and I will tell you when each minute has passed. Let me see how many can keep their eyes on their books all the time." My pupils have enjoyed these quiet moments. Perhaps in some schools five minutes would be better than ten. In others, possibly fifteen would not be too long. In both a graded and a district school, it often rests the children, and helps them to be quiet, to study, standing for five or ten minutes.—*Selected.*

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## HOW SHALL WE TEACH WRITING IN PRIMARY GRADES?

BY LYMAN D. SMITH.

This seems to be a fair subject for discussion, and there being some diversity of opinion among good teachers as to the best method to pursue, let us discuss the matter, and let in light from any and all quarters.

As a teacher of writing in public schools for many years, I have had good opportunities to judge of the merits of teaching young children, from six to eight years of age, both by use of pen and ink and by the use of lead pencil for the first six or eight months of their writing career.

The use of pen and ink among beginners in writing is nothing new or experimental. I followed the plan many years, but I now look back upon that plan as a thing of the past,—gone, but not forgotten. I am aware that there are those who advocate the use of pen and ink from the start, and consider the use of pencils a worse than waste of time.

“What is the use of wasting the writing time of school-life for two years by using lead pencil?” exclaims one writer upon this subject. Sure enough; I say, too, what is the use of it? A teacher who does waste time teaching six and seven-year-olds to write with a good lead pencil, or fails to get good results, is not a good teacher in this branch, it seems to me. All that can be done with pen and ink toward teaching pen-holding, position, movement, etc., can be done just as easily and effectually with a good lead pencil of the proper length, and more easily; and since it is claimed by the advocates of pen and ink that penholding, position, etc., is about all that can be accomplished in the primary

grades, "nothing being said about the writing," it matters not whether it be good or bad,—where comes in the great advantage of using pen and ink?

Is not the partial learning of penholding, etc., with little or "nothing said about writing," a slim compensation for one year's work, even,—to say nothing of two? I know schools that do much better than this. Children are not only taught good *pencil*-holding (equivalent to good *pen*-holding), some "movement," but a good deal about writing, the first year of their writing experience. In a twenty-five minute lesson, ten minutes are enough to spend in drills, the other fifteen should be spent in teaching *form* by letting the little ones write in books, previously watching the teacher as she writes letters groups, words, etc., on the board, now and then calling pupils to the board to try their hands at writing,—in a word, teach penholding and form together. What is penholding, of itself, if not put to use by writing; and what use in spending time in writing unless you say something about it during the lesson,—about good or bad forms, slant turns, base-lines, etc., etc.?

Children from six to eight can and ought to acquire fairly correct penholding, and learn the entire small alphabet the first year in school, and be able to write plainly words and short sentences. Spend no time writing pages of isolated letters. As soon as single letters enough to make a word are learned, teach the word, and thus learn to combine letters. A letter is not known thoroughly as it stands by itself; when joined with others, modifications occur.

After writing one or two books with pencil, on low-calendered paper adapted to pencil, let the class start with ink. If they have been properly drilled in pencil-holding the previous six months, the transition to pen and ink is hardly noticeable. This, at least, is my experience, and I have had an "uphill" work in teaching with pencils, as is admitted by those who use pen and ink, to lead the young six-years-olds over the rather rough and thorny pathway to writing. It is difficult enough, with all impediments omitted, to tax the teacher's patience, if it is done *thoroughly*. The use of ink in little, untrained hands is attended with more or less danger of daubs and blots, waste of time in cleaning up, etc.

A teacher said to me to-day. "Why, here is a boy in my room,

just promoted from Miss H.'s room (where lead pencil books are used), who writes right off with pen and ink about as well as any of my boys."

"Certainly," I said; "he has been drilled pretty well below stairs with lead pencil, and has written a pencil-book through there." Having learned the grasp or handling of the pencil, the pen-holder came into its place quite naturally, the manipulation of the pen never giving trouble.

Teachers are compelled to look over their pupils' work in writing,—the sooner they write plainly and legibly the better the teachers like it. Is it not best, then, to pay some attention to writing, as well as pen-holding in primary grades? I find that young pupils can be taught to make a well-formed *a*, *o*, *d*, *p*, etc., if time and attention is given to it, and not interfere with good pen-holding in the least; they can be shown that the first line in *a*, for example, should be carried well over to the right in order to get a well-shaped letter, and a little drilling on these points, calling them to the board to write the letter, will fix it in their minds, and they will remember it and do it.

To "say nothing about good writing in primary grades, it matters not whether it is good or bad," is a curious, and, I think, unsound proposition to enunciate. I know of no teacher of penmanship who advocates this theory. As well might a music teacher say to a pupil, taking her first lessons on the piano, "You must sit, hold your hands, and 'finger,' so-and-so; it makes no odds whether you produce chords or discords,—you are after the 'fingering.'" While learning "fingering," why not say something about chords, time, etc.? While learning pen-holding or pencil-holding why not say something about good and bad writing,—the difference between good and bad forms? Who will say we should not?—*Journal of Education*.

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*Protestant Committee.*—The next meeting of this committee will be held on Wednesday, the 25th instant.

*Colonial and Indian Exhibition.*—A number of letters have come to hand showing an interest in the preparation for the display at the London Exhibition. The list of exercises for exhibition specimens referred to in our last number will be given in the December number.

## THE SEVEN LAWS OF TEACHING.

BY JOHN M. GREGORY, LL.D.

Teaching has its natural laws as fixed as the laws of circling planets or of growing organisms. Teaching is a process in which definite forces aim to produce definite effects, and these effects follow their causes as regularly and certainly as the day follows the sun. Causation is as certain, if not always as clear, in the movements of mind as in the motions of matter. The mind has its laws of thought, feeling, and volition, and none the less fixed that they are spiritual rather than material.

To discover the laws of any process, whether mental or material, is to bring that process under the control of him who knows the law and can command the conditions. He who has learned the laws of electric currents may send messages through the ocean; and he who has mastered the chemistry of the sunbeam may make it paint him portraits and landscapes. So he that masters the laws of teaching may send knowledge into the depths of the soul, and may impress upon the mind the images of immortal truth. He who would gain harvests must obey nature's laws for the growing corn; and he who would teach a child successfully must follow the laws of teaching, which are also laws of the mental nature.

Teaching, in its simplest sense, is the communication of knowledge. This knowledge may be a fact, a truth, a doctrine of religion, a precept of morals, a story of life, or the processes of an art. It may be taught by the use of words, by signs, by objects, by actions, or examples; and the teaching may have for its object instruction or impression—the training of mind, the increase of intelligence, the implantation of principles, or the formation of character; but whatever the substance, the mode, or the aim of teaching, the act itself, fundamentally considered, is always substantially the same; it is the communication of knowledge. It is the painting in another's mind the mental picture in one's own—the shaping of a pupil's thought and understanding to the comprehension of some truth which the teacher knows and wishes to communicate.

To discover the law of any phenomenon we must subject that phenomenon to a scientific analysis and study of its separate

parts. If any complete act of teaching be so analyzed, it will be found to contain seven distinct elements or factors: 1, two actors—a teacher and a learner; 2, two mental factors—a common language or medium of communication, and a lesson of truth to be communicated; and 3, three functional acts or processes—that of the teacher, that of the learner, and a final or finishing process to test or fix the result.

These are essential parts of every full and complete act of teaching. None of them can be omitted, and no other need be added. No full and complete account of the philosophy of teaching can be given which does not include them all. If there is any true science of teaching, it must lie in the laws and relations of these seven elements and facts; and no true or successful art of teaching can be found or contrived which is not based upon these laws.

To discover their laws, let these seven elements be passed again in careful review and enumeration, as follows: 1, a teacher; 2, a learner; 3, a common language or medium of communication; 4, a lesson or truth; 5, the teacher's work; 6, the learner's work; 7, the review work, which ascertains, perfects, and fastens the work done. Is it not obvious that each of these seven must have its own distinct characteristic, which makes it what it is? Each stands distinguished from the others, and from all others, by this essential characteristic, and each enters in and plays its part in the scene by virtue of its own character and function.

It may seem trivial so to insist upon all this. Some will say, "Of course there can be no teaching without a teacher and a pupil, without a language and a lesson, and without the teacher teaches and the learner learns, or, finally, without a review, if any assurance is to be gained that the work has been successful and the work is to be made permanent." All this is too obvious to need assertion. So also is it obvious that when seeds, soil, heat, light, and moisture come together in proper measure, plants are produced and grow to the harvest; but the simplicity of these common facts does not prevent their hiding among them some of the profoundest and most mysterious laws of nature. So, too, a simple act of teaching hides within it some of the most potent and significant laws of mental life and action.

Each element here described has its own great law of function

or action, and these taken together constitute the SEVEN LAWS OF TEACHING.

These laws are not obscure and hard to reach. They are so simple and natural they suggest themselves almost spontaneously to any who carefully note the facts. They lie imbedded in the simplest description that can be given of the seven elements named, as in the following :

1. A teacher must be one who KNOWS the lesson or truth to be taught.

2. A learner is one who ATTENDS with interest to the lesson given.

3. The language used as a MEDIUM between teacher and learner must be COMMON to both.

4. The lesson to be learned must be explicable in the terms of truth already known by the learner,—the UNKNOWN must be explained by the KNOWN.

5. Teaching is AROUSING and USING the *pupil's mind* to form in it a desired conception or thought.

6. Learning is THINKING into one's own UNDERSTANDING a new idea or truth.

7. The test and proof of teaching done—the finishing and fastening process—must be a RE-VIEWING, RE-THINKING, RE-KNOWING and RE-PRODUCING of the knowledge taught.

These definitions and statements are so simple and obvious as to need no argument or proof; but their force as fundamental laws may be more clearly seen if stated as rules for teaching. Addressed to teachers they may read as follows :

I. Know thoroughly and familiarly the lesson you wish to teach ; or, in other words, teach from a full mind and a clear understanding.

II. Gain and keep the attention and interest of the pupils upon the lesson. Refuse to teach without attention.

III. Use words understood by both teacher and pupil in the same sense—language clear and vivid alike to both.

IV. Begin with what is already well known to the pupil in the lesson or upon the subject, and proceed to the unknown in single, easy and natural steps, letting the known explain the unknown.

V. Use the pupil's own mind, exciting his self-activities, and leading him to think out the truth for himself. Keep his thoughts as much as possible ahead of your expression, making him a discoverer of truth.



VI. Require the pupil to reproduce in thought the lesson he is learning—thinking it out in its parts, proofs, connections, and applications till he can express it in his own language.

VII. Review, *review*, REVIEW, reproducing correctly the old, deepening its impressions with new thought, correcting false views, and completing the true.

These rules and the laws which they outline, underlie and govern all succeeding teaching. If taken in their broadest meaning, nothing need be added to them; nothing can be taken away. No one who will thoroughly master and use them need fail as a teacher, provided he will also maintain the good order which is necessary to give them free and undisturbed action.

Like all the great laws of nature, these laws of teaching will seem at first simple facts, so obvious as scarcely to require such formal statement, and so plain that no explanation can make clearer meaning. But, like all fundamental truths, their simplicity is more apparent than real. Each one varies in applications and effects with varying minds and persons, though remaining constant in itself; and each stands related to other laws and facts, till it reaches the outermost limits of the science of teaching. Indeed, in a careful study of these seven laws, to which we shall proceed in coming articles, the discussion will reach every valuable principle in education, and every practical rule which can be of use in the teacher's work.

They cover all teaching of all subjects and in all grades, since they are the fundamental conditions on which ideas may be made to pass from one mind to another. They are as valid and useful for the college professor as for the master of a common school; for the teaching of a Bible truth as for instruction in arithmetic. In proportion as the truth to be communicated is high and difficult to be understood, or as the pupils to be instructed are young and ignorant, ought these rules to be carefully followed.

Doubtless, there are many successful teachers who never heard of these laws and who do not consciously follow them; just as there are people who walk safely without any knowledge of gravitation, and talk intelligibly without studying grammar. Like the musician who plays by ear, and without the knowledge of notes, these natural teachers, as they are called, have learned the laws of teaching from practice and obey them from habit. It is none the less true that their success comes from obeying law, and not

in spite of laws. They catch by intuition the secret of success, and do by a sort of instinct what others do by rule and reflection. A careful study of their methods would show how closely they follow these principles; and if there is any exception it is in the cases in which their wonderful practical mastery of some of these rules—usually the first three—allows them to give slighter heed to the others. To those who do not belong to this class of “natural teachers,” the knowledge of these laws are of vital necessity.

Let no one fear that a study of the laws of teaching will tend to substitute a cold, mechanical sort of work for the warm-hearted, enthusiastic teaching so often admired and praised. The skill kindles and keeps alive enthusiasm by giving it success where it would otherwise be discouraged by defeat. The true worker's love for his work grows with his ability to do it well. Even enthusiasm will accomplish more when guided by intelligence and armed with skill, while the many who lack the rare gift of an enthusiastic nature must work by rule and skill or fail altogether.—*The Pilgrim Teacher.*

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#### EDITORIAL NOTES.

*The Teachers' Institute* and the *Practical Teacher* have united, and are to be published hereafter under the combined name: *Teachers' Institute and Practical Teacher*, by E. L. Kellogg & Co., of New York, who have published the *Teachers' Institute* and *School Journal* so long and acceptably. Col. Parker was moved to this step by the fact that by joining, far more might be accomplished for education. Col. Parker is to continue the series of lessons that began in the *Practical Teacher*. In fact there is to be a number of pages to be edited exclusively by him, he having been secured as editor thereof. This combination will be found in the path of educational progress.

*Dissentients.*—We had occasion to notice some time ago the irregular manner in which the trustees of many dissentient municipalities are conducting their school business. The income of dissentient trustees is generally small, and the children under their control few in number, and there seems to be a general impression that it matters little whether the business of such small and comparatively unimportant corporations is done in a regular

or irregular manner. Accordingly we find here and there small communities claiming and exercising the rights and privileges of dissentients, when many individual dissentients have never given notice of their dissent as required by law, while others have failed to preserve any record of such notice. The Government grant to such communities is naturally small, and for this reason many dissentient corporations make no report to the department on the ground that the grant received does not compensate for the trouble involved. Now these irregularities are very serious matters for those interested. It is a mistake to suppose that the formalities prescribed by law for dissentients can be neglected with impunity. The municipalities in question have been notified by the department that their rights as dissentients are endangered by their irregularities.

In view of the importance of this question to dissentient ratepayers the following statement of the principles of the law concerning dissentients may be interesting:—

First, all ratepayers in a school municipality are under control of the School Commissioners and subject to taxation for the support of their schools, except that;

Secondly, any number of ratepayers belonging to the religious minority in a municipality may dissent, withdraw from the control of the School Commissioners, and establish schools of their own.

Thirdly, in order to exercise the rights and privileges of dissentients, the following provisions of the law must be carefully observed: 1st, a notice must be served upon the Chairman of the School Commissioners (not upon the Secretary-Treasurer) by those desiring to dissent either collectively or individually stating that they withdraw from the School Commissioners and intend to support the dissentient school. A copy of this notice should be carefully preserved, as it is only by means of this that a ratepayer can establish his status as a dissentient. A receipt acknowledging the reception of the notice of dissent should be obtained from the Chairman and carefully preserved. The Chairman and the Secretary-Treasurer may go out of office and the notice given to the chairman may be lost, and in this case the receipt signed by the Chairman will be the only means the ratepayer has to establish his status as a dissentient. The importance of these points to our dissentient communities cannot be

overestimated. It is not sufficient that one is a Protestant in a Roman Catholic municipality, that one has paid one's taxes to the dissentient school; unless one can prove that one has given the required notice to the Chairman of the Commissioners, the Commissioners can claim one's taxes, not only for the future, but also for past years.

2nd. The dissentient must support a school according to law, at least eight months in a year. As proof that the school is in operation the trustees must make semi-annual reports to the department. In the absence of such reports there is no proof before the department that the dissentients are maintaining schools and they may be dissolved and replaced under the commissioners. It is evident, therefore, that not only the Government grant, but also the legal status of the dissentients depends upon the semi-annual reports being regularly made. And yet some secretary-treasurers think that it is not worth while making their report.

*The Regulations of the Central Board of Health*, are being sent with this number of the RECORD to every school in the Province for the guidance of teachers. The following are the paragraphs which have special reference to schools:—

*Isolation—Schools.*

19. Every person having the care of a small-pox patient, must keep him isolated according to the instructions received from the health officer.

20. No person suffering from small-pox shall expose himself in any street, church, school, chapel, theatre or other public place, or in any omnibus or any other public conveyance, and any person in charge of any one so suffering from small-pox who exposes the sufferer in any place above mentioned, shall be liable to the penalties imposed by law upon any person contravening the present regulations.

21. No person residing in a house wherein small-pox exists shall take part in any public or private gathering, nor shall exercise any profession or trade which shall place him in contact with others.

22. Parents and guardians must prevent their children or pupils from attending schools or other gathering places when small-pox exists in the house where such pupils reside, until after fifteen days following the disinfection of the house.

23. The directors and professors of educational establishments shall exact from time to time from the parents or guardian of their pupils, a certificate countersigned by a physician that no small-pox exists in the house where such pupils reside, and such certificate shall be kept for the inspection of the health officer.

24. The directors and professors of any educational establishment shall refuse admission into it of any pupil residing in a house where small-pox exists until after fifteen days following the disinfection of the same.

25. The directors and professors of any educational establishment shall refuse admission into it during a period of fifteen days of any pupil who shall have visited a house in which small-pox exists, or shall have attended the funeral of a person who has died from small-pox.

*The Professional Training of Teachers* is the leading topic of discussion in the educational publications of to-day. More professional training for teachers of all grades is the demand made from every quarter of the educational world. Hitherto if the literary qualifications were satisfactory, it was considered unnecessary to ask any further questions of a candidate for the position of teacher. Experience has proved, however, that a teacher must have not only a knowledge of the school subjects, but also a knowledge of child nature and a knowledge of the approved methods of teaching, and that no amount of excellence in the first of these can render the latter qualifications unnecessary. In this connection we commend the following remarks from *The Educational Weekly*, Toronto, to the attention of our readers as very much to the point:—

“ We have heard of some opposition to the recent regulation of the Education Department requiring undergraduates in arts who wish to obtain certificates as qualified assistant masters in high schools; and graduates in arts who wish to obtain professional first-class certificates of grade “ A ” or “ B,” to attend the training institutes which have been established and to pass the required examinations thereat. With this opposition we have not the least sympathy. Whether the institutions which have been constituted training institutes are the best available, whether the regulations respecting attendance, and the subjects and books prescribed for examination, are the best possible, are open questions; but whether a professional training and a professional examination *per se*, are good things for those for whom they are intended, and for the profession generally, there is no doubt; the history of education, common experience, and common sense justify them.

“ The bane of educational progress are the inexperience and incompetency of those engaged in teaching. A young lad enters college with no serious thoughts concerning his future profession; he probably has never given one moment of consideration to the methods of teaching as practised in his school; he spends two years or four at an institution, whose methods are the very negatives of those fitted to a school, absorbed in his studies, and perhaps more so in his amusements; he has never been in any school other than the one he was trained at; he has never read an educational book, or heard a lecture on the science or art of teaching;

and with this utter lack of preparation he offers himself as a teacher, on the strength of his second year's examination or his bachelor's degree! Some by native merit succeed. But the great majority of such novices fail sadly; and their failure means both loss of time and loss of opportunity, and, what is worse, mental misdirection for those so unfortunate as to be their pupils. It may be that after six months or a year they do better and perhaps do well. This is not relevant. The only question that the department has to settle is that of best protecting the youth under its care and securing for them the most capable teachers that the resources of the country can supply. Four months of careful observation of the methods of others, of the application and correction of his own crude methods under experienced criticism, and of the study of the principles and history of education with a view to examination, will do much towards giving a candidate for the higher walks of the profession a fair qualification for his prospective duties. Something too is gained beyond this. Our high school masterships are too often used as mere make-shift occupations by which a candidate for medicine, law, or divinity earns a little money to put him through his subsequent course. No harm in this, if he is qualified for his work and faithfully and conscientiously performs it. The compulsory attendance at a training institute and accompanying its examination, however, will make such an one think twice before he technically qualifies himself for one profession, when his heart is set upon another."

*The Educational Weekly, Toronto*, is one of our best specimens of educational journalism. It is in every respect a credit to the Dominion. Its leading articles are able and vigorous and it deals with the educational questions which come up for consideration in a straightforward and matter-of-fact way. In discussing the status of the teaching profession in a recent number it says, among other things:—

"Teachers are not regarded by the general public as constituting a profession, because they are not sufficiently self-respecting. Mr. Lewis, in his admirable essay on the "Bible in the Schools," has said that "society financially as well as conventionally keeps the teacher down to a level with the dangerous classes." It is not society, at all, that does this; it is the teacher himself, or rather the profession in the aggregate.

"The members of other professions band together for mutual help and professional elevation. They see to it that none but properly prepared candidates are allowed to enter their ranks. If any other such should enter they are speedily condemned to a sort of professional ostracism. The successful lawyer or doctor is held in estimation; the skilful surgeon, the scholarly jurist, the judge upon the bench, the popular preacher, are regarded by their fellows, not with envy, but with freely given esteem.

"In the teaching profession, on the contrary, the standard at entrance is kept so low that the most uncultured are admitted to it, as if by invitation; they form, indeed, a large constituency in the profession. Instead

of honor and regard being the reward of the successful teacher, he receives but bare consideration from his fellow-workers; too often is he accorded misrepresentation and looked upon with jealous envy.

"We have said that members of other professions band together for mutual help and self-elevation. In our profession how is it? What has been the average attendance at the Provincial Association since its foundation? A scarcely computable fraction of those eligible for membership. What is the history of teachers' institutes and associations in all the counties? A languid existence sustained simply by the enthusiasm of a few. And what is the remedy now prescribed? Compulsory attendance! Can we imagine anything more suggestive of self-degradation in a profession, than that an institution whose very existence is for the professional and individual advancement of the teacher, autonomous, supported by the State financially, and also by the provision that the time necessary for attendance shall be paid for by the trustee boards—should have to be kept alive by the galvanism of such a departmental regulation?

"Again, what of the provisions for self-improvement which these associations supply? Are they made use of? Do our teachers read the works on their profession which are to be found in the libraries established by the aid of legislative grants? We think they do not. We have enquired of association librarians and have been told that such books, indeed that any books, are rarely taken out. "Mr. So-and-so always has a book out, and Miss So-and-so sometimes has one, but beyond these two none others give me much trouble."

"We have inquired of inspectors, and have always received reply that even when the postage on borrowed books returned to the library is paid for by the association, scarcely a professional book is read by a teacher in the course of a year.

"Go into any bookseller's shop in Toronto, or other city, and ask "who are your book-buyers? Are they teachers?" The answer invariably is "no." One of our principal booksellers told us the other day he would prefer being without the teachers' trade than with it.

"We could continue our illustrations of indifference of the general rank and file of the profession to intellectual improvement, but we need not. The people everywhere know it; and, as Mr. Lewis says, while society 'shows courtesy to the recognized profession of arms, law, medicine and divinity,' it "keeps the teacher down to a level with the dangerous classes."

This is a strong article to come from an Ontario journal with primary reference to Ontario teachers. We would like to know whether *mutatis mutandis* the article acts as a mirror for any of the teachers of Quebec.

McGILL UNIVERSITY.—The number of students in the various Faculties of McGill College are as follows: In Arts, male, 161;

female, 48; in Law, 25; in Medicine, 253 (including 23 students of the Veterinary College); and in Applied Science, 48. It was thought that the epidemic would have a very serious effect upon attendance of students from places outside Montreal, but a comparison with the returns of attendance at the beginning of the last session shows that the numbers are practically unchanged. The annual increase which for several years was very noticeable has, however, for the present, disappeared, but as it is known that many students were prevented from coming to Montreal on account of the condition of the city's health, it is believed that there will be an unusually large attendance next year. In Arts, 95 men and 12 women are regular undergraduates; of the others, several are attending all the lectures with a view to matriculating later, while a large number are taking only one or more courses as occasional or partial students. A large and increasing number (at present about 70) of the students are from the Maritime Provinces.

For many years the crowded condition of the building occupied by the Faculties of Arts and Applied Science has caused much inconvenience, and has even greatly interfered with the proper working of the classes in several departments. In 1872 the first improvement was effected in the completion of the Peter Redpath Museum, and when the departments of Natural History and Botany moved out of the old building, a little relief was experienced, which, however, soon disappeared, as the number of students continued to increase. During the last vacation another attempt at supplying increased room has been made, and with considerable success. A storey has been built over the corridor connecting the centre or main building with the library, giving a large class-room for the mathematics of the Applied Science Faculty, as well as two smaller class-rooms which are used for junior classics and German; the old museum underneath continuing in use as a designing and draughting room for the senior students in Engineering. An additional storey over the chemical class-room and the Arts laboratory supplies three class-rooms for the ladies' lectures, as well as waiting rooms, etc., a room for the Lady Superintendent being fitted up on the ground floor. In the rear, a building of two storeys and basement has been erected for the benefit of the Practical Chemistry and Mining departments in the Faculty of Applied Science. This con-



tains spacious rooms for assaying and weighing, a class-room, three laboratories, an apparatus room, etc., which will all be fitted up in the most complete and convenient manner. The importance of this new building to the Science Faculty cannot be overestimated.

The additions to the medical building also claim more than a passing notice. It is no exaggeration to assert that the medical buildings are now second to none on the continent, while in many respects they are easily first. The total length of the structure is more than 160 feet, with an average breadth of nearly 90 feet. The library, museum and dissecting rooms have been greatly enlarged, but the additions which specially claim attention are for the laboratories of various kinds which are now, or will very shortly be, fully equipped for educational purposes, as well as for original research. They are five in number; four are devoted respectively to Chemistry, Physiology, Pharmacology and Histology, while the fifth is for experiments and researches connected with bacteria and the relations of the germ theory of diseases to practical medicine. This is the only laboratory of the kind in America, with the exception of one just opened in the John Hopkins University in Baltimore. There are numerous other rooms for apparatus, chemicals, etc., while the lecture rooms are capable of seating 300 students. In connection with those facilities for the teaching and advancement of medical science, it is very gratifying to know that the staff of professors is fully equal to the work required, several of them being enthusiastic young men who have lately studied abroad.

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To have a good school one must have good discipline. There never yet was a family trained up that amounted to anything without a constant course of discipline. We hear so much talk about "no rules," and leaving the government largely to the pupils, that we think an objection timely. The child learns nothing in school of more importance than the habit of obedience. The school that has no rules, whose pupils are left to their own guidance, is a poor institution. The teacher who is a good disciplinarian is always a success. When pupils understand that there *are* rules for their conduct, and that they *must* live up to them or suffer the penalty, they will cease to give trouble. In order to do effective work—in order that they may make progress, it is necessary that there should be certain limitations placed upon them in school. No army ever was victorious whose soldiers did as they pleased, and no school will amount to anything whose discipline is lax and feeble, and the man or woman who does not make his pupils understand that order is not only the first law of heaven but of the school-room, is not fitted to teach.—*Central School Journal.*

## OUR PROTESTANT ACADEMIES.

At the September meeting of the Protestant Committee eighteen institutions were accorded grants as academies. We will give in our next number an abstract from the annual reports of these institutions for the year 1884-85, and through the kindness of the principals of these institutions we are able to give the following particulars concerning the work and standing of these institutions for the present month:—

*Huntingdon Academy.*—The opening day of the present session found the rooms of the institution sweet and clean, the walls and ceilings freshly tinted, the blackboards repolished, the outbuildings and grounds in first-class order—thanks to the Board of Directors; it also found a fine new staircase, leading to the playground, with iron steps and railings—thanks to the pupils themselves, who had raised the funds in June last by an Academy concert.

So far, the names of fifty-eight pupils have been registered (exclusive of intermediate and primary.) Of this number fourteen take all the subjects of the third grade, twenty take those of the second, and the remainder follow the course laid down for the first grade.

For that class of pupils, composed principally of farmers' sons, who attend an academy during the winter months, only say—January, February and March—another arrangement has been found necessary; if they choose, they may take English branches only with book-keeping.

Leaving this class out, the course of studies is pursued by nearly every pupil.

If the teachers and students have health and strength during the remainder of the present session, Huntingdon Academy hopes to beat its record of 1885 by a good percentage.

*Waterloo Academy* has an attendance of one hundred and eighty-five pupils.

Of these, thirty-three (33) are taking Algebra, thirty-three (33) Euclid, fifteen (15) French, seventy-three (73) Drawing, and fifty-one (51) Latin.

Some difficulty has been experienced in introducing the course of study authorized by the Council of Public Instruction. Especially is this course objected to by those who can attend but a few months in each year, and by those who wish to prepare themselves, in the shortest possible time, for the Elementary School diploma.

However, by making the change a gradual one in all the grades, parents as well as pupils will be led to see its advantages, and it will in the end prove a great success.

*Coaticook Academy* held its regular quarterly public examination at the Academy Rooms, on Friday, Nov. 6, according to announcement. At 9 o'clock, quite a large number of the parents had gathered in the Primary

Room, which is under the charge of Miss L. Osgood. Reading words, printed on the blackboard by the teacher, proved an interesting exercise. Classes in the Second Primer and Second Reader, showed much careful training; there was also an exercise in simple addition of four or five columns of figures by the Second Reader Class. At 9.45 the visitors passed to Miss Wadleigh's Room. In the (a) Third Reader Class most of the reading was clear and expressive, and the selection of nouns, verbs and adjectives was ready and intelligent. After Geography, History and Singing, several examples were worked out on the blackboard. In all these, the scholars showed much the same interest and readiness that marked the work in this room when under the charge of Mrs. Masten.

At 10.45 the exercises began in the Intermediate Department under Miss Mitchell. Classes in the Fourth Book, Grammar and Arithmetic, were thoroughly questioned, and from the ready answers, showed a good knowledge of these subjects as far as they had gone.

At 1.30 the examination began at the Advanced Department under Principal Masten. Classes in Book-keeping, History of England, Algebra, Latin, (under Miss Osgood) Greek and History of Canada were successfully called up and questioned. At the close of the examination of each room with the exception of the Primary, a card of standing for the term's work, was given to each of the scholars, stating the number of absences, times late, and the rank or standing in class work.

The number of scholars enrolled for the term was 204: in the Advance Department, 50. Of these, there were four in Greek, 22 in Latin, 16 in French, 21 in Geometry, and 22 in Algebra.

*Three Rivers* has at present eighty three pupils, which leaves still seventeen short of the number in the vicinity who are of the school age.

Twenty of these are taking the higher branches; their average age is fourteen, and I expect them to be well on with the second grade Academy work when the Inspector visits us in the spring. The course, consisting of the studies laid down by the Protestant Committee, is being regularly followed out, and none but authorized text-books are used in the school.

We are shortly to have a good sixteen inch globe, which we have been sadly in want of for some time. The proceeds of a concert got up by the pupils, under the direction of Miss Young, one of the teachers, have enabled us to purchase this globe, and the Trustees intend giving us money to get a planetarium.

It is very encouraging to teachers when pupils so cheerfully exert themselves in the interest of their school.

*Knowlton Academy* is in a very prosperous condition. The number of pupils in the Academic Department during the Fall Term has been 40. This number will be materially increased next Monday, the (9th inst.) when the Winter Term begins.

The full Academic Course, as laid down by the Protestant Committee, is being followed.

All the 40 pupils take Geometry, Algebra, French and Drawing.

Five take Greek, and eight Latin, &c., &c. The grounds around the school are being graded.

*The Stanstead Wesleyan College* has thirty-five students in attendance. About thirty are studying the higher subjects. The classes are interested in their work and we are having a prosperous Term.

*Clarenceville Academy* has seventy pupils, of which thirty-six are in the Elementary Department, and thirty-four in the Senior.

Of the Senior department there are twelve who study Latin, seventeen who study French. There are twenty-five in Algebra and twelve in Geometry.

English Grammar and Literature, British and Canadian History, Sacred History, Geography, Arithmetic, Book-keeping and Drawing are also studied.

*Bedford Academy* has fifty pupils, forming one class in reading, and two classes in Arithmetic, Grammar and Geography. Seventeen School districts are represented. In History, 43; Sacred History, 15; Drawing and French, 28; Algebra and Mensuration, 25; Geometry and Latin, 9; Greek, 2.

*Berthier Grammar School* is working satisfactorily with a fair number taking the advance subjects, Cæsar, Virgil and Cicero are being read. Considerable interest is being manifested in a Debating Society which has been organized in connection with the School, and to which the public are invited. The lack of uniformity in the classics required for matriculation is a serious difficulty for Academy teachers, as two or three pupils, preparing for different matriculation examinations, take up a large portion of the teacher's time.

*Côte St. Antoine.*—The graded school, although not an academy, has taken a very decided step in advance. The Commissioners have paid a liberal salary and secured an experienced male teacher of high literary standing. The school is well organized under an efficient staff of three teachers. The "Course of Study," is being followed by the 126 pupils in attendance, Twenty-five are taking Euclid, 24 Algebra, and 21 Latin. The attendance is punctual and regular. Monthly reports on printed forms giving full information concerning the conduct, application and progress of each pupil are sent to the parents. This school will evidently take a good rank at the next examination.

*Granby Academy* was opened Sept. 7. It consists of two departments. The course in the junior department, comprises from the 1st to the 4th. Book of Readers—a certain knowledge of the elementary rules of Arithmetic, Grammar, Geography, &c. In the Senior department the pupils begin their studies where they left off in the Junior department and take up the higher branches as they are able, and permitted by their parents or guardians. There are 57 pupils attending at present: of these, 30 belong to the Junior department and 27 to the Senior department. All of the 27 pupils have, besides the several branches, taken up French and Drawing,

and 12 have taken up Latin and Algebra. There were upwards of 70 scholars in the Senior division last winter, and I trust the number will not be less this year. Our next term begins on the 23rd inst., when new classes will be opened for the advanced subjects.

One of the greatest hindrances with which country teachers have to contend, is the short time that a large proportion of the pupils attend during the year.

*St. John's High School* has ninety-three pupils under a staff of five teachers. The School is arranged in six forms, as follows:—I., 18 pupils; II., 15; III., 13; IV., 11; V., 12; VI., 23. All the pupils take Reading, History, Arithmetic, Geography, Composition, Drawing, and Sacred History. Sixty take History, French, Book-keeping, Vocal Music, Calisthenics; 47 Algebra, 35 Geometry, 47 Latin, 1 Greek, 35 Botany, 22 Shorthand. The course of study is being followed. The School has been painted and retinted, and is very comfortable.

*Inverness Academy* has 40 names on the roll. Of this number only three are studying Greek, five Latin and five Geometry. In Algebra there is a class of 12, and 17 in French. It is almost impossible to carry out the course of study, as many of the pupils are elementary school pupils. Monthly examinations are held, and the School graded accordingly.

*Shawville Academy* opened on the 1st of September under favourable auspices, several improvements having been made in the shape of additional outbuildings, extension of blackboards, cleaning, etc. Our attendance numbers 30, all of whom, with the exception of two, are taking the higher branches. We are reading Cæsar and Virgil, the Latin required for the second and third grades, Academy course, but have not as yet taken any author in Greek, although we have a small class in the grammar of that language. We are preparing a class of five to present themselves for examination for diplomas in May next.

*The Cowanville Academy* opened September 7th with a larger number of pupils than we have had any previous year at the opening. There were about 150 pupils, 50 being in the Academy grades. The staff of teachers has been increased from three to six, thus giving greater advantages to pupils attending the senior grades. The Academy classes in Algebra, French, Book-keeping, Drawing, English Literature, and Art of Teaching, number from 30 to 40. Fifteen take Geometry, 23 Latin, 5 Greek, 1 Chemistry, 1 Logic. The Academy, consisting of three grades, is carrying out as nearly as possible the course of study prescribed by the Protestant Committee. There are 5 boys preparing for the University Matriculation (in *Arts*), 21 boys and girls preparing for the Board of Examiners to obtain Elementary diplomas, and 2 for Medal diplomas.

## TEACHING PUPILS TO THINK.

BY SUPERINTENDENT A. W. EDSON, ATTLEBORO, MASS.

As methods by which the teacher may train the pupils to think, the following may aid :

1. By the teacher's thinking. Activity provokes activity, and the original teacher will be very apt to have original and independent thinkers for pupils. A careful preparation of the lesson by the teacher will greatly aid the teacher in thinking during the recitation.

2. By a proper assignment of a lesson. Quality and quantity should be carefully considered, attention called to the leading points, new and unusual words. As a rule it is far better to assign the lesson at the beginning rather than in the hurry at the close of a recitation.

3. By proceeding from the known to the unknown. The child knows a great deal before he attends school and the first work of the teacher should be to get a mental inventory of that child's mind. Then from what he already knows proceed to build.

4. By training in order (1) the perceptive faculties, especially sight and hearing; (2) the imaginative faculties, to fill the mind with pure and noble thoughts; (3) the reflective faculties. Reasoning before the age of ten or twelve is rote work, pattern-learning, and likely to do much more harm than good.

5. By exciting the child's curiosity. Children are always glad to hear, to see, to learn new things, but their interest may be deadened by the teacher's doing too much of the work for them.

6. By asking stimulating questions and encouraging pupils to do the same. The *how* and *why* should receive careful attention.

7. By teaching attention, concentration to the work in hand. Fifteen minutes of hard work are much better for the pupil as regards mental training and the lesson itself than thirty minutes of lifeless half-way work.

8. By a careful attention to the language of the pupil. "I know, but I can't tell," is nonsense. Language is as necessary to thought as thought is to language.

9. By daily general exercises. Object Lessons, information on current topics, mental arithmetic, &c., will stimulate thought.

10. By making the work in the various studies real, practical.  
—(Selected.)

## CORRESPONDENCE.

To the Editor of the EDUCATIONAL RECORD:—

Is there such a thing as a possessive case of the personal pronouns? I do not mind running my head against the grammarians and saying that there is not. Take for instance the first person. Its possessive case is certainly not "my," for that is an adjective, and must have a substantive to follow; it is as certainly not "mine," for although that is a true pronoun, it is only used in the nominative or objective case, according as it is in the direct or indirect completion of a verb. For instance; whose book did he take? He took mine. Here "took" is a transitive verb and governs an objective case. Again, whose is that book? It is mine. "Is" is a neuter verb and requires the nominative after it. Under no circumstances can "mine," "thine," etc., be parsed in the possessive case; neither can "my" supply that place to "I," for the former is an adjective, and the latter a true pronoun.

In studying the principles of what I may call a composite language, it is well to look at the nations from whom that language has been derived. The Latins had the personal possessive; in the instance I am taking, it was the inflectional "mei"; but in France it became an adjunct, and in England what is called the "Norman possessive," "de moi" and "of me"; the Latin adjective "meus" was "mon" and "ma" in French; "my" in English; but out of the masculine termination of the French adjective grew a veritable possessive pronoun. "Le mien" anglicé "mine," and this latter, like its French progenitor, can no more be used with a substantive than "my" which is descended from "ma" can be used without one. It requires very little argument to show that an "adjective pronoun" cannot possibly be the possessive case of a substantive one; it requires as little to prove that the pronoun "mine" cannot fill the situation. It has a possessive case of its own namely the "Norman" "du mien," "of mine," as evinced in our own language by the expressions "body of mine," "heart of mine"; and in more modern times, "This Canada of ours." Few men would venture to parse those pronouns as adjective ones belonging to some substantive understood; fewer still will call them personal pronouns in the possessive case governed by a preposition. But if neither "my" nor "mine" can fill the vacant position, what can? Hence, I have come to the conclusion that "my," etc., are adjectives; "mine," etc., possessive pronouns, and that the personal pronouns have no possessive case.

JOHN J. PROCTOR.

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## BOOK NOTICES, &amp;c.,

*Tate's Philosophy of Education*, announced some time since, by E. L. Kellogg & Co., of N. Y. is now on the press. It has been carefully revised and annotated by E. E. Sheib, of the La. State Normal School. The Reading Circles of Ill. and Minn. have already adopted it.

*Outlines of Psychology*. By Hermann Lotze. Translation edited by GEORGE T. LADD, Prof. of Philosophy, Yale College. Ready about Dec. 1, 1885. This is the fourth vol. in the series of "OUTLINES" following the Metaphysic, Philosophy of Religion, and Practical Philosophy. The Outlines of Psychology treats of Simple Sensations, the Course of Representative Ideas, of Attention and Inference, of Intuitions of objects as in Space, of the Apprehension of the External World by the Senses, of Errors of the Senses, of Feelings, and of bodily motions. Its second part is "theoretical," and discusses the nature, position and changeable states of the Soul, its relations to time, and the reciprocal action of Soul and Body. It closes with a chapter on the "Kingdom of Souls." Lotze is peculiarly rich and suggestive in the discussion of Psychology.

*October Treasure-Trove* displays some original and interesting features. Among those specially interesting—is an article by Supt. W. J. Ballard relating to physical exercise for young people, entitled "The H. H. C.;" "An Interesting Family," by Mary E. Tousey; "Stories from History," by Irving J. Roemer; "Lives of Great Men," by Hazel Shepard; and "Birds and their Habits," by S. C. Wheat. A strong short story, "Tom" by J. L. Harbour; "What is a Failure," by Wolstan Dixey; and the page of select recitations and department for "The Little Ones," greatly adds to the value of the magazine, which is at once entertaining and helpful. In the November number of TREASURE-TROVE begins a series of historical stories by Prof. John Montieth, formerly State Superintendent of Public Instruction of Missouri. These are very spicy and entertaining. The magazine is illustrated and has 36 pages. The price is only one dollar a year. Published by E. L. KELLOGG & Co., New York.

*Introduction to the Language and Verse of Homer*. By PROFESSOR T. D. SEYMOUR of Yale College. 94 pp. For Introduction 45 cents (paper), 60 cents (cloth). By mail 50 and 65 cents. This is a practical book of reference designed primarily to accompany the forthcoming Homer in the COLLEGE SERIES OF GREEK AUTHORS, but just as well adapted to any other edition. It clears away many of the student's difficulties by explaining dialectic forms, metrical peculiarities, and difficult points in Homeric style and syntax, with carefully chosen examples. Ginn & Co., Boston.

*The School Music Journal*, F. H. Gilson Boston, is intended to promote the teaching of music in the public schools. This musical monthly is giving a series of specimen lessons by the foremost musical teachers and educators. Songs suitable for the school room are provided every month, both in the ordinary system and in the Tonic "sol-fa" system. Teachers will find this a valuable aid in teaching music.

*Primary History of the United States*, A. S. Barnes & Co., New York. This enterprising firm has added another exquisite little volume to Barnes' Brief History Series. We had occasion to notice one of these in our October number. The present volume contains much in common with the larger volume but it has been prepared with special reference to children, and it is indeed a choice text-book for the schools. The artistic and mechanical execution of the work is of a very superior quality.

*Seed thoughts for the Growing Life*, Mary E. Burt. The Colegrove Book Company, Chicago. This little work is the practical result of Mrs. Burt's work in James school Chicago, where half hour exercises were devoted to the recitation of quotations by the pupils. As these quotations accumulated, a selection was made and the present admirable little volume of 62 pages of choice quotations was formed. Teachers will find here a choice collection of memory-gems with which to store the minds of their pupils,



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