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AND OFFICIAL ANNOUNCEMENTS.

CONTENTS :

	PAGE
Preparation of Lessons by the Teacher..... <i>W. Dixon, B.A.</i>	31
Improvement of Country Schools..... <i>J. W. Bolus.</i>	35
Suggestions to Country Teachers	36
Composition.....	39
School Occupations..... <i>Evelyn S. Foster.</i>	40
Teaching the English Language..... <i>John Meckleborough, Ph.D.</i>	41
Regulations respecting Religious Instruction.....	44
Statistical Statement of Schools Examined— <i>J. McGregor, S. Insp.</i>	47
Board of Examiners.....	48
Editorial Notes.....	52
Clippings.....	54
Local Items.....	57
Book Notices.....	58

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No. 2.

FEBRUARY, 1885.

VOL. V.

PREPARATION OF LESSONS BY THE TEACHER.

BY W. DIXON, ESQ., B.A., HIGH SCHOOL, MONTREAL.

(Continued from page 4.)

Such study, too, will enable the teacher to weed out of text-books what is unnecessary and useless. We all know that a great deal is contained in text-books, which is not intended to be memorised, but is there merely to throw light upon the important and salient matter. Anything, therefore that will enable a pupil to separate this chaff from the wheat is surely most desirable; for I think I may venture to say that one of the prominent mistakes of our teaching to-day is the promiscuous way in which we force our pupils to learn both the useful and the useless. In this way we are largely chargeable with turning out "bookful blockheads, with loads of learned lumber in their heads," instead of following the opinions of John Stuart Mill and Sir William Hamilton, and imparting to pupils what is best calculated to cultivate common sense, and to determine them to self-activity. Let the teacher, then, study his lesson until he is able to strike from it all non-essentials, until his mind is quite decided as to what he wishes his pupils to learn and store up. No doubt, as President Chadbourne says: "It takes a brave man, one merciless to himself, to make a small, simple, but thorough text-book: but such text-books we must have, if we use them at all." In fact, this clearing of the text-books of all that is intended only for show, and perhaps for the heads of a few, is one of the chief aids a teacher renders to his

pupils in their study, and especially in their study of such subjects as History and Geography.

This leaving out of parts ought to make us all the more careful of what remains; and if we are careful we can derive another advantage from text-book study. Without any slavish handling of the text-books we can conduct the examination of the lessons in such a way as to give direct encouragement to the pupils who have faithfully studied it, and even this is no slight benefit. Pupils like to see the study they have done turned to account in the class. It is not stimulating to them to have the work they have carefully prepared passed over in a brief and unimportant way. To see it so treated tends to make them lose faith in it. What they want are quick returns, even though the profits be small; and to give them such returns the teacher must set a high value on the special lesson assigned. He must make himself, for the time being, a representative pupil of the lesson, taking up its different points, laying emphasis on them, and asking such questions as will show he has correctly read the thoughts of his pupils, and rightly anticipated their doubts and difficulties.

Next we come to the study of lessons beyond the particular text-books of the class. Not to continue our studies after we have left school or college would be to make ourselves an exception to the rest of mankind. Do clergymen, for instance, cease to study because they are no longer in a Divinity Hall? If they do, they will soon become dry preachers. To satisfy themselves and their hearers they must not only deepen their acquaintance with their college text-books, but they must also add other books to their library, and make what they contain their own. In like manner we must for the good of ourselves, our school and our community, make progress in our studies. Do you think, if we were diligent in this respect, we would hear so much about the monotony of teaching? Could we not, by properly using this engine of study, make it impossible for people to think that it is almost unbearable for a person of any power of mind or aspirations of soul, to devote himself to such a work. How can any one, they ask, even force himself not to say voluntarily and cheerfully, choose to teach, year after year, not only the same subject but also the same books? That there is a certain amount of monotony in teaching is quite true; but the teacher who is in earnest and who knows his own mind can reduce it to a minimum, and one of the means by which he

does so is the study of everything bearing on his work. The mind must have exercise outside of school as well as inside of it; unless it has, it will soon become lethargic and stunted, only yielding itself to monotonous and even gloomy thoughts. Give it, though, this outside field in which it may work, and we shall be not only spared a dull, uninteresting, not to say embarrassing condition, but we shall also experience a positively healthy and vigorous mental state, so that we shall be able to do more good both in our school and in the community in which we live. To our school we shall come with a fuller grasp and understanding of our work, and can therefore teach it with more weight and authority. What before yielded only a hazy and indistinct meaning, will now appear clear and distinct. Thus we shall have new light shed on our old ideas, and have others that are entirely new; and having such, the pupils we teach must be the gainers. Their interest in their work will be increased, they will have more faith in us and think us more worthy of imitation.

But besides having in this kind of study a safeguard against monotony and a means of adding interest and value to our teaching, we can also by its aid make ourselves more useful, more sought after and more eminent in the circle of men and women with whom we associate.

Study, when wisely directed, must add to our knowledge, and wisdom, and these are always sure and easy passports to the best and worthiest minds:—

"Who loves not knowledge? Who shall rail
Against her beauty? May she mix
With them and prosper! Who shall fix
Her pillars? Let her work prevail."

Tennyson, however, does not stop here:—

"Let her," he says, "know her place;
She is the second, not the first.
A nigher hand must make her mild,
If all be not in vain, and guide
Her footsteps, moving side by side
With wisdom, like her younger child;
For she is earthly of the mind,
But wisdom heavenly of the soul."

Last of all, this higher kind of preparation develops and perfects the teaching faculty. Before such a convention as this, it is

hardly necessary to substantiate this statement. We see the same principle running through everything, the principle of leaving a margin to come and go on, of allowing something for shrinkage; and teaching is no exception. In it we must not, if we wish to secure the largest amount of success, confine ourselves to strict and stern necessity. Such a plan is too miserly and narrow, and tends only to hardness, coldness and poverty of thought. We must test the saying of Bacon: "Reading maketh a full man," and find out by our own experience that it is true. Surely the more light and knowledge we have ourselves of a subject, the more apt we are to make our teaching clear and impressive. As an illustration, let us look at the writers of school text-books. Who, I ask you, give us the simplest, clearest and most valuable works of this kind? Is it those who have studied the subjects in a scrimp and niggardly manner, or those who have spent years in thinking and reading on them? The latter, of course, they know their work in all its length and breadth, and height and depth, and can use every word to advantage: "They speak what they do know, and testify what they have seen." In like manner, teachers will be able to do their most elementary work better by studying it from different standpoints; they will, by an advanced course of study, be able to look down on it as from a height, and see it not in part, but altogether. In this way they will have clearer ideas, and be inspired with more confidence, so that it will be much easier for them to beget faith in their pupils and give them clear notions of their work.

To sum up this paper I would say, let us save time from the drudgery of correcting home exercises, and use it in laying up a store of energy and ideas, and thus be able to give to our pupils the work of our bodies and our minds, not second-hand, through colored marks on paper, but directly through actual contact with our own living voices.

IMPROVEMENT OF COUNTRY SCHOOLS.

J. W. BOLUS.

Permit a few suggestions as to how, in the opinion of the writer, our district schools may be improved. One of your contributors, in the September number, seems to think that the chief defect is the employment of "legal infants" as teachers. This may be a defect, and yet it is a fact that among the very best teachers, are to be found some of these "infants." It occurs to me that a young lady at 18, fairly educated and possessing the natural qualifications of a teacher, is fitted to do better work in a primary school than a lady at 45, similarly educated and qualified. The former is full of life and activity, is attractive to the little ones, and can better enter into their feelings and sympathies than one *much* older. This latter extreme is, we believe, more detrimental to the primary schools, than an extreme in the opposite direction. Give us young teachers, Mr. Editor, and let the "fossils," better the veterans, be pensioned.

It seems to us that there are more serious defects in our district schools than the youthfulness of the teachers employed in them. Among them are the want of supervision and the want of classification. It is unquestionably true that careful supervision and judicious grading have had much to do with making the city schools what they are; and it is fair to infer that the same agencies would be equally effective in the country. The want of supervision is a radical defect which must be remedied before we can look for much improvement in these schools. In proper supervision lies the remedy for other serious defects from which our country schools suffer.

An evil which ought to be remedied is the shortness and irregularity of the terms of school. It is the custom in many of these schools to have two short terms with long vacations intervening. It would be much better to have one continuous session, beginning, say, in October, and ending in April, with a recess of a week at the holidays. This would utilize the time best suited for study, and leave the boys free during the time they are most needed on the farm.

Another crying evil, closely connected with the last, is the frequent change of teachers. Nearly every new term sees a new teacher in the school. Scarcely two consecutive terms are taught

by the same teacher. It requires time to organize a school, and to get acquainted with the individual wants and peculiarities of the pupils, and gain their confidence. At least half a three-months term passes before all the conditions are right for doing the best work. Then, after a few weeks of good work, just when the highest interest has been aroused, school closes. After a vacation of two or three months, a new teacher appears, and begins about where his predecessor did. Like his predecessor, he spends half his time in organizing, making new acquaintances and "getting ready." Soon his term ends and he, too, goes his way. What folly! What waste!

When our country schools are placed under judicious supervision and properly classified, and when the summer and winter terms are united in one and taught by the same teacher for several years, then, and not till then, may we expect from these schools anything like a suitable¹ return for the money and effort expended upon them.—*Ohio Ed. Monthly.*

SUGGESTIONS TO COUNTRY TEACHERS.

The following excellent hints are contained in a circular issued by Supt. Chas. J. Connor to the teachers of Buena Vista County, Iowa :—

Find out as nearly as possible what has been done by your predecessors. By means of examinations, oral or written, classify the pupils. Be sure to have every scholar in one of the five divisions. If absolutely necessary, have a class of "irregulars," but know where *every student is and have definite work for him.*

Do not be too sure that the pupils have not done thorough work as far as they have gone. They are often timid at first with a new teacher and fail to show what they actually know. Remember, it is easy to forget. A few carefully planned review lessons will • doubtless be necessary to bring the classes to the standing they merited at the close of last term. Perhaps this work can be reached incidentally. See by all means that the term's work is one of advancement.

Have first organization temporary. Let it be thoroughly understood that there may be occasions to promote or demote. If mistakes have been made, rectify them promptly, but wait until it is certain that they are mistakes.

Seat pupils by divisions when practicable. The little folks especially appreciate advancement by change from Primary to Middle division. There is something tangible about this advancement that they understand.

Have as few classes as will at all meet the demands of the school. Twenty recitations per day should be the very outside limit. No teacher can do justice to more, especially if the classes are large. Sometimes the teacher is compelled to hear more. Do thorough work at all hazards. Alternate one or two of the advanced classes if necessary. A careful study of the work will often enable the teacher to combine classes by planning a little extra work for the brightest members. Too much care cannot be exercised in the organization of the school.

Teach the English language. I wish to emphasize this. Reading (and kindred branches studied in learning to read, write and spell good English) and arithmetic are basal branches in our country school work. The "Three R's" are still at high premium and should be. Arithmetic will readily command attention. More trouble will arise in presenting English. Make special effort here. Avoid teaching nothing but *rules and diagrams*. To learn to use the English language we must READ IT, WRITE IT, SPEAK IT. Do this work whether they finish books or not.

Abstracts should be prepared from time to time with great care. The teacher should select some interesting story or incident (not too long), read it to the class or school and question them upon it thoroughly, so that each one shall be able to recall all the principal points. The pupils should then be required to write the story in their own language, using scratch books or common writing paper. Before copying, the pupils should carefully revise the work, correcting all mis-spelled words, observing that capitals and punctuation marks are properly used and that the work is properly paragraphed. When this is done the abstract should be copied on paper of uniform size. Too much care cannot be taken with this work, for if it is properly followed it will produce great results in the development of language. These also show the pupil's standing.

As helps in language, let the teacher write down all incorrect expressions used in school and give them to the pupils once a week, or better still, let the pupils pick up incorrect expressions and correct them. We learn to do by doing. Also make skeletons of stories and let the pupils combine the words.

When a class has finished any topic, as multiplication, decimals, percentage, etc., place the question upon the blackboard and give the class a written review of the topic, requiring them to write first upon the slates or scratch books, after which the work may be copied upon the paper prepared for this purpose, following the directions for abstracts.

The arrangement of the work on the paper, the penmanship, spacing, etc., should be done in the neatest possible manner. These papers, properly signed, should be handed to the teacher for safe keeping. This should be repeated at intervals during the term. The result will be a fine display of arithmetic work.

The directions given for arithmetic will apply to history and geography; however, I will submit the following outlines for a country or State.

1. Position. 2. Size. 3. Surface—(a) land, (b) water. 4. Climate. 5. Productions—(a) animal, (b) vegetable, (c) mineral. 6. Inhabitants. 7. Occupation. 8. Government.

OUTLINE FOR ADMINISTRATIONS:—1. Time. 2. President. 3. Vice-President. 4. Political parties. 5. Events. 6. Presidential campaign—(a) candidates, (b) issues.

Spelling should form part of every recitation. Ten words are enough for any lesson. Let the words be written, defined and used in sentences.

Each school must have good work done in English language, arithmetic, spelling and writing. To fail here is to fail utterly. Do not underrate other branches, but teach the above thoroughly. SIMPLY HEARING A RECITATION IS NOT TEACHING.

Teachers cannot do themselves or their pupils justice by letting things go at "loose ends." Study every lesson until you are enthusiastic over it. The pupils will catch your spirit. Work with them. Do not tell them that you will look up answers to their questions and will tell them to-morrow, but work with and show them how to work. Encourage investigation. Do not let the pupils take up the higher branches (history, physiology, etc.,) too soon. They cannot understand the language used and only waste time. Do good, thorough work.—*Ohio Ed. Monthly.*

COMPOSITION.

(From *Ohio Ed. Monthly.*)

1. See that your pupils have thoughts to express before they attempt to express them. The first essential is that the child has something to say on the subject selected before he attempts to write.

2. Have your pupils express their thoughts in correct language, and always in such words as they understand.

3. Do not insist that their language shall consist of monosyllables. Monosyllabic language may be strong, but language needs to be beautiful as well as strong. A judicious intermingling of words of various lengths is the most harmonious arrangement as well as the most expressive.

4. Encourage pupils to read, and then to reproduce what they have read, either in newspapers or in the works of standard authors.

5. Encourage them to refer to the dictionary whenever in doubt as to the correct meaning or proper application of the word.

6. Encourage them to read the best and most classical authors, to discover, if possible, the essentials which make their styles pleasing. Reading literature of a captivating style will tend to give one power to form a pleasing style of one's own.

7. Ease of expression may be acquired by constant practice, but also by copying and memorizing the productions of the elegant in one's own language. We naturally imitate the style of those writings with which we are most familiar and their methods of expression to some extent model ours.

8. Give occasional exercise in transposing poetry to prose. This will require the learner to remodel many of the sentences and express them in a different form.

9. Exercises in paraphrasing are excellent. Let the pupil take some popular proverb and write an explanation of it.

10. See that the pupils do not attempt to select subjects beyond their comprehension. Encourage them to be original by having them write only on such themes, as they understand, in having them express themselves naturally, and by giving them proper praise for even their humblest efforts.

11. Encourage your pupils to correct and re-write what they have written, and prune, until they express themselves in the best possible manner.

12. Lead your pupils to see that composition is only telling or writing what they think on any subject.—*A. N. Raub.*

SCHOOL OCCUPATIONS.

BY EVELYN S. FOSTER.

We have all heard of the the Frenchman's three rules for happiness, each rule consisting of the the one word "Occupation." We are equally familiar with the old saying about the mischief supplied for idle hands. If men and women need something to do to make them happy and to keep them out of evil ways, surely we demand too much of little children when we tell them to be quiet and good and yet give them nothing to do. In the first years of school-life, the pupils cannot gain much profit from a study-hour, or even a study-halfhour. A Boston teacher, whose success in his profession gives weight to his opinion, once said to me: "Never ask your little pupils to study longer than ten minutes at a time." In many schools the older pupils would be neglected if the primary children received the teacher's attention at the end of every ten minutes. It becomes then quite important to find something for the little ones to do that will not be play, and yet will not be study, but will be as interesting to them as play and perhaps as helpful as study. Happily the child is easily pleased.

We have sometimes given our primary pupils large pieces of printed paper and asked them to prick holes in each word they knew. To hunt for these words seemed to them like a game of hide-and-seek, and it kept them quiet for a long time. One needs to be careful to find pieces of paper on which the print is not too fine before giving this task to the children. Many of the advertising cards are quite pretty, and may be cut into pieces, thus forming dissected pictures. If the pieces of each card are kept in an envelope, it will not be much trouble to distribute the pictures to the children. An idea of form may be given by these cards, as some may be cut into squares, some into triangles, etc. A box of wooden tooth-picks may be purchased for a few cents. These are easily broken and bended, and so can be formed into letters, words, and figures.

We knew a teacher once who allowed her youngest pupils to write letters to her, which, after school, they placed in a drawer of her desk called the "post office." Here, too, in the morning they found answers. It was a delightful occupation to the children to write and receive letters. As the term advanced,

the letters became more and more intelligible to the teacher. The writing, spelling, and formation of the sentences spoke well for the merits of this occupation. It would not be possible for every teacher to follow this plan often. Our friend taught a district school, and the number of her little pupils was small.

Beads are sometimes useful in the school-room. Large ones of different colors are prepared for this purpose. They can be strung on a shoe-lacing, so the annoyance of threading needles is avoided. The beads help the children to gain an idea of color and number. Many ways of using them will naturally be suggested to the teacher. For instance, the pupils may one day put on the string, first a bead of one color, then two of another. This will help them to learn the numbers one, two, and three; also the fact that one and two make three. If beads cannot easily be obtained, some cheap buttons may be used instead.

The great bunches of wild flowers which the children give to the teacher will sometimes afford occupation for the little pupils. The flowers may be separated into small bunches, each bunch containing a certain number of flowers, of which, perhaps, one-half are of one color, the other half of another. There are many ways in which the children can be occupied with the flowers and be gaining an idea of color and number also. The little pupils will enjoy arranging the flowers into bouquets, and it will improve their taste to be allowed the pleasure.

Many of the kindergarten gifts work well in a school room, and they can be easily obtained.—*The American Teacher.*

TEACHING THE ENGLISH LANGUAGE.

By JOHN MECKELBOROUGH, Ph. D.

Educators everywhere, and especially thoughtful parents, at once recognize the fact that a proper study of the mother tongue—English—overtops and transcends in an immeasurable degree any other topic that can be named in our full-packed common school course of study. A study of English embraces much more than the routine work of English grammar. It begins with the first lisping of the infant; but to confine the question to school-life,—it begins the day the child enters school, and should continue through primary, grammar, high-school, and

university. It looks toward true expression of thought either orally or in writing. The aim of this study is to give the learner *power* to use the English language with facility and accuracy. Comparative values will aid us in giving a true estimate to this subject. How much arithmetic or geometry is required of the lawyer or the physician? How much geography or chemistry is of practical importance to the mechanic, the merchant, or the minister? And yet, to which of these is not a thorough knowledge of the mother tongue exceedingly desirable and of the utmost practicable importance?

"What is that" says Coleridge, "which first strikes us in a man of education? and which among educated men, so instantly distinguishes the man of superior mind, that we cannot stand under the same archway during a shower of rain without finding him out? Not any unusual interest of facts communicated by him. It is the unpremeditated and evidently habitual arrangement of his words, grounded on the habit of foreseeing in each integral part, or (more plainly) in every sentence, the whole he intends to communicate. However irregular and desultory his talk, there is method in his fragments"

In the whole range of knowledge nothing is more desirable and valuable than a thorough acquaintance with the mother tongue. Do our children acquire this in our schools? After years of work and studying with books, how many young men and young ladies use good English in conversation? and how many can write upon current events with which they may be familiar, so as to observe a consecutive order of topics and express thought clearly and forcibly? It is no common acquirement to be able, to wield a fluent pen, or in unpremeditated speech to express definite ideas in elegant language, or even in plain, simple English. Look over the curriculum of study and say which of the many subjects will be of the greatest practical value to your child, and, moreover, which will most positively show supremacy of intellectual vigor. Truly, in this subject, it would seem that the educational tree is planted with its branches in the earth and its roots in the air, and then we complain because there is not abundant fruitage, even after years of toil and patient waiting. But you ask how is a child to learn English? Let us interrogate Mother Nature; and this the true instructor must do. This is his best science of education and

his best art to co-operate with her. The mind to be educated is a complex machinery whose wheels, journals, belts and pulleys, you cannot see, much less objectively handle, but an index moves and registers results. Observe this great teacher, Nature. How does a child learn to skate? By skating. Not by learning the definition of a pair of skates, and then naming each of the parts, and next, defining each of them. A boy may be able to name the parts of a pair of skates; as, runner, clamp, heel, toe, screw, etc., and yet not be able to skate. Is a boy to learn to skate? *Let him skate.* Is he to learn to swim? *Let him go to the water and swim.* Is the child to learn to write? It must take pencil or pen in hand and write. The child, under the great teacher, Nature, *learns to do by doing.* Precisely so in learning English. The first step, then, is to let the child express its perceptions in childish (plain, easy) language, which, under proper guidance and directions, must be good English. Committing to memory and reciting the language of other people, will not accomplish the work. Each child is blessed with five senses, to enable it to acquire a knowledge of things about it. These perceptions through the senses are to be expressed in correct language. The language culture should keep pace with the natural intellectual growth, without resorting to hot-house processes.

The subject of juvenile literature is, to-day, one of vast importance. How should I induce my child to love good literature? What can be done to lead the young to shun, hate, condemn, the poisonous trash which is broadcast over the land to-day? These for a future article.—*The School Journal.*

—“How can I preserve order in my class room, while going on with my teaching?” is an ever-recurring question, especially in the case of young teachers. One of the best answers we have seen in a sentence is, “See to it that each pupil has something to do and a motive for doing it.” It will, no doubt, be found much easier to furnish the work than to apply the effectual motive. In order to do this the character of the individual pupil will have to be carefully studied. The conscientious teacher will aim always to use the highest and best motives that can be made available. The child’s innate love of knowledge seems to be nature’s own stimulus to study, and in the hands of a skilful teacher, can often be made wonderfully effective.

REGULATIONS RESPECTING RELIGIOUS INSTRUCTION,
RECENTLY ISSUED BY THE DEPARTMENT OF EDUCATION FOR
ONTARIO.

1. Every Public and High School shall be opened with the Lord's Prayer, and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer sanctioned by the Department of Education.

2. The portions of Scripture used shall be taken from selections authorized for that purpose, by the Department of Education, and shall be read without comment or explanation.

3. Where a teacher claims to have conscientious scruples against opening and closing the school as herein provided, he shall notify the trustees to that effect in writing.

4. No pupil shall be obliged to take part in the exercises above referred to against the wish of his parent or guardian, expressed in writing to the master of the school.

5. When required by the Trustees the Ten Commandments shall be repeated at least once a week.

6. The Trustees shall place a copy of the authorized Readings in each department of the Public and High Schools under their jurisdiction, within one year from the date hereof.

7. The clergy of any denomination or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each school-house at least once a week, after the hour of closing of the school in the afternoon; and if the clergy of more than one denomination apply to give religious instruction in the same school-house, the School Board or Trustees shall decide on what day of the week the school-house shall be at the disposal of the clergyman of each denomination, at the time above stated. But it shall be lawful for the School Board or Trustees and clergyman of any denomination to agree upon any hour of the day at which a clergyman, or his authorized representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school.

After tracing the history of causes which led to the adoption of these regulations, the *Canada Educational Monthly* gives the following editorial comment:—

Every one who wishes true prosperity to this British Dominion, prays and labours for its permanent welfare, must rejoice in

heart and spirit that the Government had to step out and affirm, at the request of the Christian people of this country, that the schools shall be opened by Bible reading and prayer. There is no mistake in the word "shall;" and we feel most confident that the followers of Jesus—the true teachers and patriots—will take care that this law is obeyed in all our schools and school-rooms. We take this decision as an omen for good, a sure and certain indication of the mind of our people on this most vital question for the upbuilding and moulding of the character of scholars and children. We congratulate the Government that they had the good fortune of passing such a law.

With the plan recommended for giving effect to this regulation, we do not agree in three particulars. 1. Apparently the scripture reading is to be in the evening, it should be in the morning. The work of the school should begin with an acknowledgment of dependence on our Master and Saviour by reading of Holy Scripture and prayer. This has been the general custom hitherto where this part of school duty has been attended to. Then, the scholars and masters are not worried with the school business, every one is fresh and in the best frame of mind to give proper attention to this pleasant part of the day's work

2. "Where a teacher claims to have conscientious scruples against opening and closing the school as herein provided, he shall notify the trustees to that effect in writing." And what then? The trustees dismiss such a person from the school? Can any such be a teacher? How can he get his certificates of character? We hope no such teacher will be found in any of our schools.

3. The books of extracts to be provided by the Department for reading by the master in the schools. This to us appears a most humiliating arrangement. Surely teachers can be trusted with the Bible in the schools. Is the open Bible to be denied to the schools of Ontario? The Minister of Education must know the plan followed in Great Britain for Scripture reading. A list of passages to be read is sent to the master, and he can use his Bible and his scholars theirs, and read as we do now in our Sabbath Schools. Ontario wants the same plain sensible mode of doing honest work, and we are mistaken or Ontario will have it. However, these are matters of detail and can easily be remedied; the principle has been affirmed, and the other necessary parts to make the work natural and effective will follow in due time."

STATISTICAL STATEMENT OF SCHOOLS EXAMINED DURING THE

HUNTINGDON, 3rd Jan., 1885.

To the Superintendent of Public Instruction :

SIR,—I have the honor of forwarding you the accompanying statistical statement of the Schools examined and reported in the Bulletin of Inspection during the six months ending 31st Dec., 1884.

Owing to the state of the roads during last Fall and to sickness, I have not accomplished quite as much as for the corresponding time last year.

As was expected, the introduction of the Course of Study and the uniform system of Text Books has worked effectually in our Schools. The pupils no longer are allowed to choose what they are to study, but are obliged to submit to the direction of the teacher; the beneficial effects of which are seen in the healthy tone, the improved standing of the Schools and the increased

COUNTIES.	MUNICIPALITIES.	Schools Visited.	Schools found Closed.	Schools not in operation.	ATTENDANCE.					READING.					Spelling.	Dictation.	Writing.	Arithmetic.
					Protes- tants.		Catho- lics.		Total.	1st Book.	2nd Book.	3rd Book.	4th Book.	5th Book.				
					Boys.	Girls.	Boys.	Girls.										
Huntingdon :	Godmanchester & Diss.....	9	1	1	78	83	58	35	249	91	49	43	39	27	155	155	249	249
"	Elgin.....	5			52	54	16	12	134	46	24	41	18	5	72	72	134	134
"	St. Anicet, No. 2 & Diss.....	5	2		13	26	28	31	98	36	16	22	10	14	61	60	98	98
"	Hinchinbrook and Diss.....	7	1		123	143	38	26	330	82	67	79	59	41	198	196	328	328
"	Franklin.....	6	1		56	46	8	9	119	34	33	24	16	12	76	74	119	119
"	Havelock.....	6	1		47	66	5	10	128	41	18	30	36	4	73	73	128	128
"	Huntingdon & Diss.....	5			79	90	28	41	238	48	28	32	38	88	164	152	238	237
"	Hemmingford.....	8	2		108	84	1	2	195	39	36	47	33	40	113	137	195	195
"	Dundee & Diss.....	5		1	48	43	30	43	164	53	39	31	31	38	92	117	164	164
"	Dundee (Indian)...	2			0	0	25	28	53	29	14	4	6	0	21	21	53	53
Chambly.....	St. Lambert.....	1			27	15	4	1	47	15	12	6	9	5	47	47	47	47
Hochelega.....	Suburban Schools..	12	1		246	348	17	11	622	288	174	129	120	1	483	610	712	712
Chateauguay...	Ormstown.....	11			168	160	18	20	366	65	58	69	104	70	260	269	366	366
"	Howich.....	4			55	54	14	15	138	39	9	25	24	27	70	70	124	124
"	St. Chrysostom....	3			26	25	0	0	51	8	9	16	9	9	29	31	51	51
Beauharnois...	St. Louis de Gon- zaque.....	3			42	37	0	0	79	16	8	19	19	18	51	59	79	79
Total.....		92	9	2	1168	1274	285	234	3011	930	594	617	571	399	1965	2143	3065	3064

SIX MONTHS ENDING 31st. DEC., 1884, J. MCGREGOR, S. INSPECTOR.

number of pupils in the various subjects specified in the accompanying tabulated statement. At the present rate of improvement, the realization of our earnest desire—that our young people shall receive such an education in our Common Schools as will qualify them for the ordinary business of life—is not far distant. We have yet a few teachers who have mistaken their calling, but they shall be disposed of; and, in fact, are being disposed of in proportion to the willingness of the people to adequately pay for the services of such as are properly qualified.

I have the honor to be,
Your obedient servant,
JAMES MCGREGOR,
School Inspector.

Geography.	GRAMMAR.														MODEL SCHOOLS.		ACADEMIES AND CONVENTS.			
	According to the Course of Study.	Parsing.	Analysis.	Drawing.	Object Lessons.	Vocal Music.	History.	Canadian History.	Bookkeeping.	Algebra.	Geometry.	Composition.	French.	Declamation.	Latin.	Greek.	B.	G.	B.	G.
223	249	109	60	177	121	168	157	91	31	3	0	133	0	205	0	0				
106	86	64	23	26	10	112	61	32	0	0	0	50	0	97	0	0				
88	84	46	19	12	15	31	31	23	13	1	0	37	0	43	0	0				
306	307	179	82	259	100	137	223	83	11	3	2	175	2	301	0	0				
104	89	52	18	47	22	87	43	30	5	0	0	33	0	101	0	0				
118	106	70	25	106	75	128	94	61	15	6	13	61	0	97	0	0				
230	288	158	123	185	143	174	214	107	24	41	41	147	147	152	41	19			19	62
158	142	120	32	116	114	87	139	87	8	3	3	124	11	144	2	0	16	12		
164	143	100	53	72	91	120	49	39	5	0	0	80	0	126	0	0				
84	53	10	0	25	6	46	6	2	0	0	0	13	0	6	0	0				
47	47	20	14	47	47	47	47	19	14	4	4	47	47	47	3	0	Examined as	an E. School.		
674	712	250	82	576	570	609	580	216	105	1	2	421	263	488	4	0				
841	366	243	168	307	179	320	329	187	36	14	0	213	30	336	0	0	22	25	One school not visited.	
124	124	76	48	111	57	76	109	61	5	0	0	64	0	101	0	0				
38	38	34	14	26	0	21	21	13	2	1	0	21	0	43	0	0				
79	79	56	35	63	4	67	67	30	11	0	0	35	0	76	0	0				
2832	2868	1587	796	2156	1554	2230	2170	1081	285	77	65	1654	500	2363	50	19	38	37	19	62

BOARDS OF EXAMINERS.

PRELIMINARY EXAMINATIONS.

(For Candidates of All grades, except in English Grammar, instead of which a special Paper is given for the Academy and Model School Diploma.)

1884.—TUESDAY, NOVEMBER 4TH:—MORNING, 9 TO 12.

English Grammar.

" Among our hills and valleys, I have known
 Wise and grave men, who, while their diligent hands
 Tended or gathered in the fruits of earth,
 Were reverent learners in the solemn school
 Of Nature. Not in vain to them were sent
 Seed-time and harvest, or the vernal shower,
 That darkened the brown tilth or snow that beat
 On the white winter hills. Each brought in turn,
 Some truth, some lessons on the life of man,
 Or recognition of the Eternal mind
 Who veils his glory with the elements.

1. Give the number and kind of sentences in the above passage. (5)
2. Give the general analysis of the first sentence. (10)
3. Write out the adjective clauses in the passage and state what each qualifies. (10)
4. Give the principal parts of each of the irregular verbs in the passage. (5)
5. Parse the words in italics. (10)
6. Divide each of the following words into syllables by vertical lines and place a mark on the accented syllables, Analysis, Adult, Executor, Equitable, Eligible, Condolence, Cemetery, Inventory, Inquiry, Mischievous. (5)
7. Write out in your own words the substance of the passage. (5)

Arithmetic.

N.B.—The work must be shown as well as the answers,

1. Define the following terms, Notation, Factor, Least Common Multiple, Fraction, Denominator. (5)
2. Name the different kinds of fractions and give an example of each. (5)
3. A man travelled one-fourth of his journey by train, one-third by stage, and the remainder which was forty miles on foot. What was the length of his journey? (5)
4. How many times does the sum of $12\frac{1}{2}$ and $8\frac{1}{2}$ contain their difference? (5)
5. From a barn containing twenty tons of hay five loads were taken, each containing 1 ton, 12 cwt., 3 qrs., 13 lbs. How much hay remained in the barn? (10)

6. If three pipes fill a vessel in 6, 8 and 12 minutes respectively, in what time will the vessel be filled if the three are open at the same time? (10)

Geography.

1. Give the chief extensions or arms of the Atlantic Ocean, (a) on the East side, (b) on the West side. (10)
2. Name three large rivers emptying into the Arctic Ocean. (3)
3. Give (a) three points in which North and South America resemble each other, and (b) three points in which they differ. (6)
4. Name the Countries of Europe bordering on the Mediterranean with their Capitals. (12)
5. Give the tributaries of the St. Lawrence and locate the mouth of each? (4)
6. Give the Provinces of the Dominion with their Capitals. (10)
7. Give the different States of the Union bordering on the Atlantic Coast. (5)

Sacred History.

1. Give the leading events in Scripture History before the time of Abraham. (5)
2. Give the names of the twelve tribes of Israel and state which of these dwelt on the East side of the Jordan. (10)
3. Give the names of five of the Judges and one event in the life of each. (10.)
4. Give the names of the Major Prophets. (5)
5. What books of the New Testament were written by John? (5)
6. Give five chief events in the life of our Lord and state when each occurred. (10)
7. Who delivered the Sermon on the Mount? The Sermon on the day of Pentecost? The address to the Athenians in the Areopagus? (5)

SPECIAL EXAMINATIONS FOR ELEMENTARY DIPLOMAS.

(To be passed also by Candidates for Model Schools and Academy Diplomas.)

1884.—TUESDAY, NOV. 4TH:—AFTERNOON, 2 TO 5.30.

Art of Teaching.

- (1) What is the two-fold object of school work in reference to the child? (10)
- (2). Name five of the mental powers which should be trained in an elementary school. (10)
- (3). Write short notes on "Course of Study," "Time Table," "Preparation of Lessons by the teacher," "Classification of a School," (15)

(4). Give four points which should receive the careful attention of the teacher in assigning a lesson to a class of young children. (10)

(5). What are the special advantages (a) of oral spelling, (b) of spelling by dictation? (10)

(6). Give an outline of a lesson by which you would introduce the "Parts of Speech" to a class of young children. (20)

(7). Give suggestions for the guidance of a young teacher in her first day's work in a district school. (20)

(8). What work upon the Art of Teaching have you read? Give five of the most important statements contained in that work.

History of England.

(1). In whose reigns did the following events occur: (a) The Norman Conquest, (b) Signing Magna Charta, (c) Spanish Armada, (d) Translation of the authorized version of the Bible, (e) Conquest of Canada? (10)

(2). Name in order the Royal Houses which have reigned in England since the Norman Conquest. (10)

(3). Give five great events that occurred during the Tudor period. (10)

(4). Name the Sovereigns of England in order from Henry the VII. to James II. (10)

(5). Write short notes upon the following subjects. (a) The Civil War, (b) The Commonwealth, (c) The Restoration, (d) The Jacobites, (e) The Peninsular War. (10)

History of Canada.

(1). Into what periods would you divide the History of Canada in presenting it to a class? (10)

(2). Name the three Indian tribes found in Canada, and the portions of country respectively occupied by them? (5)

(3). What important events in Canadian History are connected with the following dates: 1535, 1608, 1632, 1633, 1812.

(4). Mention ten important events which occurred during the French Régime. (10)

(5). Give dates for the following events: (a) Conquest of Canada by the British, (b) Union of Upper and Lower Canada, (c) Confederation. (5)

(6). Give (a) the original provinces of the Dominion, (b) the provinces which have joined the Dominion since Confederation. (10)

French.

(1). Donnez le féminin de meilleur, flatteur, vengeur, bienfaiteur, empereur, ambassadeur, gouverneur, chanteur. (8)

(2). Ecrivez les numéraux cardinaux et les numéraux ordinaux de 1—30. (30)

(3). Nommez les adjectifs possessifs et les pronoms possessifs, les adjectifs démonstratifs et les pronoms démonstratifs. (12)

(4). Comment traduisez-vous : He will sing. He and my sister will sing. He who sings. (3)

(5). Traduisez : Que dites-vous ? L'homme que vous voyez ? Le livre qui j'ai acheté. Je sais que votre frère est malade. Il est plus grand que moi. Que c'est admirable ! Je crois que non. (6)

(6). Ecrivez le prés. de l'ind. de aller, dormir, savoir, battre ; le futur de envoyer, courir, pouvoir, faire ; l'impératif de aller, venir, voir, prendre (16)

N.B.—25 Marks for Dictation and Reading.

Drawing.

For Candidates for Elementary Diplomas only.

(Text-book.—*Walter Smith's Manual for Primary Schools.*)

(1). Give three good reasons for teaching drawing in our elementary schools. (15)

(2). Give five exercises in drawing which you would set for a class of children beginning the subject. (15)

(3). Give your reasons for giving your first lessons in Drawing upon Geometrical forms rather than upon natural objects. (15)

(4). Draw an equilateral triangle, a square and a Rhombus, each with a base of four inches. (10)

(5). Draw a square on a line six inches long, and divide it into nine smaller squares by dotted lines. Divide each side of the inner square into two equal parts. From each point of division on the inner square draw oblique lines to the points of division on the corresponding side of the large square. Erase the middle segments of the sides of the large square. (15)

(6). Draw a square line four inches long and add the diagonals. Using each semi-diagonal as a base, draw a simple curve on each side. Make all the curves alike. (15)

(7). Draw an equilateral triangle on a base four inches in length, and fill in the triangle with a design symmetrically arranged about the centre. (15)

—Miss E. P. Gould, in the *Boston Journal of Education*, cites a good illustration of the way in which a necessary punishment may sometimes be made to enforce a useful lesson. A lady teacher overheard one of her boys swearing at another in words that made her blood curdle. She immediately led him into a corner of the room to remain there until the school had been duly opened. Then before a lesson was recited, she took him out before all the scholars and, then and there, washed out his mouth with a sponge wet in pure castile soap-suds which she had prepared; after which she urged earnestly and tenderly upon the boys the duty of keeping their mouths clean. Truly an effective way of converting an act of discipline into a moral object lesson.

EDITORIAL NOTES.

LAVAL NORMAL SCHOOL.—The appointment of the Rev. Dr. Bégin, as Principal of the Laval Normal School, has been received with great satisfaction. Dr. Bégin graduated with honors at Laval University, in 1863, and continued his studies with great success in Rome, for three years. He visited the Holy Land, and several of the Universities of the Continent, and on his return to Quebec, he received an appointment in connection with Laval University. He has held several important ecclesiastical positions, and accompanied his Grace the Archbishop of Quebec, on his recent visit to Rome. The Laval Normal School is to be congratulated upon the appointment.

BISHOP'S COLLEGE.—The resignation of Rev. Dr. Lobley, as Principal of Bishop's College, Lennoxville, is a most important event in our educational history. In the retirement of Dr. Lobley, the Province loses one of its ablest men, and one of its most successful educational workers. Dr. Lobley came out from England in 1873, to take charge of a Theological School, about to be established in Montreal. He carried on the very heavy work which devolved upon him, with marked success until 1877, when he was chosen to succeed the late Dr. Nichols, as Principal of Bishop's College, Lennoxville. He has been doing the work of two professors in the College since his appointment, and in addition to this he has for some time past been discharging the duties of Rector of the College School. Any one who understands the amount and character of the work which Dr. Lobley has been carrying on since he first came to Canada, will be prepared to hear that he desires to return to Parish work in England.

ONTARIO.—Educational matters in Ontario must be in a flourishing condition, if the multiplication of Educational Journals is any test. Hitherto two Educational Monthlies seemed to be sufficient for all purposes, but now two weeklies and two monthlies are issued in the Educational interests of the Province.

The Canada Educational Monthly continues in its original form, but exercises the right to change editors from time to time. *The Canada School Journal* is now issued as a weekly, and is competing for the support of the teachers of the Dominion, we wish the Journal every success. The more recent ventures

are *The School Supplement*, first published last year, and the *Educational Weekly*, which began with the current year.

THE PROTESTANT COMMITTEE.—The next meeting of the Protestant Committee will be held on the 25th inst. Copies of the Revised General Statutes of the Province, containing the School Law, are in the hands of the members of the Committee, and they are making a very careful examination of the New Revision. The consideration of the subject will probably form an important part of the business of the next meeting.

THE SPECIAL INSPECTION OF ACADEMIES AND MODEL SCHOOLS.—Will take place in the month of March. Those schools *which received no grant last year*, and desire to be inspected this year, should make application to the Department without delay if they have not already done so.

OUR FINANCIAL POSITION.—We are glad to be able to inform our readers that upon closing up our accounts for the past year we find that our revenue from all sources has enabled us to discharge our engagement with the publishers, and if those who assisted us last year will renew their subscriptions for the current year we shall be able to carry out our present arrangements without difficulty. By an error, which will be guarded against for the future, a few subscribers for the year 1884 who had sent their subscriptions to the Editor, received an account from the publishers for that year. In order to prevent mistakes all subscriptions should be sent to the Editor at Quebec.

In this connection we regret to notice that our French confrere *Le Journal de l'Instruction Publique* has been discontinued because of the small Government grant which it received.

THE PROTESTANT SECRETARY of the Department has been giving a Course of Lectures to the Students of the McGill Normal School on School Law and School Organization.

TEACHERS' INSTITUTES.—Arrangements are in progress for holding at least three of these Institutes during the coming Summer, one at Ormstown, one at Waterloo and one in the District of St. Francis; the exact locality for the latter has not yet been determined. Suggestions from teachers concerning the subjects and work to be taken up at these meetings will receive careful attention.

THE COURSE OF STUDY.—A glance at Inspector McGregor's Report on another page will show that where School Commis-

sioners and the Inspector make a definite effort to put the Course of Study into operation very excellent results follow. We regret to find that in several Municipalities where the Authorized Course of Study has been formally adopted by the School Board, little or no effort has been made to have it carried out in the schools by the teachers. The adoption of the Course of Study involves the further step of seeing that it is followed as far as possible by the teachers who have charge of the schools. Commissioners should place a copy of the Course of Study in the hands of each teacher with instructions to follow the Course as closely as possible. Copies for this purpose may be obtained from the Department. It is the intention of the Department to require that the Course of Study be carried out wherever it has been adopted, so far as the circumstances of each school will permit, and to withhold the grant from those Municipalities which are making no definite effort to have the Course of Study followed in their schools. The teachers are specially interested in this matter, and in so far as they neglect to carry out the general features of the Course of Study, they not only fail to take the best course with their children, but inflict an injury upon the Municipality in whose interests they are supposed to be working. It is the duty as well as the interest of each teacher to obtain a copy of this Course of Study, and to follow as closely as possible the lines indicated therein.

CLIPPINGS.

INSTRUCTION in spoken and written language should begin early in the school course. Lessons in formal grammar ought to be left until a later period. Our *best* schools neglect discipline in the art of connected and intelligent talking and writing. Pupils should be encouraged to talk in a coherent manner about something, even though it may be quite unimportant. Great good will come from it. It is charged against our schools that not one in a hundred of the graduates of our best public schools can write rapidly a letter page without making many rhetorical and grammatical blunders. A graduate of Harvard University recently committed many serious errors in a prize essay. He would have made less if he had written it in Latin. Here are two maxims; think of them:

Language, spoken and written, in connected expressions before formal grammar.

We learn to talk by talking, and to compose by composing.

PRESERVE THE VOICE OF THE CHILD.—Most teaching of elocution consists in trying to correct faults acquired by bad teaching in primary schools. Listen to the merry voices of children on the play-ground, and then listen in the school-room! The greatest elocutionists have discovered the true principles by observing little children. A defect in articulation can be cured by following exactly the process by which a child learns to articulate. Listen to the voices of children,—what emphasis, what melody, what harmony! Should teaching ruin those voices? Has teaching ruined voices? Who speaks first? By following nature, the child has learned to talk well; by the devices of man he reads abominably. *Never allow a child to read a single sentence unnaturally.*

ORVILLE T. BRIGHT, Chicago: Simply teaching English Grammar cannot produce correct speaking, and no one can ever change from incorrect speech to a correct language by merely studying the text-books, and the rules contained therein. With few exceptions scarcely any improvement has been made in grammar making during the past century. Grammar teaching is usually confined to committing the rules to memory, and if the students can write the words in his vocabulary regularly, his grammar knowledge is considered complete. In the study of syntax there is material for delightful and justifiable study. The language children begin to use is acquired in many different ways, some correct and much incorrect. There is much danger in text-books, since there is such a wide difference in handling the subject matter. The best way is to teach grammar by conversation between the teacher and pupils. The greatest study of the teacher should be to assist the pupil to get interested, and to give a proper construction of the language used. Letter writing and composition should be taught, for this is the most used in actual life work.

LOYALTY is an indispensable element in a teacher; loyalty in manner, speech and thought. It will be easy for you to find things to dislike and criticise in everybody you deal with in school matters, in everything that occurs; but you owe it to yourself to smother every tempting impulse to censure, either publicly, privately, or in the sacred retreat of your confidential friends. Eventually your caustic remarks find their way among those interested, and you will have to suffer in turn from their stinging censure, if not from the exercise of power you cannot control, but controls your professional destiny in that locality. Self-interest, peace of mind, as well as honor, appeal to you to be loyal to the good name of the community in which you live. Always speak of its advantages as a place to live, never of its disadvantages; to the school to which you are assigned; the committee intrusted by their fellow-citizens with the responsibilities of school legislation; (they may be ignorant, bigoted, sensitive; but they must have some good points or they could not have received their election; but if, perchance, you cannot

conscientiously praise them, be eloquently loyal in silence;) to the superintendent, if you are blessed with such an officer; to the principal of your school, if you are fortunate enough to have one above you to take the brunt of the battle in discipline and management; to your associate teachers; to your pupils, even the most vexatious of them; to the school regulations provided for your guidance; to the text-books selected by the authorities; to the leading teachers and educators in the county, state, and nation. Even ordinary skill in teaching is sure to succeed with a lady who has trained her methods, tongue, and thought to loyalty. Multitudes of brilliant instructors are stranded because of disloyalty in their habit of mind and speech. Let loyalty therefore, be your motto.

ARRANGEMENT OF WORK.—The importance of inculcating neatness and scrupulous care of school belongings is often emphasized in suggestions to teachers. We judge of the value of the work done in a given school by the appearance of the teacher's desk, naturally expecting that the exactness of thought and precision of method necessary to thorough systematic teaching will be accompanied by a correspondingly regard for externals. In other words, a person of careless habits will exhibit the same characteristics in conversation, daily life and moral character, consequently too much stress cannot be laid upon training in every point that pertains to the formation of methodical habits. The thorough teacher will train her pupils to care not only for personal neatness and tidy desks but also for good arrangement of work, either upon slate, blackboard or copy book. Especially in arithmetic, from the very beginning teach the child how to perform examples without scattering the work all over the slate. With every advancing step, show, by example, just how to arrange the work so that it shall be as concise and business-like as possible. Insist that in any problem the first thing to be done is to express by signs the various steps in solving it. For instance, the child is asked to find the cost of $2\frac{3}{4}$ lbs. of tea, when 3-7 of a pound cost $37\frac{1}{2}$ cts.. let him first write the statement thus: $37\frac{1}{2} - 3-7 \times 2\frac{3}{4}$: then go on and solve the work. In explaining the examples, also, have a regular form of explanation, and, if necessary, supplement it by cross-questioning after the pupil has given it. If care is given to these minor details in the beginning of written work, the child will unconsciously imbibe a spirit of care, and it will extend beyond the sphere of childhood and school life even to the domain of character.

—The "word method" is the method used even by the teacher who begins to teach his pupils by first teaching them the alphabet. The pupil is first taught "his letters" by the teacher pointing to each one and calling its name, and the pupil repeating the name after the teacher. The pupil is taught to spell, commencing with words of one syllable; the teacher pronounces the word, and he names the letters of the word. He is taught reading next. If he does not know the word at sight he is probably asked to spell it; if he cannot pronounce it after spelling it,

which is the case nine times out of ten, the teacher pronounces it and then he pronounces it, imitating the teacher. It very often happens that, instead of requiring the pupil to spell the word, the teacher pronounces it at once, the child following. The fact is, the pupil has learned to pronounce the word by hearing the teacher pronounce it. Why not teach the pupil to pronounce the word at *first* without the circumlocution of learning the alphabet, and of learning a little spelling? How has the work of learning to read been facilitated by the learning of the letters and the subsequent drill in spelling? But little, if at all. In the spelling drill the pupil meets the word he is to read, and by repetition the spelling and the pronunciation of it become associated in such a way as to enable the word to be recognized. But there has been no mental activity—repetition simply has produced the result. In some very few cases, the pupil may have learned, in a small degree, to associate with the letter the sound represented by it, and thus when he spells he may be able to pronounce better than if he had not spelled. But this is the exception—the very great exception. The pupil taught to read by the alphabet method learns to pronounce words by hearing them pronounced. His knowledge of words is a matter of memory, aided by the poorest kinds of associations. He is led from the unknown to the known, from the abstract to the concrete. For, in spelling he learns the words as abstract, and even if he gets the idea belonging to the word (which is not at all likely), it is in the abstract as well. The order of natural development is reversed by this process. If the child, by the alphabet method, learns to pronounce words by hearing them pronounced, why not begin at once to pronounce words for him to learn, instead of getting to that point after a weary pilgrimage to the shrine worshipped at, when men knew not a better? And why should a child know his alphabet, or be able to spell, before he is able to read?

LOCAL ITEMS.

Teachers' Association in connection with the McGill Normal School held its second ordinary meeting on Jan. 23rd, 1885. The President, Mr. Arthy, in the chair. After the election of several new members, Miss Peebles read several good selections from amateur patchwork and Prof. Barnjum followed with an interesting paper on Physical Education, Music and Readings took up the time until it was too late for the "Model Lesson" from Dr. Kelly, which was postponed until the next regular meeting.

A *County Teacher* writes thus to the editor of the *Record*: The *Record* is very instructive, but is impossible to follow your advice about amusing the scholars of this part of the world or making the school attractive with a museum. The scholars would likely kill one another with the mineral specimens. As for needlework, that would be counted loss of time. Even Scripture reading is counted loss of time here. You have never taught schools in this country. I feel as I felt one summer when I rode for months a very vicious horse, coaxing him a little, yet not too much, lest he should think, or rather find out, that I feared him, for then he would be sure to run away with me.

BOOK NOTICES.

OUTLINES OF METAPHYSICS, by Herman Lotze, translated by Prof. T. Ladd, Yale College. Ginn, Heath & Co., Boston. Gives a clear and concise statement of the views of this great German Philosopher. This is the first of a series of works upon similar subjects by the same author.

EXTRACTS FROM ROUSSEAU'S EMILE, Containing the Principal Elements of Pedagogy. With an Introduction and Notes, by JULES STEEG, Paris, Député de la Gironde. Translated by ELEANOR WORTHINGTON, late of the Cook County Normal School, Ill. Ginn, Heath & Co., Boston.

When this work appeared in 1762 it met with the condemnation of the highest ecclesiastical authorities and the author was obliged to leave the country. In this three volume novel, however, were to be found seed thoughts which when developed by Pestolozzi and Froebel and others were to form the basis of our modern educational methods. Extracts have accordingly been made in the present work illustrative of the more important teachings of the author. M. Jules Steeg has rendered a real service to teachers by his judicious selections from Rousseau's Emile.

CHOICE READINGS, compiled and arranged by R. I. Fulton and T. C. Trueblood, Associate Founders and Directors of the University School of Oratory, Kansas City, Mo. Price \$1.50. Ginn, Heath & Co., Boston.

The selections are alphabetically arranged, and so classified under the fourteen divisions or headings, that the character of a piece can at once be determined, thus aiding persons who are looking for selections suitable to certain occasions, and yet who would not wish to read such a book through to find out what it contains.

It is large (over 700 pages), and contains more standard popular readings, recitations, and impersonations than any similar book we have seen.

AN INTRODUCTION TO THE STUDY OF THE COMPOUNDS OF CARBON, OR ORGANIC CHEMISTRY. By Prof. Ira Remsen, Johns Hopkins University, Baltimore. Ginn, Heath & Co., Boston. (Ready March 1st.)

The book, which is strictly an introduction to the study of the Compounds of Carbon, or Organic Chemistry, is intended to meet the wants of the students in our scientific schools, schools of technology, and colleges, and of medical students. It is, perhaps, rather more elementary than most of the existing small books on the subject, and hence, it is believed, better adapted to the classes of students mentioned. It takes nothing for granted except an elementary knowledge of General Chemistry, and explains pretty fully the methods of thought used in dealing with the subject, and the connection between the facts and the prevailing hypotheses.