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THE MANAGEMENT OF UNGRADED COUNTRY  
SCHOOLS.

BY JOHN SWETT.

It requires tact, skill, originality, and common sense to manage successfully an ungraded country school. In the graded schools of town and city, the course of instruction is definitely laid down in printed manuals; the work of each successive grade is directed by principal and superintendent; the results are tested by written examinations; each class teacher is only a cog in a complicated system of wheels. But in the country school, the teacher combines the functions of assistant, principal, examiner, and superintendent. He is an autocrat, limited only by custom, precedent and text-books.

When we consider that about one-half of all the school children in our country receive their elementary education in the district schools, their importance as a part of our school system is obvious. Many of these schools in the sparsely-settled districts are kept open only from three to six months in the year, and even then the attendance is irregular. The whole schooling of many children, from the age of five to fifteen, hardly amounts to four years of unbroken school attendance. In such schools and for such pupils what instruction will best fit the children for their life-duties? What knowledge is of most worth to them? What things are essential?

Now a man or woman gifted with sound common-sense will look at the work somewhat in this way: These boys are the sons

of farmers, mechanics, miners and working-men; most of them will follow the occupations of their fathers. The girls—most of them—will become the wives of farmers, mechanics, miners and working-men, and will “keep house.” What are the essentials that these boys and girls need to learn in order to aid them to become industrious and intelligent men and women, fitted for their sphere in life? The prodigies and geniuses and exceptional cases are not to be taken into account at all.

It requires a decisive firmness to clear away the rubbish of a superficial education and get down to a solid basis. There is no mistaking the fact that a great deal of our current school education, like the ornamental tattooing of the South Sea Islanders, is only skin deep, and is valuable only as fashionable ornamental work. To a certain extent, every teacher must yield to the prevailing customs, and decorate his pupils with paints and feathers; but there is still room left for the exercise of sound judgment. As an axiom, we may safely take this statement of John Stuart Mill: The aim of all intellectual training for the mass of the people should be to cultivate common sense.

In the country schools, leave untouched the things you have not time to teach, nor your pupils the talents to learn. Leave out a smattering of non-essentials, in order that your scholars may be thorough in essentials.

“There can be no other curricular arrangement,” says Bain, “even for the laboring population, than to give them as much methodized knowledge of the physical and moral world, and as much literary training, as their time will allow. About two-thirds of the day, as a rule, might be given to knowledge, and one-third to literature—music, drill and gymnastics being counted apart from both.”

#### THINGS ESSENTIAL.

1. *Pupils must be trained to read and write their mother-tongue correctly.*

Teach them to do this so that every scholar, at fifteen years of age, shall be able to read a newspaper readily; shall be able to spell common words correctly; shall be able to converse free from provincialism in pronunciation; shall be able to write a legible letter in correct English. In reading, teach them not merely to pronounce the words, but to get at the meaning of

what they read. There must be no sham scholarship here. Good spelling is a conventional test of education, and even a spelling lesson may be made the means of valuable mental training.

2. *They must be trained, in arithmetic, to work accurately and readily, examples in the "fourth rule;" to work business examples in common and decimal fractions to reckon simple interest; and to write bills, receipts, and promisory notes.*

In most country schools, the pupils throw away a great deal of time in "going through," term after term, bulky text-books on arithmetic, filled to repletion with school-masters' puzzles about things unknown in real life, and crammed with technical "rules," which are learned only to be forgotten. Concentrate your drill upon the four rules, fractions, the tables and interest, and thus give your pupils, the mental training which will enable them to do a few essential things skillfully, accurately and readily. None of your pupils need to study such schoolmasterisms as "alligations," "duodecimals," "circulating decimals," "permutation," "single and double position;" and few except the big boys who have nothing else to do need waste time upon "compound proportion," "reduction ascending and descending," "true discount," "bonds," "exchange," "insurance," "equation of payments," "partnership," "arithmetical progression," "geometrical progression," "custom house business," "annuities," etc. Omit these, and you may find time to give short lessons in the elements of natural science, and to open the eyes of your pupils to the wonders of the world around them.

It is true that many country schoolmasters still contend that the reasoning faculties of a pupil cannot be properly disciplined unless he devotes half his school days to abstruse logical analysis, as they choose to call it, of useless problems, worse than Chinese puzzles, involving only blind adherence to rule, or still blinder imitation; but the real truth is that mental discipline in the study of arithmetic is not one whit more valuable than is hard thinking upon other studies.

No mental work of any kind, rightly done, is utterly useless; but the real question is, not what is *good*, but what, under the circumstances, is *best*, and *how much*, and *when*. "Get your discipline," says Chadbourne, "by doing a greater amount of work, and doing it in better style." A wealthy merchant once set his

son to wheeling stones from one corner of his garden to the other, in order to train him to work. He was wiser than the man who never makes his boy work at all; but he would have been wiser still had he kept his son at work sawing wood or laying out a garden, or weeding the onion-bed, or hoeing potatoes.

Now in country schools, a great many boys and girls are kept at wheeling educational stones. A teacher who keeps young pupils at work, term after term, upon complex or puzzling problems in mental arithmetic, repeating long drawn-out formulas in logical analysis, including statement, solution and conclusion, before they have acquired readiness and accuracy in addition and multiplication, is only making them wheel stones. A country teacher who neglects the "four rules" and the "tables," in order to train big country boys upon a normal school analytical demonstration of the reason for inverting the divisor in division of fractions is wheeling stones; and if, added to this, he requires alligation, exchange, and progression, he is wheeling glacial boulders. Avoid making a hobby of arithmetic and algebra. Two hundred years ago, Roger Ascham, in *The Schoolmaster*, wrote as follows: "Mark all Mathematical heads, which be only and wholly bent to those Sciences, how solitary they be themselves, how unfit to live with others, and how unapt to serve in the world." And a modern educator, Superintendent Eliot, of Boston, says now, "A faculty which may be called out by the knowledge of numbers and their relations is too often stupified by the drugs substituted for them."

In his unsurpassed paper on *Waste of Labor in the Work of Education*, President Chadbourne truthfully says:

"The principle of dealing with essentials mainly should prevail in all the work of education. We have too much to do to spend time fooling over complicated arithmetical puzzles which abound in some books—questions which no one should undertake to solve till well versed in algebra and geometry. At the proper stage of education, such puzzles, which are a discouragement to the young scholar, because he thinks them essential to the subject, will be solved in the natural progress of his work. They are an annoyance and discouragement simply because they are introduced before their time, before the study of the principles on which that solution depends."

3. *They should acquire a good general knowledge of geography.*

In order to do this, it is not at all necessary that boys or girls should be compelled, day after day, and term after term, and year after year, to memorize the dreary pages of "map questions" that crowd the three padded books in a series of geographies. If any teachers of country schools, or indeed of any schools anywhere on this planet, require their pupils to learn by heart one-tenth of the boundaries, cities, towns, villages, rivers, mountains, capes, bays, and microscopic bits of topography included under the head of "Map Lessons" in the books; or to learn by rote one-twentieth of the stereotyped descriptions of countries and their inhabitants; or one-hundredth of the dry census statistics of the States even of our own country about bushels of corn, wheat, rye, barley, oats, beans, peas, and potatoes; or the value of the annual crops of cotton, tobacco, sugar, rice, hemp and hay; or the value of manufactured articles, such as boots and shoes, cotton cloth, hardware; or the annual catch of mackerel and codfish—statistics in which text-books abound—such teachers ought to be indicted for a lack of common sense. No reasonable human being expects even a schoolmaster, who has taught geography half a lifetime, to know, without looking on the book, the entire returns of the last census, or the exact population of every city in the world, or the length of every river, or the height in feet of every mountain-peak, or the boundary-line of every State in the Union and every county in the world, or the exact distance in miles from Ujiji to Walla. Is it reasonable, then, to attempt to make boys and girls master this chaos of facts? The plain truth is that no small part of what children are forced to cram at school, not only in geography, but also in other branches, might appropriately be labelled THINGS WORTH FORGETTING! Nature is wiser than teachers and text-book makers; she casts off the dead and waste matter and saves the child.

Cut out of your text-books on geography, then, all but essentials. Cross out all local State geography except that of the pupil's own State.

Read the descriptive text, and mark, now and then, something to be put away in the storehouse of memory. Use the scape with merciless severity. "It takes a brave man," says President Chadbourne, "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."

4. *They should be trained in writing and in speaking good English, and should learn the elements of grammar.*

The technical study of grammar should be preceded by a course of elementary exercises in "Language Lessons," such as are found in modern text-books, notably in Swinton's *Language Primer*. Children learn to swim by trying to swim, to skate by skating, to talk by talking, and to write by writing. They cannot be trained to speak or write correctly by parsing according to Latinized formulas. They will never learn to construct a good sentence by analyzing complex or compound sentences, or by memorizing and repeating the rules of syntax, though this method may be followed until they grow gray.

Require at least two short composition exercises a week, on slate or paper, upon subjects about which the pupils *know something*.

Let them write about farming, about animals, birds, fishes, flowers, trees. Read them short stories, and require them to be reproduced in writing. Let them write short biographical sketches of great men. Let them make compositions about their history and geography lessons ; and then let the older pupils correct the compositions of the younger ones, and the younger ones read those of the older ones as models.

"Nothing is of more value in education," says Buxton, "than this, to make a point of opening the child's eye to take an interest in the world around him. Teach him, if a country boy, to know the birds, their nests, eggs and notes ; the wild animals, their haunts and habits ; the domestic animals, their nature, peculiarities and various breeds ; the flowers ; the trees ; the insects ; the different soils. You can do this at mere odds and ends of time, and you have opened springs of pure enjoyment in his soul."

Require all pupils over eight years of age to write at least one short letter a week, until they can write it in due form, punctuate, capitalize, spell correctly every word they use in it, fold it neatly, and direct it. In addition to this, pupils over twelve years of age ought to be able to express their thoughts in well-constructed sentences. After this is done, let the big boys and girls take to parsing and analysis, which are good enough exer-

cises at the right time. From a text-book, let them learn the chief "rules of syntax," and the technical distinctions of etymology. If the text-book in use is a good one, omit two-thirds of it, and give out the remainder in substantial lessons to be learned by heart; if it be a poor one, of the antique Latinized type, deal it out in homeopathic doses.

5. *They should have a good general knowledge of the leading events in the history of our own country.*

But do not compel the memorizing of three or four hundred pages of dates and details which no teacher living could stow into his head in a life-time, and which, if learned, would be next to worthless. Let your pupils read the text-book aloud in the class; then it is your business to winnow out the three grains of wheat from the bushel of chaff, and tell them what to mark as fit to be learned. You must supplement the text-book with stories, anecdotes, incidents, and well-selected extracts. Make use of the school library as an assistant. The real spirit of history does not consist in dates and details. "My grandfather's stories about his service as a private in the Revolutionary war," said a noted teacher, "made history a living reality to me." Narrative and biography make the life of history to the young.

6. *They ought to be trained to habits of careful observation; or in other words, they ought to acquire some knowledge of common things in the phenomena of nature.*

And right here the good teacher will do his best work, drawing out of his young pupils all they know of the world around them, directing their attention, indicating relations and harmonies, and encouraging every effort to increase their knowledge. Here the teacher is everything, books nothing. "We teach too much by manuals; too little by direct intercourse with the pupil's mind; we have too much of words, too little of things," said Daniel Webster, who, though but a short time a teacher, well understood the American school system. Excite in your pupils a burning desire to learn; inspire them with motives. "The primary principle of education," says Sir William Hamilton, "is the determination of the pupil to self-activity."

7. *They must learn to practice the principles and precepts of morality.*

It is not necessary that they study ethics as a science, or religion as theology. What they most need is that plain preceptive morality which is diffused among the people as their best rules of action in their daily life. You cannot mould character or form good habits by dealing out hackneyed commonplaces, or by merely repeating maxims. The art cannot be conveyed to you in condensed directions or taught in twelve easy lessons. It must be an outgrowth of your own life and character, your own observation and experience combined with the best thoughts you glean from books and men.—*Central School Journal*.

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### ORGANIZATION OF SCHOOLS.

BY SUPT. CHARLES J. CONNER, BUENA VISTA COUNTY, IOWA.

1. Find out as nearly as possible what has been done by your predecessor. 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*.

2. 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.

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

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

5. 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 schools.

Teach the English language. I wish to emphasize this. Reading (and kindred branches studied in learning to read, write, and speak good English) and arithmetic are basal branches in our country school work. The "Three R's" are still at a 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 pupil should carefully revise the work, correcting all misspelled 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 upon 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, per centage. etc., place questions upon the blackboard and give the class a written review of the topic, requiring them to write first upon 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 a 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 the 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 any 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.—*Central School Journal.*

## THAT DULL SCHOLAR.

Teachers are often troubled with peculiar pupils. They are either dull, or noisy, or stubborn, or wicked, and it is difficult to tell what to do with them. Fröbel was just such a boy. His teacher pronounced him idle and lazy—a boy that nothing could be done with. He hated formal lessons with which he was crammed, and was never so happy as when left alone with his great teacher, the woods. The result was he left school almost as ignorant as when he entered it. This the statement of Payne.

From the same source we learn that Jacotot displayed some remarkable characteristics. He was what teachers considered an “objectionable” child. He always “wanted to know you know,” why this thing was so and why that other thing was not. He was not at all adapted to the “methods intended to open the mind of a child like an oyster.” He refused to acquire all kinds of knowledge that could not be gained by his own efforts. He would not learn grammar by heart nor anything arranged for him by others. Every thing he learned he taught himself. Authority was his enemy. Many other instances of rebellious children could be adduced, among which would be Sir Isaac Newton Sir Walter Scott and Benjamin Franklin. They rebelled against “rote” teaching and “didactic” instruction. Their manhood was early developed and they stubbornly refused to have it crushed or dwarfed. What men they became! How the world admired their characters! Some have become great in spite of stupid teachers and formal methods, but many have been made into small specimens of humanity. We offer the following advice.

1. Find out what makes the child bad. Correct it if you can. Go to the family, if it be possible, but at all events go to the very foundation of his nature.

2. Give him what he likes to do and enough of it. Keep in the line of his activities. If he is happy and busy, and not in mischief do not fear.

3. Do not scold, but begin to say *must* as soon as you can. Say this not in words, but in manner and example. Keep him at one thing long enough to do it well, if it be nothing more than assorting beans, peas, and cord, and making piles of each. Persist in forming habits of diligence, perseverance and constant industry.

4. Be careful to keep the knowledge that you are teaching him away from him. Make him think that he is "paddling his own canoe" as he certainly is if he is learning.

5. Get thoroughly into his confidence, and love him if you can. If you cannot love the *whole* of him, love a little. Something about him will be good.

6. Get him to help you. It will help him more than it will aid you.

7. Ask his advice about little things in which his judgement will be likely to be good.

8. Show him occasionally that he is wrong and lead him to acknowledge it *voluntarily*. It will help him mightily.

9. Govern his associations, reading, habits of being out at night, and mode of talking. Elevate his tastes. Read to him, and get him to read to you. You say, "O dear! who can do all this? It is the work of an angel." Well, try. Do as much as you can. The salvation of that child may be the crowning work of your life. Though he be the one ugly specimen in your collection, he may become the one polished gem in the diadem of your rejoicing.—*Selected*.

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#### WHAT MAY BE DONE.

There are many educational people — teachers, principals, superintendents—who are convinced that a change has been in progress that will greatly modify our present ideas of the school but who do not know what step to take. They would like to move but do not see clearly the direction to take. Such should stand still. To throw overboard the grammar and the spelling-book is not necessarily progress. The amount of harm that will be done by those who are rash and thoughtless is not easily calculated. The conservatives stand by and deride most justly the movements of these would be reformers. Let every man who does not clearly see his way to do better than follow the cramming system that is so prevalent, continue to cram, for much good has come out of that. But there are things he can safely do.

1. He can begin to study education. Let him buy Payne's Lectures (paper 50c: cloth. \$1.00) and read them. No volume will give him so soon and so clearly an insight into the New

Education; they reveal the solid principles of Education. Probably no man ever stated educational principles so well as Joseph Payne. Therefore read Payne.

2. He can begin to study the child. This subject is close at hand, and can be investigated without expense. But it will be found to be a difficult study. He will scarcely believe that all the efforts of the child are to educate itself; but this is a great and powerful truth.

3. He can next think how the school may be made to continue the processes of nature. How he will say if he thinks that the present fruit trees—and pear, apple, peach, plum, etc.—were once wild trees; that, according to Grant Allen, our wheat has been derived from the *Alisma* family, by the slow influences of its environment, and has become, instead of an inconspicuous water plant, the nourishment of the whole earth. The natural education the race of man has given itself must be studied in order to continue it and carry it to a pitch.

4. He may plan, even while pursuing the methods now so popular because so old, to make the environment of the young bring far more education.

5. He may introduce methods that are akin to the child's mode of employing thought, and this even in the plain country school-house. Millions have received a benefit from the course of study and practice in a very ordinary school that has been of untold good. So great has this been that many teachers fail to realize that a better mode of education could have been devised. As an example of what is meant, the mode of teaching reading is probably tenfold more effective than in others; the art of teaching reading has greatly increased during the past ten years. But this has begun only to be pushed still farther.

6. He may do much to render the child receptive to the influence of nature.

“ Oh, Nature, how in every charm supreme.”

The leaves, the flowers, the birds, the insects, the animals, have lessons appropriate to the school-room. Some have begun the work of making collections. In a New Haven school every room is adorned with work the pupils have done.

7. Finally, he can read educational journals and books and do much thinking. Let him by all means attend teachers' meetings, and ask questions. Let him find a skillful teacher and visit his

school, and learn all he can by inspection of the processes employed. Then let him think. Let him ask himself, Is this in accordance with plan of Nature?

All these things he can do and not be charged with heresy.—  
*Selected.*

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## MAP-DRAWING IN SCHOOLS.

BY A. N. FELLOWS.

The most effective means for making *permanent* the knowledge gained from the map is by map-drawing, and the practice has of late years become quite common in many of our schools. Besides the object of *fixing* the knowledge in the mind, practice in drawing maps gives power over the hand and the ability to judge correctly by the eye, and is attractive to most pupils. Indeed, we might say that topographical geography can be learned thoroughly in no other way. Pupils should be early taught that the maps are drawn on different scales of magnitude. If the map of their own village is made on the blackboard, and you purpose to make a map of the township on the same space, the pupil will readily see that the village will occupy but a small part of this map. Then a map of the county or State may be drawn in the same space, when the map of the village will necessarily dwindle to a small square, or perhaps a mere dot. One illustration of this kind will, in most cases, be sufficient to enable the pupil to comprehend scales of magnitude. When the study of geography is commenced from a text-book, let it form a part of each lesson to bring into the class a map of the State or section of which they are learning, beginning with the hemispheres. The teacher must not expect too much of his pupils at first. Suppose, for instance, the Western Hemisphere to constitute the first map to be drawn. Let the outlines be drawn the first day; this map may be preserved, and the next day the rivers and mountains added; another day the cities, and so on until the map is finished. The maps, of course, for this purpose must be made on paper. Maps by the same class should be the same size, and when finished should be hung up in the school-room and numbered; each map to bear the pupil's name who drew it, with the proper dates, thus: Drawn (if from memory mention it) by Mary Vreeland, Feb 20, 1884.

The size of the paper used should correspond with the size of

the map to be drawn. My pupils use a kind of wrapping-paper that answers very well to begin with, and which costs but a trifle. Three or four sheets, cut the proper size, will last for several weeks, and cost but a cent or two. Some pupils have a natural taste for drawing, and make a very neat map at once on a large scale; while others will be disheartened at their first attempt by their want of success, though by encouragement from the teacher they will soon acquire a taste and accuracy that is surprising. We have had some pupils who were so disgusted with their first attempts to "Draw a map" that it was with the utmost difficulty, —amid tears and sobs on the part of the pupil,—that he could be induced to "try again." In such cases only continued persistence, patience, and much *encouragement* on the part of the teacher will accomplish the end aimed at. To allow some of the most skillful to draw their maps on the board, from memory, during class recitation, or afterwards, will have a good influence over all. Allow the weak ones to draw their maps on a small scale, for they will, by this means, do it more correctly. *Encourage much* and *never* point out a minor defect to a beginner, who has, perhaps, labored more diligently and anxiously than any of the others in the class to have his maps perfect. The teacher cannot praise the map, but he may, however, commend the *efforts*; and if, in addition to this, he "will notice without seeming to," when mistakes have been made, and will himself draw an outline on the board, making the same mistakes, exaggerating them, and will request the criticism of the class, he will find the very pupils criticising *his* work, who have made the same mistakes. The teacher should then explain how the map may be made correctly next time; and also call the attention of each one in the class to his own map, to see if he has not made similar errors. The pupil should not be required to tell his failing, for he will see it himself, and it will not be likely to appear on the next map.

There are several systems of map-drawing in use, but we, from an experience extending over fifteen years' teaching, have, after using all systems, found the natural system the best; *i. e.*, from the book, without circular or triangular lines etc.; as it takes as much time, or more, to do the latter as it does to draw the map itself. We certainly would not teach map-drawing by any other than the natural method to *beginners*; though the older and more experienced scholars may use the system by triangulation, or

Ripley's system based on the circle; both are good, though we prefer the former,—Apgar's is the better. Every school should be provided with colored crayons, for the express purpose of map exercises on the board; and two or three times a week those pupils who have made the most progress or improvement should be permitted, as a sort of reward, to draw a map on the black-board with the colored crayons, indicating the boundaries, rivers, cities, mountains, etc., by different colors. In closing this article we would offer one suggestion, which applies to *all other studies* as well as to map-drawing, and that is, *call attention to excellence*.—*N. E. Journal of Education*.

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## TEMPERANCE INSTRUCTION IN PUBLIC SCHOOLS.

BY REV. E. A. RAND.

Since my boyhood-days there has been a great advance in the cause of temperance. The land may be far in the rear of the position it ought to take, but it is certainly ahead of the place it occupied a generation ago. The advocacy of temperance was enthusiastic in those days, but it was not so intelligent. The man who talks temperance now knows more about the nature of alcohol chemically, more about its effects physiologically. He looks at his subject through eyes scientific as well as philanthropic. Science has been very busy with its investigation of alcohol. Carefully looking into the secret of its fascination, and understanding better its nature, its sharp eyes have also been following alcohol into the body, watching and exposing its work there. In the more intelligent appreciation of the object it is dealing with, the temperance cause has greatly advanced. Among other gains, is the fact that temperance education has gone down more largely where the children are. In the old days was witnessed, it is true, an interest among the children. A "cold-water army," the writer remembers, and a certain blue badge. Was there not a jubilant marching? Was there not an abundance of enthusiasm, an over-running fountain of it, and did it not have a significance? Now-a-days, the interest among the children is more widely diffused. It is a bigger stream among the children, because among the parents there is a larger flow of interest. Our adult popula-

tion is less indifferent. The Southern States alone prove this. When the fathers and mothers talk against intemperance, they prejudice the children in favor of total abstinence.

One manifest sign of encouragement is that the work among the children takes more and more largely the definite, systematic form of an education. We are carrying the work into the public schools; and temperance is not simply a eulogy of cold water and a philippic against "rum," but we are telling the children what "rum" is, scientifically considered, what a mass of dynamite it introduces into the body, sure to be heard from. That word "rum" is simplified. That which to a child-mind covers everything intoxicating, is resolved into brandy, gin, whisky, wine, beer, ale, cider; and the exact nature of each is shown, and in each, alcohol is followed up till its exact physiological consequences are reached and exposed. The child now becomes an intelligent combatant. What before was an indefinite, many-headed monster, is now dissected, and each poison-head can be noticed in a special, distinct treatment. The uses of alcohol, medically and chemically, are also taught. Where this agent has a value, it is allowed.

The States are beginning to insist upon temperance instruction. Vermont has directed that its laws be amended so as to read, "One or more schools shall be maintained in each town for the instruction of the young in good behavior, reading, writing, spelling, English grammar, geography, arithmetic, free-hand drawing, history, and Constitution of the United States, and elementary physiology and hygiene which shall give special prominence to the effects of alcoholic drinks, stimulants, and narcotics upon the human system." No Vermont instructor could very gracefully give such a course if his breath were tainted by either liquor or tobacco. The word "narcotics" is fittingly inserted. In that State no teacher was "required to pass an examination in physiology and hygiene before Nov., 1883."

March 1, of the present year, New Hampshire's act took effect, declaring that teachers shall be "examined in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system," and the above studies, thus applied, "shall be prescribed in all schools sufficiently advanced; and said regulations and rules, being recorded by the town clerk, and a copy thereof given to the teachers and

read in the schools, shall be binding upon scholars and teachers."

Michigan has ordered that "no certificates shall be granted to any person to teach in the schools of Michigan who shall not, after Sept. 1, 1884, pass a satisfactory examination in physiology and hygiene with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system." Provision for instruction in these special topics must be made for "all pupils in every school."

The late action of the New York legislature is very significant, and so eminent an example will be sure to have followers. It is an act relating to the study of physiology and hygiene in the public schools. Section first declares that "Provision shall be made by the proper local school authorities for instructing all pupils in all schools supported by public money, or under State control, in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system." Section second asserts that "no certificate shall be granted any person to teach in the public schools of the State of New York, after the first day of January, 1885, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system."

Rhode Island, last April, directed that "in all schools supported wholly or in part by public money," instruction like the above be given.

On the banner-roll of States providing for temperance instruction in their public schools, put Minnesota also. This is a column that will grow.

The Woman's Christian Temperance Union is earnestly interested in this movement, and when its thousands and tens of thousands of live souls are thus combined all over the land to effect their object, opponents might as well, first as last, step aside, and by graceful concession gain for themselves a credit that resistance will rob them of.

The State, however, in the above cases will need assistance. No law will execute itself. It is not a wheel on a down-grade that will go of its own accord. The law, which is valuable as an expression of the majority-opinion, may become the laughing-stock of the minority. Boards of education and instructors can render larger service by helping the legislature. Let them take

it as a privilege, wear it as a crown, that they have the opportunity of making temperance instruction laws a success. What grand work they will do for the children, and what grand work these children will do for the country! While the great power of evil is busily defending his stronghold in front, these crowds of children coming in quietly by humble back-doors will take possession everywhere, overcoming, routing, and putting out evil by their innocence prejudiced in favor of right and uncompromising in hostility to the wrong.—*N. E. Journal of Education.*

## PRELIMINARY EXAMINATION.

1884.

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

TUESDAY, MAY 6TH:—MORNING, 9 TO 12.

*English Grammar.*

1. Define, etymology, inflection, number, tense, complex sentence. (5)
2. Give the plurals of the following: belief, valley, cargo, roof, thief, madam, formula, cross, son-in-law, man-servant. (5)
3. Give the principal parts of the following verbs: teach, sit, break, strive, slay, shove, wear, eat, draw, fly. (10)
4. Write out a complex sentence containing an adjective, an adverbial and a noun clause, and mark each of the clauses. (10)
5. Analyse the following statement:
 

*“ But know ye not that he, who intermits  
The appointed task and duties of the day,  
Untunes full oft the pleasures of the day,  
Checking the finer spirits that refuse  
To flow when purposes are lightly changed? ”* (10)
6. Parse the words in italics in the above statement. (10)

*Arithmetic.*

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

1. From the sum of  $2\frac{1}{2}$  and  $3\frac{1}{2}$  take their difference, and divide the result by their product. (5)
2. From the sum of .006, [and .24, take their difference, and divide the result by their product. (5)
3. Multiply 2 yards, 1 ft.,  $7\frac{1}{2}$  in by  $1\frac{1}{8}$ . (5)

4. Two feet and three inches is what fraction of  $4\frac{1}{2}$  yards. (5)
5. Find the interest on \$387.50 for 5 years 3 months at  $3\frac{1}{2}$  per cent. (10)
6. What is the cost of carpeting a room 21 feet by 30 feet with carpet half a yard wide, at 75 cents a yard? (10)
7. A person sold  $\frac{2}{3}$  of his estate and bequeathed  $\frac{1}{3}$  of the remainder to his son, and leaves the rest to be distributed equally among 3 charities, which received \$136.25 each; what was the value of the estate? (10)

*Geography.*

1. Name the great peninsulas (a) of Europe, (b) of Asia. (10)
2. Name in order the waters which a steamer would pass through in making a trip from Chicago to Halifax. (10)
3. Name four great rivers of North America, giving the direction in which they flow and the waters into which they empty. (5)
4. Give the boundaries of France (5)
5. What railroad (or railroads) connect the following places; (a) Quebec and Halifax, (b) Quebec and Montreal, (c) Quebec and Sherbrooke, (d) Montreal and Ottawa, (e) Montreal and Toronto. (5)
6. On which bank of the St. Lawrence are the following places respectively situated: Montreal, Quebec, Sorel, Kingston, Three Rivers, Tadousac, Gaspé. (5)
7. Give the situation of the following:—Malta, Suez Canal, Caspian Andes, Ganges, Congo, Soudan, Amazon, Liverpool, Island of Orleans. (10)

*Sacred History.—Old Testament.*

1. Name in order the first five books of the Old Testament. (5)
2. Give the names of five persons who lived before the flood. (5)
3. Give the names of (1) Jacob's father, (2) mother, (3) grandfather, (4) grandmother, (5) brother. (5)
4. Name in order the first three kings of the Jews, and give two events in the reign of each. (5)
5. (a) Give the approximate date of the division of the tribes.  
(b) Which of the two rival kingdoms was first carried into captivity?  
(c) Name two prophets who were with the Jews in captivity? (5)

*Sacred History.—New Testament.*

1. How many books in the New Testament? Name the first five in order.
2. At what places did the following events occur: (a) The birth of Jesus, (b) His early training, (c) His baptism, (d) His death, (e) His ascension? (5)
3. Name (a) five of Our Lord's Parables, (b) five of His miracles. (5)
4. Where does the river Jordan rise? In what direction does it flow? What lake does it pass through? Into what does it empty? (5)
5. Name the divisions of Palestine as they existed in the time of Our Lord and an event in His life which occurred in each division. (5)

SPECIAL EXAMINATION FOR ELEMENTARY DIPLOMA,  
1884.

(To be passed also by Candidates for Model School and Academy Diploma.)

TUESDAY, MAY 6TH:—AFTERNOON, 2 TO 5.30.

*Art of Teaching.*

1. Give three advantages to be gained from the study of the art of teaching. (10)
2. Classify under three heads the subject matter generally contained in works upon the Art of Teaching. (10)
3. Name the different methods of teaching little ones to read, and state which of these you intend to employ in your teaching. (10)
4. In taking a class of ten or fifteen pupils in reading, what plans will you adopt to secure the attention of the whole class to what each pupil reads? (10)
5. What is the great difficulty connected with the work of an ungraded school? How do you propose to meet it? (16)
6. What is the object of a course of study for elementary school? (10)
7. Give a brief account of the authorized course of study for the elementary schools of this Province. (10)
8. How do you propose to occupy the time of your younger pupils while you are engaged with the older pupils? (10)
9. Name four points connected with an ungraded school which are determined by a time-table. (10)
10. Give three reasons why a teacher should make preparation for each day's teaching by special study of the lessons to be taught. (10)

*History of England.*

1. Give (1) the date of the beginning and the close of the Roman period; (2) the changes introduced into Britain by the Romans. (5)
2. (1) Name the tribes that invaded Britain after the withdrawal of the Romans. (2) From what part of the Continent did they come? (3) From which of these tribes does England take its name? (10)
3. Give in few words, (1) the measures adopted by Alfred the Great for the defence of the country and the advancement of learning; (2) the political institutions that owe their origin to him; (3) his struggles with the Danes. (10)
4. (1) How long did the Danish rule last? (2) Give the dates of its beginning and close, and the names of the Danish Kings. (5)
5. State (1) the date of the beginning and the close of the Saxon period; (2) the name and fate of the last Saxon king. (5)
6. Describe briefly the social condition of the people during the Saxon period. (10)
7. Give (1) the names of the first four Norman kings; (2) the leading feature of this period. (5)
8. Name, (1) with dates the first and the last king of the Plantagenets proper; (2) the leading features of the reign of the Plantagenets proper. (5)

9. Name (1) the Sovereigns of the House of Lancaster, (2) those of the House of York, (3) any four of the battles of the Wars of the Roses. (10)

10. Assign dates to the following : (1) the battle of Bosworth. (2) The Field of the Cloth of Gold. (3) The defeat of the Invincible Armada. (4) The execution of Charles I (5) The revolutionary settlement under William of Orange. (6) The victories of the Duke of Marlborough with their names. (10)

### *History of Canada.*

1. Under the French regime which Indian tribes were friendly and which unfriendly to the French. (5)

2. State briefly what you know of Cartier and of Champlain. (10)

3. Give (1) the Indian names of Quebec, and of Montreal, (2) the sieges of Quebec, with dates. (10)

4. Describe the conspiracy of Pontiac. (5)

### *French.*

1. Combien y a-t-il de sortes d'E en Français, et par quels accents les distingue-t-on ? (5)

2. Comment forme-t-on le pluriel des noms, et quelles sont les exceptions ? Donnez le pluriel de : oi-seau, caillou, bambou, maréchal, bal-camail, corail, aieul, ciel, œil. (15)

3. Qu'est-ce que l'article (a) simple, (b) contracté ; (c) qu'est-ce que l'éli-sion, et (d) quand a lieu la contraction de l'article au singulier ? Donnez des exemples, et suppléez l'article dans les phrases suivantes :

—lecture nourrit—esprit et forme—cœur.

—véritable supériorité est celle—vertus et—talents.

celui qui donne—pauvres, place son argent dans—ciel. (20)

4. Que sont les adjectifs (a) qualificatifs, (b) déterminatifs ? Combien y a-t-il de sortes d'adjectifs déterminatifs ? Donnez des exemples de chacun d'eux. (15)

5. Quelles sont les différentes sortes de pronoms ? Définissez chaque sorte avec exemple. (10)

6. Qu'est-ce que le complément du verbe ? Il y en a deux sortes, quels sont-ils ? Quelle partie du discours peut représenter l'un de ces compléments ? Donnez des exemples. (10)

### *N. B.—Marks for Dictation and Reading.*

### *Drawing.*

#### *For Candidates for Elementary Diploma only.*

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

1. What does the author say concerning " picture making " in reference to drawing in schools ? (10)

2. What is the leading object to be kept in view during the earlier drawing lessons ? What materials are the pupils supposed to use during the primary course ? (10)

3. Give the substance of the authors remarks upon (a) black-board work (b) length of lessons, (c) ruling and measuring. (10)

4. Give the different kinds of straight lines referred to. (10)
5. Draw the different kinds of triangles and attach the proper name to each. (10)
6. Distinguish between the diameter and the diagonals of a square. (10)
7. Draw a line four inches in length. Upon it draw a square and add its diameters. Divide the semi-diameters into two equal parts and on the points of division construct a square, on each side of the last square draw an isosceles triangle with the apex in a corner of the first square. (20)
8. Draw a square on a line three inches in length and divide each side into three equal parts, through the points of division draw horizontal and vertical lines forming nine smaller squares. Divide each side of the inner one of these squares into halves. In each corner square draw a diagonal, each end touching a side of the larger square. From each end of each diagonal draw a line to the nearest point of division on the inner square. (20)

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### EDITORIAL NOTES.

THE NORMAL SCHOOL AND TEACHERS' INSTITUTE.—The success which attended the July Institutes shows that definite steps should be taken to make these gatherings a regular part of our educational system. They tend to strengthen the weakest part of our educational machinery—our teaching staff. Under our present circumstances, we must receive into our teaching staff each year a large number of untrained and inexperienced teachers, and unless something is done to give these young people some elementary notions upon the art of teaching and school management, the work done by them in the elementary schools will be very crude and unsatisfactory. These Teachers' Institutes will meet this difficulty in a great measure, and the well-being of our elementary schools calls for their permanent establishment. This can best be done by grafting them on to our present Normal School system. By reducing our Normal School session to nine months an opportunity will be afforded the regular professors of the Normal School to spend one month holding these Institutes at different centres in the Province. This proposition, which was first mooted at Lachute, has we believe received the approval of the Normal School Committee, and a recommendation to that effect will we understand be made to the Protestant Committee at the approaching meeting; we trust that nothing will occur to prevent this recommendation being carried out. If our Normal School can close on the first of June next, preparations can be made for holding three of these Institutes during the summer months.

**THE CONSOLIDATION OF THE SCHOOL LAW.**—We stated in a former number, upon what seemed to be good authority, that the consolidation of the School Law would be completed and sanctioned by the last session of the Legislature. It has not yet been completed and it is doubtful whether the next session of the Legislature will see it completed. As the school law has been out of print for about two years, it has been decided to republish a small edition of the law as it stands at present, inserting the amendments which have been made since the last edition was issued. The new edition will be ready this month. We have seen a copy of the new issue and have noticed several very valuable improvements. The paragraphs will be numbered from the beginning to the end of the Book and a carefully prepared index based upon this numbering will be inserted, which will add greatly to the value of the work.

**BULLION'S SCHOOL GRAMMAR.**—We desire to draw attention to a cheap edition of this Grammar just published by Dawson Bros., Montreal, and referred to in our Book notices.

**RECENT LEGISLATION.**—It is an anxious time for those interested in the educational work of the Province when our Legislature enters upon the consideration of bills concerning education. Bills of a general character are frequently introduced to meet some local difficulty, which when applied to the Province generally, are found to be very unsatisfactory. Then again educational changes, which are promoted by Roman Catholics, are frequently found to be very undesirable for the Protestant minority and vice versa, so that legislation affecting educational matters requires to be carefully looked after. Nearly all the legislation upon educational questions of last session referred to matters of local interest. But a Bill was introduced and afterwards withdrawn which deserves careful attention, as it will probably come up again for consideration. This Bill provides that when two-thirds of the religious minority in a municipality dissents and organizes schools under trustees, all of the religious minority within three miles of a dissentient school must pay their school taxes to the trustees. In other words, if two-thirds of a minority dissent, they must all dissent. Several important questions are involved in this proposal which deserve careful consideration.

We regret to see that there is an increasing tendency to make reductions in our regular educational grants. Heretofore reduc-

tions have been made in favor of the Pension Fund, and in addition to this, by order of the Legislature, five per cent is now taken from the Superior Education Fund and the Common School Fund for the benefit of institutions for the Deaf and Dumb and the Blind. In addition to this, these institutions have a special grant of \$13,000 which makes a total grant of about \$25,000. The result of this is that the small grants to certain municipalities are more than absorbed by these reductions and these municipalities stand indebted to the department each year.

This is certainly a very unsatisfactory state of things and some of the municipalities are making very strong representations in connection therewith.

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### EDUCATIONAL NOTES.

*The meeting of the British Association* for the advancement of science in the City of Montreal is an important event in the history of the Dominion.

Established in 1831 in the city of York, it has held its meetings in nearly every town of importance in England, but now for the first time it passes beyond the narrow limits of Great Britain. The change of air seems to have proved beneficial as about 1700 members attended the meetings, including the most eminent scientists of Europe and America. The Association is divided into eight sections which meet simultaneously and take up different departments of science. The President of each section delivers an address and then papers by different members of the section are read and discussed. The arrangements made by the local Committee for the accommodation of the Association were most satisfactory. The Corporation of McGill University recognized the importance of this meeting by conferring the honorary degree of LL.D. upon the Presidents and Secretaries of the various sections. This meeting will long be remembered for many reasons, and among them because at the opening meeting the Governor General took occasion to announce that the order of knighthood had been conferred upon Dr. Dawson, Principal of McGill University. We are sure that the enthusiasm with which this announcement was received by those present will be felt throughout this Dominion and that the one wish will be that Sir William Dawson, LL.D., F.R.S. may live long to enjoy this well-merited recognition of his valuable services in the cause of science.

*The American Institute of Instruction held its 55th Annual Meeting, Cottage City, Martha's Vineyard, Mass., July 7 to 10th.*

There were over two thousand present at the opening meeting, including six or eight hundred teachers. A prominent feature of the meetings which attracted a large number of Common School teachers, was the illustrations of methods and devices for teaching Language, Geography and Natural History. This Association has had a grand history. In all the efforts that have been put forth in behalf of education during the last fifty-four years in the United States, this American Institute has given earnest and efficient co-operation.

—The following programme of work has been sketched out for the American Institute: "We have not yet reached the perfect day. Far, very far from that. We have but made a beginning. Fully half the time spent in schools is still wasted for want of better methods of instruction or more competent school-management. During these very sessions we are to grapple with the question of moral instruction,—how to make every pupil conscientious and kind, and pure and true and brave; with the question of teaching citizenship, how to make every young person intelligent and patriotic in regard to civil rights and duties; with the question of the permanence of the teacher's tenure of office, how to make his position secure during good behavior and useful service, so that the whims, the intrigues, the cruel injustice, the infernal malice, and the infinite stupidity of such men as sometimes get appointed on school committees, and the barbarism of annual elections shall no longer endanger the faithful teacher's hold upon his place, and no longer dissuade some of the finest intellects and manliest spirits from entering this profession. We are to wrestle, too, now or soon, with the question of secondary instruction for the masses, how, by a system of liberal pecuniary rewards or otherwise, the town, city, State, or Nation may induce the great body of children and youth to gain at least a high-school education."

Principal Huling of Fitchburg, speaking of the Educational Reading of Teachers, maintained that to insure successful and progressive teaching, all teachers should pursue a course of reading calculated to acquaint them with three groups of factors: (1) The laws of mental, moral, and physical growth; (2) The methods found effectual in securing such growth in children and young people; (3) The history of past successes and failures in education. He then mentioned the difficulties in the way of teachers, as the lack of time, and an ignorance of the books most desirable for the purpose, and used considerable time in naming and describing helpful works. Among the books named were: Porter's *Intellectual Philosophy*, Hailmann's *Application of Psychology to the Work of Teaching*, Galton's *Inquiries into Human Faculty*, Payne's *Science and Art of Education*, Fitch's *Lectures on Teaching*, Bain's *Education as a Science*, Herbert Spencer's *Education*, Hailmann's *History of Pedagogy*, Browning's *Educational*

*Theories*, and Quick's *Educational Reformers*. Allusion was also made to the growing tendency to publish special books on distinct topics, as Hall's *Methods of Teaching History*, and Miss Crocker's little book on *Methods of Teaching Geography*. The teachers were exhorted to read systematically and persistently in the lines above indicated, being assured that in this way they would avoid "ruts" in their teaching, and broaden the whole field of their educational usefulness.

*The Superintendent's Report for 1882-83* gives proof of substantial progress in the Educational work of the Province. Special reference is made by the Superintendent to the recent efforts for the improvement of the Protestant Schools and a tabulated statement gives a very complete and clear notion of the progress of Education since Confederation. A great improvement has been made in the arrangement and contents of the Statistical Tables, especially in those referring to Superior Education.

*The Gilchrist Scholarship* which was established in 1870 for the benefit of Canadian Candidates, has been discontinued, in consequence of the small number of candidates presenting themselves for this examination.

*The first International Conference on Education* ever held in Europe assembled at South Kensington, Eng.; the first week in August. Representatives were present from the United States and from nearly every country in Europe, and the result was one of the most successful educational gatherings ever held in the United Kingdom. The conference was organized in four sections which were conducted simultaneously. In section A the subjects were the conditions of healthy education, infant training and teaching, the organization of elementary education, the inspection and examination of schools, etc. Section B was chiefly occupied with science teaching in schools. Section C took up the organization of University Education. In section D, some excellent papers were read upon training of teachers. The discussions were lively and interesting, and the proceedings were animated from the beginning to the end. Mr. Maudella, the energetic vice-president of the Educational Council, took an active part in all the proceedings.

*The Madison Meeting.*—The twenty-fourth meeting of the National Educational Association, at Madison, Wis., in July, brought together the largest and most eminent gathering of educators that ever assembled on this continent. In order to accommodate the 6000 persons in attendance during the four days session, the meetings were held in three sections. The programme was a very extensive one, and great ability was manifested in the papers, addresses and discussions. The fact that

every state and territory in the Union was represented at this meeting marks it off as a truly national association. Among the many interesting features of this meeting we may notice the following: The prominent place taken by women in the proceedings of the Association. One evening was set apart by the Association as a Women's Evening. The importance which was attached to "Temperance in Schools." Resolutions were passed in favor of giving instruction upon this subject in all the schools of the Union. The presence of the distinguished Anglo-Roman divine, Mgr. Capel, was an interesting feature of the meetings. He gave an address upon the teaching of English and also expressed his views upon the present common-school system of the Union, in which he maintained that the religious training of the children was so neglected that the Roman Church would support separate schools until a change was made.

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### THE CONVENTION AT COWANSVILLE.

The Provincial Association of Protestant Teachers holds its Annual Convention at Cowansville this year. The first session will be held on Wednesday, October 8th. The Executive Committee and various Sub-Committees have been at work making the necessary arrangements. The Railroad and Steamboat Companies have agreed to give return tickets for single fare to all who present certificates at point of departure. The Grand Trunk, however, charge one fare and a third. These certificates may be obtained on application to the Secretary, Dr. Kelly, High School, Montreal.

The usual hospitalities will be extended to members of the Convention, and those desiring to be billeted are requested to send their names to the Secretary as early as possible. The Convention will probably be one of the largest gatherings of teachers ever held in the Province. The locality is central and very accessible; the subjects for discussion will be interesting and practical, and the Educational meetings which have been held in the District of Bedford during the past two years have awakened an interest in Educational matters which will tend to promote the success of this annual gathering. We hope to see a large representation of the teachers from all parts of the Province.

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CORRECTIONS. — In the previous number of the RECORD, "Mechanical Teaching" should have been credited to *The School Journal*. The note on page 209 refers to Elementary Diplomas only.