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THE
EDUCATIONAL RECORD

OF THE
 PROVINCE OF QUEBEC,

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF
 PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
 AND OFFICIAL ANNOUNCEMENTS.

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THE
EDUCATIONAL RECORD
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No. 1.

JANUARY, 1885.

VOL. V.

* PREPARATION OF LESSONS BY THE TEACHER.

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

This paper ought to possess at least one advantage, that of earnestness. It ought to possess this, because it will contain nothing but my own experience of the matter in hand; and surely the results of a practical acquaintance with a subject will, as much as anything else, bear the impress of firm conviction. Let me hope, at any rate, that I shall be able to speak with some success on this subject which, for convenience sake, I shall divide into two parts—the correction of home exercises, and the preparation of the work to be taught.

The first of these forms the more difficult part. So much depends on the school and the subject, that it is, as far as I can see, impossible to lay down a rule which will solve all cases. Of one thing, however, I am well convinced, and that is it does not pay to sit down and spend hour after hour on the marking and correcting of home exercises. After most diligently following the plan for two or three years, I have almost entirely discontinued it, and, as I said, am well assured that the good results of the method are not at all commensurate with the time and the work required to faithfully carry it out. Let us look at each side of the matter for a moment. As to the strain which the adoption of such a plan entails on teachers, I need say but little. We all

* Read before the Provincial Association of Protestant Teachers, at Cowansville, Oct., 1884.

thoroughly understand it. What an ordeal it is to the eyes we can all bear testimony to. How the continuance of it, night after night, uses up that freshness, vigor and good spirits, without which it is impossible to have a lively, interested and enthusiastic school! How, also it employs our time which could be used to more advantage for our pupils in learning something new, or in providing for something old a new and more pleasing dress, so that next day we might have the satisfaction which always comes from seeing in our school an interested, appreciative and eager air. Then, what are the benefits derived from the plan? Not very great, I fear, and you must admit that there is a good deal of ground for such fear. For which of you has not seen in some part of your life, a newly corrected exercise torn up by a pupil before he took the trouble even of looking at it? Such treatment of exercises I have seen not only among young scholars, but even among college students. And in young classes there is some excuse for treating returned exercises lightly. Pupils, as a rule, do enough solitary and independent work, when they prepare their text-book lessons, and write their exercises, without having the additional work of looking through old papers. Considering, therefore, the amount of time and work which such a plan demands, and also the doubtful benefits derived from it, I wish to set it aside, unless, indeed, in classes whose members are grown up and not numerous.

What other plan, then is to take its place? Such a question, as I said, can hardly be answered by any one rule. In the majority of cases, however, I would not ask the teacher to spend more time over a set of exercises than is required to see that they look decent, and that they bear no marks of carelessness. All the rest I would do in the presence of the class. Take, for instance, an exercise of four or five sums in arithmetic. On coming before the class I would have the exercises collected, then I would by one question find out what pupils mastered all the problems, and in most cases I would, if the exercise was a judicious one, discover that all had done so. After this only one thing remains to be done, to see that each pupil has done his work independently or if he has received assistance, that he has properly understood it. For this it takes but a short time. The teacher knows his weak and shirking pupils; he calls on some of these to go to the black-board, and work some one of the problems in the set. More than

one can usually make use of the blackboard at the same time ; so that it takes only a few minutes to become aware of the amount of thought expended the previous evening on the exercise. Another minute will suffice to run through the papers to judge of their neatness and legibility.

Again, let us take an example of a different class of exercise, English Grammar, for instance. Here the task is a little more difficult, still it can all be accomplished in school. Let the teacher go to the blackboard and write out the exercise at the dictation of the pupils, who keep before them their own papers. By doing this, every one will, if the right kind of spirit reigns in the school-room, be busy comparing his own work with that on the board, and marking his errors ; and there will be not only a correct exercise for inspection, but also a very favorable opportunity for discussing the different questions, which will be certain to arise from one cause or another. The exercises are then taken up, and by a very slight examination the teacher becomes aware of the state of things. Now and then I would recommend a thorough looking over of all papers to more effectually put a stop to any thing like careless or dishonest work.

This method I have followed for about the same length of time that I followed the toilsome one, and my conclusion is that by it I am able to discover quite as well how my boys are spending their time at home as by the other. Under anything like fair circumstances, it is almost sure to develop a feeling of independence and honor, and to build up a strong and noble character, which, after all, is the highest work of the teacher. By it pupils are more likely to get rid of the idea that home exercises are a punishment. They will be more apt to see their true value, and seeing it will try to do their very best, instead of exercising their ingenuity in spending as little thought as possible, and still evading punishment. It has, moreover, the great advantage of having the teacher and pupil solve difficulties together ; the teacher works in company with his pupils, and thus shows them how to work.

But though it is possible to dispose of written exercises in school, there is another kind of preparation which cannot be thus accomplished. I refer to the actual study of lessons. For the sake of clearness I shall treat this part of the subject under two heads—the study of lessons (1) from the pupils text-book, (2) from other and more advanced sources.

That the special text-book of the class should be studied by the teacher, no one denies. Common justice demands such preparation, for it is unfair to ask pupils to make themselves masters of of what their teacher does not thoroughly know. Such study bears fruit in more than one way. Think, for instance, what an immense aid it is to that necessary concomitant of all successful teaching, discipline. Without preparation the teacher is sure to be at a loss, he will be very apt to say much that is vague and disconnected—sure omens of the carelessness of a class. With preparation, however, he has a different feeling. He has studied his work until he is brimful of enthusiasm over it, and he comes before his class with a clear and earnest purpose. He has before him certain points which he is bent on setting before it, and with his clearness about, and faith in, them, he cannot fail to secure attention, and even to win its love for the whole subject in hand. What teacher has not felt in his confident and enthusiastic moments, as if he stood with wires stretching from him to every one of his class, and along which the magnetism of his teaching was flashing, and stirring every mind to sympathy and rapture? Let us, then, study the text-book until we are enthusiastic over its contents, and are thoroughly convinced that it contains something worth imparting to our class, for if we are to be successful teachers, we must have a strong belief in our calling; we must every one of us be firmly persuaded in our mind. If we allow ourselves to come before our classes with our minds only half made up as to the value of what we are about to teach, we will most certainly partially or altogether fail!

(To be continued.)

In the teaching of arithmetic how many opportunities are afforded of giving a practical character to the work,—by associating articles of commerce in the neighborhood with the questions,—requiring pupils to frame bills of parcels for themselves, and to make them out accurately and neatly! The table of weights and measures should be determined by experiment and each operation gone through properly, the filling of a gallon or quart from a pint measure, the filling of a pint bottle from a small phial of so many ounces, the measuring of length with a rule or tape-line, finding by measurement the content of the play-ground, or some other portion of land, all having in view manual dexterity as well as practical knowlege.—*Exchange*,

PRACTICAL AND VALUABLE SUGGESTIONS TO
TEACHERS AND SCHOOL BOARDS.

BY DAN SHEA, SUPT. WINNESHEIK COUNTY, IOWA.

As the time for opening the winter schools draws near, the question naturally arises in the mind of every true teacher, 1st. : How can I improve upon my last term's work? 2d. What shall I do to make my work more effective? 3d. What can be done to make myself and my school attractive to my pupils?

Let me tell you, dear teacher, that this can only be accomplished by constant application, perseverance and determination. What is needed to insure the success of our schools is the hearty co-operation of the teacher, parents and superintendent. Any of these cannot succeed without the assistance of the others.

Your first effort, therefore, should be to enlist the aid and assistance of the parents and pupils in your school; give them to understand that you intend to work earnestly, zealously and incessantly for the interests of the district.

You should next proceed to organize and grade your school in such a manner that all shall have their distributive share of time, without infringing upon the rights of others. By all means have a time-table to guide your actions and work in the school room. System in your work is one of the most essential elements in a good teacher.

GRADING THE SCHOOLS.

The object of term "graded" is sometimes misconstrued and often misunderstood. We do not expect to grade the country schools as closely as is done in the city, but what we mean is that each branch shall receive its due share of attention, and that no branch shall be overdone at the expense of another.

According to the plan of the "Course of Study" for this county, each branch receives its appropriate share of attention at the proper time in each day's recitation. Each pupil is also started in these branches at the proper period in his school life.

Penmanship, numbers and language (speaking and writing correctly) are very much neglected in the primary grades. This should not be. The child should be taught these from the first day that he enters school. That the little ones should be started

right is a matter for serious consideration, and too much importance cannot be attached to this feature in schools. "As the twig is bent so is the tree inclined," is an old proverb which contains more truth than poetry when applied to our pupils just entering school. Notwithstanding the fact that many people think that "any one" can teach young pupils, the very best talent is required to teach successfully in our primary schools, and I will venture the assertion (and am prepared to prove it) that where one teacher succeeds in primary work nineteen utterly fail.

It is necessary, that pupils in the intermediate and advanced classes should adhere strictly to the Course of Study. In fact it is in these grades that the trouble arises.

A pupil goes home and says "I ain't going to study Grammar or History or Physiology, or some other branch. It aint no use, anyhow;" and the parent replies, "All right, Johnnie. You just tell the teacher that I said you need not study this, or the other." Johnnie makes his report at school, and as a matter of policy (not judgment) the teacher submits. Next day some one else brings the same report, and so it goes. One subject after another is dropped, until there is scarcely anything studied in the school but Arithmetic. The result usually is that they make no great progress even in that subject, as they soon become tired, lose interest in the work, and as they must have something to do, seek in disorderly conduct the rest and change a variety of studies would give. Here, dear parents, is where you should aid the teacher, and not let the whims and notions of your children override your better judgment. Children invariably try to avoid as many studies as possible in school, and teachers and parents should see that they take such studies as their health and abilities will admit of, and will best subserve the interests of the school at large.

If the teacher will follow out the plan prescribed by the "Course of Study," this difficulty will be greatly obviated, as the pupils then have definite aims for achievement, and work harder to accomplish their aims than they would if there was no object in view, and they were allowed to go on in a hap-hazard manner. Grading the schools then is simply classifying in such a manner that the interests of the school at large will be best subserved; that is giving to each branch its appropriate share of time in each day's recitations, and requiring pupils to pursue such branches as

will best advance themselves and their fellow schoolmates. This can safely be done in the most backward school, or under the most unfavorable circumstances. I am confident that this move will accomplish all that is desired and expected.

There is one thing in particular to which I beg leave to call the attention of school boards, namely: the necessity of school apparatus, such as blackboards, maps, charts, etc. It is just as essential that a teacher should have the proper implements to work with, as it is for a mechanic or farmer. Hence, directors should see to it that their schools are supplied with a blackboard, maps and charts. Money expended for these necessities is well invested. Without these you cannot expect a teacher to do the work that could otherwise be done.—*The School Journal*.

NOONTIME.

In country schools the noon hour often is the most trying to the teacher, especially when the weather is so unpleasant that the children cannot play out of doors. But it is an hour full of opportunities for moral and social training. The children are anxious to have a good time, but if left to themselves are very liable to spoil their good time by getting into trouble.

Of course, after the dismissal comes five or ten minutes of rest, ventilation, etc.; then the pupils will be in order so as to lunch in a neat and tasteful manner. The teacher should have a napkin and eat in a manner that will bear copying. Every pupil should have a napkin. Some let a pupil read aloud an amusing story while lunch is being had. Then comes washing hands and face and a rest for five or ten minutes. Then, if weather is unpleasant, open doors and windows and ventilate. Then follow games, etc. Many very interesting things may be learned, but the cultivation of the moral and social powers is the most important. If the teacher can enter heartily into their sports, and unassumingly shape their character, he will win a firm hold upon their sympathies. If one is at a loss for such amusements as would be appropriate to the school-room, let him make a collection of amusing games. In *Treasure Trove* for March, 1884, several are explained.

(1) Oranges and Lemons. (2) Hunt the Slipper. (3) Shouting Proverbs: (In this, two leave the room; a proverb is chosen, differ-

ent words of which are given to the different members. The two are called in, they count one, two, three, and at the word three, everybody shouts his word. Perhaps the guessers will have heard one word, which they jot down, then count again until they catch enough to guess the proverb.) (4) The Game of Kingdoms: (Those in the room form two companies, each sends out one: the two agree upon the name of some thing and return to their respective parties. The side that first guesses it increases its number by choosing one from the opposite side. Each question should be excluding, bringing the thing one step nearer.) (5) Dumb crambo: (One party leaves the room, the remainder choose a verb, the absentees are called in and are told a word that rhymes with the word chosen. After consulting, they proceed to act the word they guess instead of speaking it. (6) Russian Scandal: (One person writes a short story on a slate, making it as full of incidents as possible. He then calls some one out and reads the story to that one, distinctly, and walks away, *taking the slate with him*; the one called out then calls another and relates the story to him, he to another, and so on. When each has heard it privately, the last one enters the room and relates it to the whole company. The original is then read from the slate, and the difference in the versions will be quite curious.) (7) Trades: (Each person chooses a certain trade, one member makes up a story in which he gives an account of a shopping excursion, and calls upon the representatives of the trades to supply the names of the articles he buys or looks at. Any hesitation in naming them entails a forfeit. (8) Story-telling: (Each narrator may stop suddenly and leave his neighbour to take up the thread of the story.) These are but part of a list of games that will interest and educate.—*The School Journal*.

THE OBSERVING POWERS.

Every faculty of the human mind lies dormant in the mind of the child. We wish to arouse those faculties, to call them into action. The doing of this is developing them. While it is true that each of these faculties at the proper time manifests itself, and attains a certain degree of power without any special training being given to it, it is also true that *with* special training its power is greatly increased. The Indian and the white man may pass through the forest together, and the former will see foot-

steps upon the dead leaves and sticks where the latter can only see the leaves and sticks. The Indian can find the hidden trail by the broken twigs of the trees and the bent verdure, which entirely escapes the observation of the white man. This is not due to any difference in the structure or power of the eye; it is entirely due to the training of the observation. He has been trained to observe all these minute details from his youth.

(1) The proper time to begin the training of any faculty is when that faculty begins to manifest itself. It would be absurd to attempt to teach the young child to reason on abstract truths. The reasoning faculty has not yet begun to manifest itself, but the observing faculty has, and now is the time to begin to train it.

(2) The child's attention is arrested by *novelty* and *variety*, and when the effect of these has worn off, and the teacher is not able to bring more to bear on the lesson, she should bring the exercise to a close.

(3) Object lessons should be carefully graded. During the first stage several objects should be used for the purpose of bringing out but one fact or quality. Suppose the first lesson is to be given to a class of little ones who have just entered school, and the aim of the lesson is to train the children to notice resemblances and differences. You have collected a number of objects of different shapes, having several of like shapes. Form is the most fitting quality to begin with; it is the one by which children first learn to recognize objects. You have a ball, an orange, some marbles and some peas or large shot, perhaps, for your spherical shapes; a lead-pencil, slate-pencil, stick of candy, square of wood, pasteboard and paper, coins, buttons, etc. If there is a table at which the children can stand and handle these articles, so much the better. The teacher can then direct one to select all the articles he can find that are shaped like an orange, and another all those shaped like a stick of candy, and place them together. If there is nothing in the room that will answer the purpose of a table, the teacher can hold up a marble and an orange and ask the children to tell what they see about the shape of those two things. When they have said that they are alike in shape, hold up two others and ask if they are alike; ask them to name two or three things that are alike in shape. In the same way take up *differences* in shape.

(4) Next may follow a series of lessons on parts and uses. In the last you will need fewer articles, the children being now able to give attention to one object for a longer time. They are then in the *second* stage. After a few weeks spent upon these lessons they will be ready for lessons of the *third* stage, in which but one object will be used. Thus attention is given to the form of the object, its color, size, parts and uses. In the *fourth* stage this order is continued, with the addition of such other qualities as hardness, toughness, elasticity, brittleness, and the relation between these qualities and the uses for which the article is adapted in consequence. In the *fifth* stage, facts respecting the way in which the article is made or obtained may be added.—*First Teaching.*

SCHOOLS IN TOWNSHIP DISTRICTS.

“Schools in Township Districts” means schools for nearly two-thirds of all the children in the State. It means schools for that class of citizens which we are wont to regard as the stable element of Society—to which we have looked and to which we must continue to look for most of our men. For these reasons, whether we are concerned directly, indirectly, or not at all, with these schools, we, as teachers, and as citizens, have an interest in them.

We are of the opinion that the difficulties of the country-school teacher are not fully appreciated. One may have had experience, but he is apt to forget the annoyances. Of such a one we might say, in the language of the Book, “for he beholdeth himself and goeth his way and straightway forgetteth what manner of man he was.” But we would not consider the teacher’s difficulties the principal thing. The school exists for the pupil, not for the teacher.

The most conspicuous evil is the entire absence of system, regulating the school-room work. Neither the kind nor the amount of labor is prescribed for the pupil to accomplish. He has no definite end in view. One term, a class may be rushed through a text-book with amazing rapidity; the next term a new teacher comes in and starts the same class at the beginning. The new teacher is determined on thoroughness, and spends the first week in giving to the entire school a complete understand-

ing of the value of a unit. It is indispensable to the progress of a pupil to understand that one means one. And so the weeks and terms go by.

A teacher, on entering his school for a term of three, six, or nine months, finds no record of what has been done, and no directions as to what is to be done. He is fortunate if he finds a series of text-books adopted. What is he to do? The popular voice says, "The children are there and you are to learn them." The teacher has only fairly begun, when he has to make room for his successor. What can be done, when the entire school work is but a series of beginnings?

It is the common custom for some two or three of the "big boys" to come to school with their higher arithmetics, their test problems, or their algebras, and ask to be instructed in these. If a teacher refuses to teach them, of course it is because he lacks scholarship, and his reputation is thereby fixed. No country teacher can afford to refuse to teach any branch that may be brought into school. In almost every instance, where the pupils are studying the higher branches, they are doing it to the neglect of the primary and fundamental work. The idea is ridiculous—a boy or a girl studying higher arithmetic or algebra, and not able to write a respectable business letter, or a letter of any kind.

But you tire of this insipid statement of stale facts. We are only happy if you do. We hope thereby to bring you into sympathy with us, for these very same facts assail the district teacher in a more potent way, not as statements, but as actual experiences.

• Who is to blame for this state of things? and what is the remedy for the evil? One observer has lately discovered that the blame lies with the young teachers—the "legal infants"—and if they can be disqualified for holding certificates, the matter is adjusted. Country schools do have a burden thrown upon them from this source. A fourth, possibly a third of the number annually engaged, must be beginners, in order to keep up the supply. Barely qualified to obtain a certificate, without experience, with no one to counsel or aid, the beginner enters the school-room and learns by practice.—he practices on the mind, the character, the disposition of the child. But even in the light

of all this we would not rid the profession of the young teachers. They are enthusiastic workers, they should not be rejected, they need only to be directed and assisted.

Other remedies proposed for the existing evils are higher standards in examinations and better wages for teachers. We have nothing to say against either of these; they are very good in themselves, but neither qualifications nor salary can accomplish the desired result.

There should be *township supervision*. We say township in preference to county supervision. A county is too large and the schools are too widely separated for any one individual to have a direct oversight or an accurate knowledge of all their interests. With but a single township, the superintendent can make each school his own, becoming acquainted with its merits and defects. He can work with the teacher and with the community to secure the end for which he labors.

Grading and classification follow as a consequence of supervision: without it no one need ever expect to see such a condition of things attained. It is a matter that can be brought about only by patient, persevering effort.

Schools need to be brought into close union and healthful competition. There is something about the isolation and solitude of our country schools that is narrowing and enervating. Contact with others has a vitalizing effect both on teacher and pupil. There is much to be done in the way of educating communities to a sense of their duty and to an appreciation of the efforts of the teacher. This can be accomplished best by bringing the people together in educational and social gatherings, and showing them what is being done, what needs to be done, and what is their part of the work.

The frequent change of teachers I attribute to three causes. First, the failure on the part of community to recognize the necessity of a continuance of worthy teachers; second, the uncertain and unsatisfactory character of the work to be done; third, the present method of employing teachers—that is, by local directors. The first of these may at least be modified by the proposed system, the second may be removed entirely by it, the third must be reached by legislation.

However inconsistent this may seem with what has been said

before, we give it as our opinion that teachers are, for the most part, responsible for the condition of things that prevails in the schools. If there is need of radical changes, they are the ones to discover and make these known, and to do all in their power to bring about the needed reform. In such a spirit would we ask every one so engaged to labor for the best interests of the cause. City teachers and superintendents, we would ask your co-operation in this matter. The weight of ability and influence lies with you, and by just so much more are you responsible for the part you take in such movements. The question interests not the township alone, but the whole of the State and the entire teaching profession.—*Ohio Educational Monthly.*

THE A, B, C, OF NUMBER.

By MISS E. M. REED, Welch School, N. Haven, Ct.

In the primary grades the work in Number is chiefly constructive, not scientific; the object is knowledge of numbers, not of processes, so we will begin, not with a single process, but with a number, and take all processes with it.

You will now please suppose that I have children who have received no systematic instruction in number. I have first to find out what they know of number. I gather them, a half dozen at a time, about a table on which are objects of various kinds. Holding up two objects, I say:

"Saddie, find so many buttons.

"Henry, so many blocks.

"Johnnie, so many wheels.

"Mary, so many sticks.

"Josie, so many spools.

"Come and whisper to me how many you show me."

If all give the correct answer, I continue my test by requiring two marks drawn on the board; two pegs shown; two things unlike each other; to name two different things in the room; two things seen on the street, in their homes; two days of the week; the names of two children. If a child happens not to stand this test I excuse her. I proceed with the rest until I assure myself

that they know two under all ordinary conditions. I then test for three in a similar way. More children need to be excused during this test. I advance with numbers until I reach the limit of the children's knowledge.

I do not accept the ability to count by ones as a proof of the perception of a number. The child may know the succession of numbers without knowing that four is different from one. As he repeats the numbers, each is only one to him. I have frequently tested and found this result. The fourth one is four, not the four ones taken together.

Two is usually the limit of the child's knowledge. I have never found a child of school age who did not know one, and have very seldom found one who did not know two. About one-fourth of the children know three when they enter school. A few know four, and I usually have these three groups of beginners, viz., those whose knowledge of number is confined to two, those who know three, and those who know four. With each group I begin where this knowledge ends. One group begins with three, another with four, and the other with five.

Let us suppose that we are to teach the number four. Four is so many [things], not a sign which we call a figure, so to give an idea of four we present things, not a sign. Four has an individuality of its own, and is worthy of introduction without the media of its smaller sisters; so we will not arrive at four by counting.

As an aside, I want to say that there is no call at any time for any teaching of counting by ones. The pupil learns the right succession of numbers unconsciously as numbers are presented to him in a logical order. The teaching of each number may be considered under four heads:

1. The perception of the number.
2. The analysis of the number.
3. Drill to fix facts discovered by analysis.
4. Comparison with smaller numbers.

You or I have a perception of four only as we can recognize it under any conditions. To give the child an opportunity of getting this knowledge, we present the number under many conditions, or, in other words, cause it to be applied to various classes of objects. Objects most convenient for use are light wooden blocks, checkers, buttons, card board disks, and rings of stiff

paper, sticks, spools, paper money, geometric figures (cut from bright paper), artificial flowers, and paper patterns of familiar objects, horses, birds, dogs, cats, mice, fish, butterflies, bugs, pails, cups, spoons, knives, forks, brooms, dust-pans, spades, rakes, scissors, hats, caps, gloves, boots. These patterns can be easily cut out for one's self, and are specially recommended as being very suggestive in language work in number.

A table is almost indispensable in the objective work in number. It places the objects within convenient reach of all, and brings the children into the most favorable position for giving attention to the work in hand. By such an arrangement, too, the teacher's effort travels over the smallest possible amount of space, and is therefore utilized to its utmost.

Holding up four objects, I direct each to show me so many. I say, "I show you *four* (blocks it may be). How many buttons do you show me, Bessie, when you show me so many? How many knives, Henry? How many brooms, Katie? How many silver dollars, Mary? I then direct each pupil to show me four, mentioning the object I wish him to take. "Ella, show me four pails. Dolly, four birds. Harry, four beetles. Susy four rings. Annie, four flowers." This is not difficult, and the number is almost always correctly shown the first time. Then I say, "Make on the board four straight marks up and down, four from right to left. Four is four dots, four crosses, four rings. Show me four things unlike each other. Tell me how many things I show you," showing a flower, a stick, a pair of scissors, and a bird. "Tell me how many flowers I name: a violet, a daisy, a buttercup, and a dandelion. How many trees: an oak, a maple, an elm, and a chestnut tree, How many animals; a horse, an ox, a sheep, and a dog. You may name four things not in this room, four kinds of food, four things you can do, four things that you wear, four streets, four children."

I have made some important discoveries here. They are: (1) That four sizable objects, as blocks, are known as four when the same number of pegs cannot be told. (2) That four things of the same color are recognized, while four things of different colors are not. (3) That four things of a kind can be perceived when four things of different kinds are not. (4) That four things can be selected when four cannot be created, as making four marks on the board; and last, that to carry the number in the mind while

I name four different objects not visible is quite a difficult feat, and equally difficult is it for the child to name four different things, no more, no less. I make my teaching follow an order corresponding to those discoveries, therefore I do not judge the pupil ready for the next step in the teaching, until he can take these points without hesitation. It simply requires close observation, and if the pupil has not this power, he cannot advance in his study of a number. I use this as a test of his ability to take up the regular work of the school.

When a perception of the number has been gained we analyse it. I say: "We shall find some other number in four: if we will look at it. Who sees it?" Three is the number usually found at this suggestion, I say: "Take it away and see what number is left. Put back the three with the one and tell me what number you see. Who finds another number in four? Two is the number found this time. Take it away and tell me what is left. Put the two you took away with the two that is left, what number is formed? Take away the smallest number you see in four. How many are left. Put the one with three. What is formed? Take four away and tell me what you see. Separate the one-blocks from each other. How many twos do you find? Who will show me all by himself one thing we found out about four. Who will show me another, another?"

The facts in the number having been found, viz: $3 + 1$, $4 - 1$, $4 - 3$, $2 + 2$, $4 - 2$, 2×2 , $4 + 2$, $4 - 4$, $4 + 1$, 4×1 , we are to repeat each until it is fixed in the mind. Seeing the fact helps to fix it. Hearing about the fact helps to fix it. Giving for ones self problems whose conditions fit the fact helps to fix it: so we employ all those ways and are able to secure quick, bright, and accurate answers from all. Example making becomes easy when the child has before him the object about which to talk. One tells of his horses, another of his tops, another of his tubs, another of her dolls. When the child's imagination suggests objects about which to talk. I give him blocks and let him call them what he wishes. He calls them barrels, elephants, lions, tigers, torches, guns, banners, and tells his story to fit his subject, When the work with the objects has been carried far enough I remove them and ask for a story.

In the presentation of any fact my first questions relate to the objects before the children; my second to objects represented by blocks and my final questions to objects without representation.

When *one* fact has been taught I take the next in order and present it in a similar way. *One fact at a time and only one*, not a half a dozen nor even two, but just *one* fact together with a review at each lesson. This is the secret of success in teaching facts. It does not lie in the first presentation, however clear that may be, but the fact must be recalled until the memory can call it up at any time without effort. Then it is known.

The last point in teaching a single number is to compare it with smaller numbers for relative size. I do not make this comparison through division, for example four divided by three, but by placing the two numbers to be compared side by side that a visual measurement may be taken to ascertain how many more in one than in the other.

I place four blocks in a row and below them three blocks. "In which row is there the more blocks? How many more?" This is one of the most difficult questions to answer. I have never been able to decide whether it was the language or the idea that made it so, but certain it is that children who have worked intelligently up to this point are puzzled by the "How many more?" It is not always necessary to help them out of their perplexity. I let them look and think and they see it. When it seems necessary to give help I say: "You may take one from the three-row at the same time that I take one from the four-row until you have taken all of yours," I of course have one left to the question "How many more in four than in three?" the child is now ready to answer. "One." I then give problems relating to this fact until sufficient repetition has been made to impress the truth. The comparison of four with two, with one and with none is made in the same way.

All numbers to ten should be measured in the same way as I have measured four. I use no figures or signs of operations in connection with the first numbers taught. I teach the written words one, two, three, four, etc., and the expression of facts in words. The children have their board work in number, but it is expressed in words instead of in figures together with the sign of operation. Arrange short lines or dots in groups on the boards at the left of a long vertical line and let the children copy and put the result in one group at the right of the line.

Brown paper charts with groups of colored triangles, squares, or rings pasted on them can be used both in recitation and in silent work

I use these charts for drill in quick recognition of groups of numbers and for drill in making rapid combinations and separations. Thus: I point to any group not larger than five and expect instant recognition of the number or I point to two groups of numbers,, and expect the answers. five, seven, at once. I have at almost every recitation a similar exercise at the number table. Showing a number of blocks I ask, "How many?" or showing one number and adding another to it I say, "Read what I show you." Facts in subtraction, multiplication, and division are shown and read. It is wonderful what quickness of sight can be cultivated by this simple exercise, I never allow hesitation or counting by ones and treat a mistake as a serious thing, usually saying to the child. "You must sit here by me and look while the rest answer, for you do not see well." I never expect mistakes in any part of the work nor do the children and so I seldom meet them. An instance of what reasonable expectation will do. You who may have thought you could not control the matter may question my right to such a faith. In the first place, I take great care to cultivate the closest (unconscious, of course) attention when seeing, hearing, or doing and this prepares the child for good thinking.

In the second place, I know just what each child is able to do and suit my demands to his knowledge, so that he always expects to *know* and not to guess, haphazard. He thus forms the habit of accuracy. It took me several years to learn that guessing did harm and that it could be helped.

Guessing in the sense I use it implies no thinking; it establishes a carelessness as to the right or wrong of an answer, and the wrong having been given as right the impression that it is the right is just as liable to remain in the mind as the correction of the wrong. Mistakes expressed in acts or words give rise to mental products, which products must give place to others which arise from the correction of the mistake. To eject one set of facts and install the other, is a difficult act. I prefer not to give opportunity for the wrong until the mind is stronger to reject the error when discovered and accept the right. I have said guessing cultivates a habit of not discriminating between what is known and what is imagined. I know no more deplorable intellectual evil in our schools than such a habit. I put a question to children in the sixth or the seventh grade. Every hand goes up in their

eagerness to answer. I say, "Do you know?" Some hands fall and a few of the children look as though they did not comprehend what I said. The various answers given reveal no knowledge and often very superficial thought of the subject. I finally have to say, "I want an answer from one who knows," and the hands and faces too sometimes fall. You cannot possibly teach children when they are in this condition. They do not try to know for they recognize no difference between merest guessing which is easy enough and true knowing and therefore make no effort to be accurate. It requires time and patience to make them sensitive to mistakes and appreciative of the truth.

Not that they are not to be allowed to exercise their right of thinking nor that they can *know* everything but just that they must distinguish between thought and knowledge,

Moral honesty and intellectual honesty are very closely allied. A boy that is not sensible to the differences between error and truth in his arithmetic is very apt to be equally insensible to error and truth in his statements and moral acts. I have always found that where one evil prevails the other prevails most extensively. Teachers do much toward encouraging the habit of inaccuracy by not knowing what to command. They expect the little child to reason about the combination $4+3$ when he is only just able to see the truth with the objects before him. They require him to reason through figures when the numbers for which the figures stand are not comprehended. One of the young ladies in our school wished to teach the addition of 74 and 52. She gave the direction to add the tens and ones separately. But the children did not know the numbers in ones and tens so they didn't add. Then she said "Why, four and two are how many? Write it down. Now seven and five are how many? Write that down. Don't you see then that 74 and 52 are 126!" The child answered affirmatively, but did he see? He simply didn't. It was all guess work. There had been no thought evolved, no reasoning done. In work with fractions there is much guess work and mere memorizing without association unless we follow the new education loyally, for in this work all the figures are not used in performing an operation, *e. g.*, $\frac{1}{2}+$ are not $\frac{3}{2}$ as the child who works with figures says, nor is $\frac{5}{2}-\frac{2}{2}$ equal to three. Let the fractions be shown as parts of some tangible wholes, and the "how" occasions no error.—*The School Journal.*

EDITORIAL NOTES.

The Record.—Have you read the Editorial Letter in our December number? If not, read it, and when you have read it let us hear from you. We are continuing the arrangement of last year, in the belief that we shall receive the support of teachers and school boards. We shall keep our readers informed upon the leading educational questions, and particularly upon those questions in which this province is specially interested. Original and selected articles of great practical value will be given a prominent place in our pages. We desire to draw the attention of teachers to two articles in the present issue on the "Preparation of Lessons," and "The A B C of Arithmetic." These are valuable papers, and will repay careful study.

We regret to have to record the death of the Rev. P. Lagacé, principal of the Laval Normal School, which took place at Quebec on the 7th of December last. The reverend gentleman held the position of Principal for the past fourteen years, and did much to secure for the school the position which it now occupies. His decease, just at this time when the whole subject of Normal Schools is receiving the attention of the Government and of the Roman Catholic Committee, may lead to still more important changes in the organisation of these schools. A special meeting of the Roman Catholic Committee was called for the 8th instant, when the Rev. Dr. Begin was nominated as successor to the late Principal.

Religious Instruction.—Very important regulations respecting religious instruction in the public schools have been issued by the Education Department of Ontario. They provide religious exercises for opening and closing of the schools, an authorised selection of Bible readings, and religious instruction by the ministers of the different denominations in the school-houses after school hours.

CHRISTMAS EXAMINATIONS IN MCGILL COLLEGE.

More than ordinary interest attaches to the Christmas examinations in the Faculty of Arts, partly as concerns the senior years, but principally from the fact that the names of female students now appear for the first time in the college examina-

tion lists. In the senior years the number of examinations has been considerably diminished. This may be regarded as in part an experiment, made with a view to determine whether anything could be gained by lessening the amount of time given to the examinations in a session which, in the opinion of some, is quite too short for the amount of work which is now attempted. The number of weeks allotted to lectures in the first term has accordingly been increased by appropriating one of the two weeks ordinarily given to the Christmas examinations. Without expressing any opinion as to the advantages which may be presumed to follow from an increase in the amount of time given to the lectures by lengthening the session, we may say that without some change in the method of conducting the class work, any shortening in the time devoted to examinations would be of doubtful advantage to at least a large number of students. Although a pretty regular attendance at lectures is insisted on, the regulations of the college which provide for home study of the previous morning's work or preparation of work for the following day are not vigorously enforced. The result is that a large number of students, through idleness or carelessness, defer the greater part of their actual work until near the day of the examination, and in the case of many students more work is done in the few days of examinations than during the weeks devoted to lectures; while even the most attentive and successful will gladly testify to the advantage of being able to devote two or three days of careful preparation for an examination.

The success of the female students in the examinations of the first year has been even greater than was anticipated. The two classes were examined at the same hours, with the same questions, and in the results the names are arranged in order of merit in the same lists. There is thus every opportunity given to make a fair comparison of the positions occupied by the two sexes in the college work. From every point it is evident that the women have beaten the men, and it may be mentioned as something altogether exceptional that one of the female students takes the highest place in four out of six subjects, while she stands second in the other two. It cannot be pretended that the ladies have any advantage in the way of average ability or in preparation for the college course; and their success will proba-

bly be taken as a measure of their application and conscientious endeavour to profit by the privileges which the University has recently extended to their sex in providing separate collegiate courses for women.

EDUCATIONAL NOTES AND LECTURES.

OVERPRESSURE IN ELEMENTARY SCHOOLS is the leading subject of discussion at present among those interested in Elementary Education in England. There is a strong agitation against the Education Office and the Regulations concerning the Mundella Code. At a public meeting held at Bradford some time ago, presided over by Lord Stanley of Alderly, there were 3000 present. The chairman said "when he was asked to preside at that meeting he at first thought it would be a very rash undertaking to call in question the working of the Education Act in the pet constituency of its author. On the other hand, a protest against the working of the Act would come with more weight and effect from Bradford since it would show that that Act had become so unbearable that even the affection and just esteem which the people of the town felt for their member, Mr. Forster, had not prevented them from meeting together to call upon the Government to inquire into the evils inflicted upon the country by that Act with a view to the removal of those evils. The personality of Mr. Forster and the large part which he took in passing the Education Act of 1870 might, however, be entirely set aside, for the Act which those present had met to remonstrate against was not the Act of 1870, but a far different system which had been evolved out of the Act of 1870 by the zealots of the Education Office. If Mr. Forster was liable to any criticism it would be this, that he was too squeezable, and that, after the passing of the Act of 1870, he allowed the officials of the Education Office to take the bit in their mouths and to commence that course of extravagance which they had since run, every year enlarging the Revised Code and adding to the subjects required from the unfortunate children. The increasing exigencies of the New Code and the system of payment by results, which converted every teacher into an overseer of slaves, bound to extract the utmost amount of labour from those he drove, had made it impossible for children to learn all that was required of them during school hours. In consequence we had the tyranny of home lessons. The meeting would have abundant testimony from medical gentlemen as to the evil of these unceasing hours of study. He (the chairman) would only ask how these lessons were to be learnt at home during the winter months? A lady member of the Bradford School Board had drawn a picture of an unfortunate child wearing out its eyes over bad print with the help of a rushlight or a tallow candle, but this picture put the matter in too favourable a light, for he was told that many poor children sat at windows and puzzled out their lessons by the light of the gas lamps in the streets. Those before him who suffered

from these evils, the health and lives of whose children were threatened, and who desired relief from the Government, were fortunate in having obtained not only the support of the medical profession, but also that of so many chairmen and members of the School Boards of neighbouring towns. It might have been anticipated that the position of these gentlemen would have kept them silent, but their practical experience of the effect of over-pressure had constrained them to join in asking for relief. Since he had come there he had had a resolution put into his hands which was passed on Saturday by the Bradford District Teachers' Association, an association numbering, he believed, some 150 members. He had been requested to read the resolution. It was as follows:—"That this association, containing upwards of 150 teachers, convinced of the evils wrought by over-pressure in elementary schools, desires to express its cordial sympathy with the movement to diminish such strain of work. This association believes that over-pressure is mainly due to the following causes:— (1) Payments by results. (2) examination according to age; (3) the uniform method of dealing with the exception schedule in some districts."

CLIPPINGS.

A very earnest teacher asks how a district can be organized so as to protect the home and the child from the attacks of evil of every kind.

Each teacher's life should be a force drawing always towards the good. One honest, determined character in a community is a power not easily estimated. The teacher can be an organized society for protection against evil. Let it be felt that she honestly follows the motto: "I will do right," and hundreds will be made stronger, thereby, to resist temptation.

Temperance societies should be organized in every district throughout the country. These should be honestly supported by the teachers, but mainly conducted by the pupils. Societies for the abolishing of profanity and vile talking should be formed—not in a perfunctory way, but with the hearty good will of the school.

Protecting the lower animals from cruelty should be attended to. Perhaps a society could be formed; at all events, this should be looked after. The Party of Protection is an important one. We cannot abolish evil, but we can keep the evil away from ourselves and others. "Lead us not into temptation" is as important a prayer as "Deliver us from evil." If we can protect children from getting into sin we are doing a more important work than saving old sinners who are in.

The teacher is to help her pupil to that to which he cannot help himself. She is not to do his work for him, is not to make his work easy, but is to make it possible and profitable. To err is not only human, but easy when a teacher has, as most have, more work in hand than can by any possibility be done in the best way; but teachers who have not tested it have no idea how much time and patience they might save if they would

only adjust their words in such a way as to do only that which is essential to make the child's progress possible and profitable, necessitating honest work on his part.

The only successful way to teach scholars to study is to lead them to *love* it. This may generally be done in the primary school, beginning with the smallest classes. Talk with the little ones about their simple lessons; tell them stories about them, and create in this way a desire to find out things for themselves. We encourage them to write little stories; we try to lead them on by easy steps, until they are eager to reach and relate what they have read. In this way the study of history and geography becomes but pleasant pastime, and not an irksome task. We have no sympathy for the failure of that teacher who *drives* a student to learn a hard lesson. We have many times, in our early teaching, kept scholars after school, or deprived them of recess, to commit a lesson in which they had failed; but we cannot remember that we have ever succeeded in seeing the lesson successfully conquered. A pupil cannot learn who studies, with a punishment held over him. If possible, we think it a good plan to tell the class at the close of a lesson something about the lesson for the following day; not enough to make the pupils feel that they know it, but enough to cause them to want to know more.

We can have no thought except through the medium of the senses. Think of this. Should we think if we could not see, feel, hear, taste or smell? What does this teach us? Simply—Educate the senses! They are the means by which the mind gets its food. Words only express our ideas of things. When we think of the impressions these things have made on the mind we exercise *memory*. When we re-arrange them into new groups we exercise *imagination*. Words are only expressions of what the mind has, or *mind speakings*. When we use words without thinking of the things for which they stand, we are doing only what the parrot or mocking-bird does. The connection between our words and things is intimate; in fact, they cannot be separated. You cannot intelligently say "beautiful" unless you think of something that is beautiful. The separation of words from things is a "new definition of ignorance." When a word represents nothing it is not a word. Boy is a word—it represents a very interesting animal; happy is a word because it represents a large class of boys; but goups is not a word, for it represents nothing, as far as we know, in the universe.

To properly date, write, fold and address a letter, is a rare accomplishment of the boys and girls who leave our public schools. It is more than a mere accomplishment; letter writing is a practical art, a good knowledge of which is needed almost daily, in every affair and business of life. One of the commonest failures on the part of the teacher is the neglect to give daily instruction in this useful art. A few lessons in letter-writing will not be sufficient. Pupils must be daily drilled in the forms, and com-

position of letters on different topics until they can write a letter in a neat, legible, concise, and connected manner, properly folding and addressing it. A word to the wise is sufficient.

Adopt some legitimate means of showing your patrons what you are really doing. It pays both parties, and gives an educational tone and direction to the minds of the patrons.

If there are any grumblers in your district, don't turn a cold shoulder to them. Go to them. Find out, if you can, the basis of their complaint. They frequently have one. Accord to them, in your administration of affairs, as much as you can afford. Win their confidence. Then educate them to a proper ideal, and while they seem to rule you, really rule them.

Cramming is the didactic imposition on the child's mind of ready-made results, of results gained by the thought of other people, through processes in which his mind has not been called upon to take a part.

The complete equipment and training of the teacher comprehends (a) a knowledge of the subject of instruction; (b) a knowledge of the nature of the being to be instructed; (c) a knowledge of the best methods of instruction. This knowledge, gained by careful study and conjoined with practice, constitutes the training of the teacher.

When a teacher ceases to be a student he does not stand still. His sum of knowledge acquired does not become a permanent capital. He goes back. He retrogrades. What he acquires rapidly disappears. He does not get rusty; he does worse; he relapses into ignorance. These remarks were made concerning students, but they are equally applicable to teachers, for a teacher, if he be a teacher, is always a student. When he ceases to be a student he ceases to be a teacher.

The State of California has made some admirable points in its school code. All schools must be taught in the English language. Industrial drawing, bookkeeping, physiology and music are compulsory studies. No pupil under eight years of age must be kept in school more than four hours a day. In graded schools, beginners shall be taught for the first two years by teachers with at least four years' experience, who draw first grade salaries, and every teacher must be at least eighteen years old. Instruction in the personal, industrious and civic virtues is demanded, with a special emphasis on the "rights, duties and dignity of American citizenship." District libraries are supported by the state. Text-books are purchased by the state board of education, by contract with publishers. Women are eligible to all educational offices within the state, and receive equal compensation with male teachers for similar services.

BOARDS OF EXAMINERS.

List of Candidates who obtained Diplomas at the November examinations, under the regulations of the Protestant Committee of the Council of Public Instruction.

| NAME. | Religion. | Grade of Diploma. | Class of Diploma. | For what Language. |
|-----------------------|--------------|-------------------|-------------------|--------------------|
| AYLMER. | | | | |
| Argus, Ceclia Kate. | Protestant. | Elementary. | First. | English. |
| Printiss, Jane J. | " | " | " | " |
| Tierney, Mary A. | R. Catholic. | " | Second. | " |
| BEDFORD. | | | | |
| No candidates. | | | | |
| MONTREAL. | | | | |
| Mathieu, Lizzie. | Protestant. | Model. | Second. | English & French. |
| Cameron, Ellen. | " | Elementary | " | English. |
| Coull, Helen. | " | " | " | " |
| Ewart, Alice D. | " | " | First. | " |
| Ewart, Bella E. | " | " | " | " |
| Hall, Charlotte. | " | " | " | English & French. |
| McDermid, Christiana. | " | " | Second. | English. |
| McLeod, Janet. | " | " | " | " |
| Sprole, Jessie J. | " | " | " | " |
| PONTIAC. | | | | |
| No candidates. | | | | |
| QUEBEC. | | | | |
| McLeod, Phoemie. | Protestant. | Elementary. | First. | English. |
| Sloane, Edith. | " | " | " | " |
| Holt, Nettie. | " | " | " | " |
| Hunter, Lizzie. | " | " | " | English & French. |
| Hall, Laura M. | " | " | Second. | English. |
| Proctor, Catherine. | " | " | " | " |
| Duffett, Grace. | " | Model. | First. | " |
| Forreest, Ada. | " | " | " | " |
| RICHMOND. | | | | |
| Rooney, Ida L. | Protestant. | Elementary. | First. | English. |
| Lyster, Margaret C. | " | " | Second. | " |
| SHERBROOKE. | | | | |
| Bottirn, Clara A. J. | Protestant. | Elementary. | Second. | English. |
| French, Ruth M. | " | " | First. | " |
| French, Helen. | " | " | " | " |
| Smith, Murdoch. | " | " | Second. | " |
| Wadleigh, Arthur G. | " | Model. | First. | " |
| Willard, Elvira A. | " | Elementary. | Second. | " |
| STANSTEAD. | | | | |
| McDermott, Ellen. | Protestant. | Elementary. | Second. | English. |
| McYookin, Annie. | R. Catholic. | " | " | " |
| McDuffee, Louis P. | Protestant. | " | First. | " |

EXCHANGES AND OTHER EDUCATIONAL MAGAZINES.

There is no more noticeable feature of the educational progress of the past twenty years than the multiplication of magazines specially devoted to the interests of education. A large number of these are of very high literary and professional merit, and take rank with the standard magazines of the day. Prominent among these is "Education" published once in two months by New England Publishing Co., Boston. For the number of lengthy and able articles contained in each issue, this publication takes first rank among the educational publications of the day. Among the monthlies the *Canada Educational Monthly* and the *Canada School Journal* stand well and reflect credit upon the educational workers of Ontario.

The Ohio Educational Monthly is one of our oldest educational journals, and is deservedly regarded as one of the best.

The American Teacher contains a large selection of valuable articles, and the *Central School Journal* of Iowa is bright and attractive in appearance and matter.

The weeklies are very numerous, but the *New England School Journal* and *The School Journal* published by E. D. Kellogg & Co., New York, compete for the first place. The former is well edited and the articles are ably and carefully written; but for the practical every day work of the school room we know of no better publication than *The School Journal of New York*. It should be in the hands of every teacher. We are indebted to this journal for a number of articles which have been reprinted in our pages, and we intend to add to this indebtedness during the present year. The following exchanges are also received: *The School Master* (England), *The Educational Courant*, *The American Journal of Education*, *The School Visitor*, *The North Carolina Teacher*, *The Teacher* (Philadelphia), *The Educational Journal* (of Virginia), *The Penman's Journal*, *The Scientific American*, *King's College Record*, *The University Gazette*, *L'Enseignement Primaire*, *Journal de l'Instruction Publique*.

 BOOK NOTICES.

THE TEMPERANCE PHYSIOLOGY, prepared under the direction of the Scientific Department of the National W. C. T. U., with a preface and endorsement by A. B. Palmer, M.D., L.L.D., of University of Michigan, Ann Arbor.

Contains physiology enough to make hygiene intelligible. Distinguished teachers and eminent scientists have taken part in the preparation of the work which is written in a spirit of great fairness and in an attractive style. It is profusely illustrated and well printed on excellent paper. A. S. Barnes & Co., New York.

ELEMENTS OF THE CALCULUS, By J. M. Taylor, Prof. of Mathematics, Madison University. 252 pages. Introduction price, \$1.80. Mailing price \$1.95. Ginn, Heath & Co., Boston.

The aim of this treatise is to present simply and concisely the fundamental problems of the Calculus, their solution, and more common applications.

Judging from the author's experience in teaching the subject, it is believed that this elementary treatise so sets forth and illustrates the highly practical nature of the Calculus as to awaken a lively interest in many readers to whom a more abstract method of treatment would be distasteful.

STORIES FOR YOUNG CHILDREN, By Elizabeth A. Turner. 90 pages. Stiff paper covers. Introduction price, 12 cents. Ginn, Heath & Co. Boston.

These stories are intended to be used as supplementary reading in connection with Primary readers.

The aim has been to make stories sufficiently interesting to hold the attention of a class, and at the same time to use language simple enough to be easily read and comprehended by children from six to eight years of age.

Special care has been taken with the grading, the shorter and easier stories preceding those more difficult. These stories should be in the hands of every primary teacher.

THE WATER BABIES, By Rev. Charles Kingsley. Ginn, Heath & Co., Boston. Price, 40 cents.

This is another excellent number of the series of classics for children. It is well illustrated, interesting and printed in the usual excellent style of the publisher's works. With this series teachers will be able to furnish such reading matter to these lower grades as will create in the children a taste for good literature, and not leave them to go out into the world, as they now must, almost entirely ignorant even of the names of good books, to say nothing of their contents.

GEMS FOR LITTLE SINGERS, By Elizabeth U. Emerson & Gertrude Swayne, assisted by L. O. Emerson. Price 30 cents. Published by Oliver Ditson & Co., Boston,

Here is truly a delightful little book for Primary Schools and Kindergartens, full of sweet music and pretty pictures, and altogether a thing that will take with the little ones.

Miss Emerson and Miss Swayne are both well educated musicians, and show a woman's tact in selecting subjects most interesting to children, and excellent taste in composition.

There are 62 simple songs, and 26 pictures.

NOTICES FROM OFFICIAL GAZETTE.

By an order-in-council of the 6th of December, 1884, the corporation of the dissentient school teachers for the Municipality of "St. Gabriel de Brandon," in the County of Berthier, was dissolved.

By an order-in-council of the 6th December, 1884, it was decided to detach from the township of "Eardley," in the county of Ottawa, the following lots, to wit: In the tenth range, lots 1, 2, 3, 4, 5 and 6; in the eleventh range, lots 1, 2, 3, 4, 5 and 6; in the twelfth range, lots 1, 2, 3, 4, 5, 6 and 7 and to annex them to the municipality of "Sainte-Etienne de Chelsea," in the said County of Ottawa, for school purposes.

SECRETARY'S OFFICE,,

Quebec, 24th December, 1884.

His Honor the Lieutenant-Governor in Council has been pleased to appoint the Honorable Charles Boucher de Boucherville, Legislative Councillor and member of the Senate of Canada, to the office of member of the Catholic section of the council of Public Instruction in this Province, instead of P. Benoit, Esq., M.P., who has resigned.

From the report of the monthly meeting of the P. E. S. Commission, Montreal, held on the 10th instant, it appears that Miss Emma Vessot succeeds her sister as teacher of French in Girls' High School. Mr. Mc-Kercher succeeds Mr. Pearson in the Senior School, Mr. Humphrey goes to the Sherbrooke Street School and Mr. Rowell succeeds Mr. Humphrey at the Royal Arthur.

The accommodation at Sherbrooke Street School is to be increased and a new school is to be built in St. Antoine Ward. The number of pupils enrolled for the month of December was 4,041.

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G A G E ' S

New Canadian Readers.

NEWFOUNDLAND.—Recommended by the Superintendents of Education.

MANITOBA.—Authorized for use in the Schools of the Province.

QUEBEC.—Authorized for use in the Schools of the Province. Adopted by Protestant School Commissioners for use in Montreal. Introduced in the Schools of City of Quebec, Sherbrooke, Three Rivers, and many other Schools in the Province.

PRINCE EDWARD ISLAND.—Recommended by Superintendent of Education.

JAMAICA, WEST INDIES.A.—Recommended by Superintendent of Education.

ONTARIO.—Authorized by the Minister of Education.

WHAT IS SAID BY TWO WELL-KNOWN INSPECTORS.

To the Trustees and Teachers of Lincoln and City of St. Catharines.

As the acting Minister of Education has recently authorized two new sets of reading books, it becomes necessary, to secure uniformity in classes, to avoid confusion in buying, and to prevent loss of money to parents, that Trustees and Teachers shall, with as little delay as possible, consider the adoption of one, and only one, of these series, To exemplify this necessity, suppose that the city of St. Catharines were to adopt one, and the county of Lincoln or the town of Thorold, the other; then children of parents moving from one to another of these places would find themselves obliged to buy new books.

To be in a position to express an opinion on the merits of the two series to the many inquiring Trustees and Teachers, we have compared them carefully, and have no hesitation in stating, that Gage's "Canadian" is superior to the "Royal" series, for the following reasons:

1. The "Canadian" is cheaper by 34 cents per set.
2. The type is much larger and the spaces between lines greater.
3. The engravings are better, and in the earlier books more numerous, thus affording a greater variety and a far wider range in object-teaching.
4. The lessons are carefully graded as to matter and difficulties.
5. The books are not too large, hence may be mastered by the pupils in the two school terms of the year.
6. There is more literature, either on Canadian subjects, or written by Canadian authors on other topics.

The following excellent features of Gage's "Canadian" series seem entirely wanting in the "Royal":—

1. Pictorial tablets adopted to the most modern methods of teaching reading, and embracing admirable black-board drill on phonics, and exercises in *script*.
2. Script, in the earlier books, viz.: the primers and the second book, that children may practise, as well as read, *writing*.
3. A series of Bible readings and Temperance lessons.
4. Articles on "How to Resuscitate the Drowned," "How to Retain Health," &c.
5. Definitions and pronounciations of the more difficult words in the lessons, placed at the beginning of each.
6. Questions and suggestions at the end of each lesson, beginning in the second book
7. A summary of Canadian History.

(Signed)

JAMES B. GREY,
I.P.S., Lincoln.

J. H. McFAUL,
I.P.S., St Catharines.