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THE
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No. 4. APRIL, 1884. VOL. IV.

ELEMENTARY COMPOSITION.*

BY MISS J. LUTTRELL, ROYAL ARTHUR SCHOOL, MONTREAL.

"I could wish," says Montaigne, in an essay on the Education of Children, "I could wish . . . . . that we could learn to ride, handle a pike, touch a lute, or sing, without the trouble of practice, as these (the teachers of the day) attempt to make us judge and speak well, without exercising us in judging and speaking." All our learning, all our instructions, are valuable in proportion as they develop the capacity to judge and to speak. To judge, that is, to think, is not to recall distinct facts, or series of facts, the mind may have acquired, but it is the power of reviewing these facts, and, from these views, of forming new combinations which may themselves become facts. The further perfecting of the mind, the triumph of the intellect, is the power to embody these thoughts in fitting words, and this last is perhaps the more difficult, or at any rate the more unsatisfactory, of the two, because, as some writer says, words fall far short of thought, and are at best very imperfect reflections of the mind's images. Thought and language are the great business of the intellect, and as often reveal its degree of perfectness in an ordinary remark as in the most abstruse treatise, for the habits of thought we have been forming all our lives, tell plainly to the attentive ear the tale of the intellect's occupation. But teachability of mind, like flexibility of muscle, requires a long apprenticeship. The Spartan with whom physical strength was paramount, took the child from the

* Read before the Provincial Association of Protestant Teachers in Convention at Lachute, October, 1883.

mother at the age of six and began that training which distinguished him even among those whose profession was physical prowess. The value of early training is not unknown or unheeded in our day. The modern mother understands its value, and is not behind the Spartan in the fortitude she displays in giving up her daughter from early dawn to dewy eve, to that unremitting manual labor which ensures for this daughter the conventional accomplishment of the day, those small musical tinklings, the pride of the maternal ear, but the paternal torture and the sole end of existence till womanhood breaks. With the mind instances are rare, where neglect in early youth is atoned for by after exertions, for the will which yields so easily to habit is obstinate and disinclined to unwonted exertions in later years, and the mind lacking, and his spur soon tires. Imperfect or defective instruction is less hopeful of results than mere neglect; strength of purpose, along with natural intelligence, may bridge over the total lack of early discipline, but it is hard indeed to repair the damages of a spoilt mind. "Much pains are taken," says a master of English, " and time bestowed to teach us what to think, but little or none of either to instruct us how to think. The magazine of the memory is stored and stuffed betimes, but the conduct of the understanding is all along neglected." In the beginning the young brain wants the intelligent care and nurture of the intellectual mind—that wholesome exercise of all its faculties whence comes gradual strength, gradual capacity. Failing this, its effects, weak at best, are disabled and discouraged, interest is gone, there is no searching, no examination into the "why" of things, for the now too complaisant mind, enters too late into what it is taught, and losing both premises and argument, hears only the conclusion.

There is no subject taught in our schools, the teaching of which deserves more skill and attention than this subject of Elementary Composition. At one time, not long ago, perhaps it is so in many cases yet, it was supposed by the presiding genius of the school-room, that this power to compose was an especial ready-made gift, probably from one's fairy godmother, and the child went on in the path of learning till one day ere he had quite shed all his milk-teeth, the good teacher was inspired to announce, "Write a composition for to-morrow." "A composition?" with the upward cadence of little frightened voices, but the soul of that wise person, like those of Ossian's warriors, had again rolled into itself, and when it unrolled, Friendship or Gratitude came forth in

terse, forbidding tones. Friendship, Gratitude, what do those things mean? What are they to do with them? and home they went, the word hanging like a big heavy weight around the little hearts. How do people write compositions? They looked at the pen then at the handle, and thought of the wily priest of whom they had read, who performed a miracle by filling his hollow cane with well-beaten egg, and then of the king who was cured of a great illness, by knocking together heavy wooden mallets filled with medicine. Could the pen-handle be hollowed and say—friendship put in? Language was there, imagination and invention too, and doubtless, some crude notions about even these abstruse topics, scattered throughout the little brains, but they had never been taught to gather these thoughts into words, and that is where the trouble lay. In rural districts the schoolboy's idea of Composition is a legendary letter handed down from father to son, back, back, to the first scribe of the family, and he takes his pen in hand to write you these few lines, hoping they may find you in good health as they leave him at present. Then, taking command of his Falstaffian recruits, his misshapen and undisciplined thoughts, dis-severs all connection between relative and antecedent, ostracises our one ewe-lamb, the possessive case, misuses his words, disuses his connectives, and with some choice rhetorical flourishes indigenous to the soil, no more at present, bad spelling and bad writing to be excused.

Our subject of Composition, in that it sets the mind looking in upon itself and brings into play the greatest number of the faculties, is of the greatest importance. It reveals the method, ordering, and extent of the child's impressions, and the whole value of the teacher's instructions; for his being able to express his thoughts in words must run parallel with his having ideas and with his knowing how to utilize these ideas. In the young mind there is, so to speak, a repulsive force strong among his various ideas and perceptions, they move too easily among each other and every little agitation of thought sets all flying about, they want the ballast of reflection, which would make each fall to its right place and come when bid. As yet they have ideas without words, words and never an idea of their meaning. Association is strong but lacks discernment, and frequently sets him out of his way, so when he tries to tell you of anything he has seen or heard, he runs from one thing to another, losing himself in the mazes of his own thoughts and totally bewildering his listeners. Frequently he is unable to abstract his ideas from the particular object or circum-

stance which gave them to him and apply them more generally, and for a long time he has only the names of complex ideas, an imitative rather than an intelligent use of them. When, *without training*, he *attempts* to write down his thoughts, they are so little under his control that he finds it impossible to accommodate their production to the mechanical process of writing them down, and the result is much disjointed and absurd unintelligibility. When he does succeed in getting a few thoughts down on paper, they are strange, unfamiliar creations to him, and want that finish of existence that a better acquaintance with himself would give them. These are some of the troubles of a child's mind, and observation will find out many more. Begin to teach him to judge and to speak, that is, to compose, as soon as he comes under your care. Let the composition exercise be at first merely transcription of the reading lesson, which probably begins with his introduction to that noble animal, the ox. *This is an ox. O do you see the big ox? Is it an ox?* Give him such ideas as these: these are sentences; when you or any one else speaks you or they make sentences; also, each sentence begins with a capital or large letter, and a period or full stop marks its end. Show them each and all these things on the blackboard. Get this much, at first, thoroughly into his understanding. As a more advanced addition. let them compose orally similar sentences about objects *you show them*; as, that is a pen, etc., from which you can proceed to the plural form, these are pens, etc. These should be short lessons—ten or fifteen minutes at a time. When he has emerged from his monosyllabic-book, the next one will introduce him to more extended sentences and greater continuity of thought. Tell the pupils to close books and recall their sentence as well as they can, which will be at first very imperfectly done; but give the lesson over, and now that they understand what you ask of them, they will do it much better, and these lessons will teach them concentration. After a while ask for their sentences in their proper sequence, orally as yet. Elliptical sentences as nearly like those to which they are accustomed as possible, may be given them to write; as, John and Thomas are two ——— boys. They ——— to the mill-pond to catch ———. Oral sentences similar to those in their books, about their surroundings, may again be required of them.

By this time he has some notion of the fact that he has a mind, that thoughts are made in and brought forth from his mind, and now you must get him to feel that his spoken and written thoughts

demand care, and that it is worth his while to give them that care. Let him begin to examine minutely into the nature or composition of a sentence; every sentence has one particular subject of thought; write simple sentences on the blackboard, and let this be found out and understood. The other important part of the sentence is that which ascribes to the subject its action, influence, or state; illustrate by many examples. Exercises such as subjects to find appropriate predicates for and *vice versa* might next be given. A good text-book on Composition will assist the teacher in giving method to his work. We learn Composition like most other things a great deal more quickly and effectually by practice than by precept; it will not do to cast about for illustrations and exercises when we can have them ready at hand, at the same time it should not be too servilely followed nor should it withdraw the least attention from the pupils. Show them how the subject and predicate are modified and extended by adjectives and adjective phrases, adverbs, etc. Explain the nature and office of these words and phrases; take up the pronoun in its various aspects, for the composition lesson will be largely a grammar lesson also at this stage of progress. When the pupil has learned how to know a sentence, what are the essential parts, the adjuncts or modifications, then let him make sentences according to his improved notions. Occasionally write down a sentence with some incongruity of thought or construction in its composition, not so much so as to be absurdly obvious, but enough to admit doubt; detection of the misapplied word or false conclusion will sharpen the perceptions and beget caution and examination, and he will receive his next idea, that a sentence is an expression of thought in correctly applied language. Such exercises as writing the same sentence negatively, interrogatively, etc.; changing the position of subject, predicate, etc., without destroying the sense, giving one noun to see how many simple sentences can be made from it, etc., may be profitably employed, and will serve to give flexibility of expression. Attempts might be made to develop the observing faculties and descriptive powers by setting some object before the pupils and telling them to write down the different qualities or appearances they may observe in it. Read the best to the class. On the blackboard these might be connected into a continued description, the teacher making such additions o her own as will make it more lively or interesting. This will be their introduction to compound and complex sentences. There are a few things that might occupy some attention and be done away with

for ever to the great peace of the teacher; such as, distinction between of and off; to, too, two; their and there, etc.; double negatives, tautology, possessive case; all which harass the youthful mind, in many cases, to a late date. *Greater attention is also required for a* better understanding of the use of connectives, with which we have merely a bowing acquaintance in most of our grammars. "In these," says a writer, "consists the art of well-speaking. To mistake in any of these, is to puzzle instead of informing his hearers, and, therefore, it is that those words which are not truly by themselves, the names of any ideas, are of such constant and indispensable use in language and do much to contribute to men's well-expressing themselves." The difficulties of the more complex sentence are more or less smoothed away by the understanding the child has of the simple sentence; the same idea which led him to the one will be his guide in the other, viz., a sentence is a complete thought, *one* complete thought, no matter how many words or phrases or secondary clauses may be concerned in its composition. The child is now, we will suppose, eight or ten years old, and can write a simple sentence, at a moment's notice, on any word that he understands. In order to do this his intellect must have attained considerable order and method; he can reason and conclude with some degree of ability, and exercise consecutive thought and speech with no little freedom. He is already, and quite accurately, giving utterance to complex sentences. Take his Reader, the Fourth one now, and tell him to read carefully the first sentence and find out what he considers the principal statement in it. "Once upon a time, not long ago, there was a family of rabbits that lived in a nice shady bank near a wood." He knows that "once upon a time" and "not long ago" are not sentences at all, and he concludes that it must be "there was a family of rabbits that lived in a nice shady bank." Tell them to examine this again, when they will presently find out there are two statements, and, therefore, two sentences here; which is the more important? What does the other one do for this? It is merely a help by way of explanation or illustration. "What is a complex sentence?" Will next follow. Proceed to have the pupils classify the clauses and phrases. Which are adjectives, what do they explain or illustrate; which are adverbs, what do they affect. Let their exercises be now the finding out, first, the principal member, then the secondary ones in order of consequence to each other; find how many simple sentences can be got from the sentence; contract the whole into one simple sentence. Teach one

sentence carefully, slowly, before you take the next, and establish the habit of a strict scrutiny of thought, and the pupil will soon acquire that mental grasp and penetration which makes one individual's spoken or written language of so much more value than another's. Finally read to him carefully selected sentences from our purest writers of English, and ask him to reproduce these in his own words; have it done on paper, and give it back next day with comments on the work. Let mistakes be corrected and the papers collected, again to be distributed promiscuously among the pupils; they will then have opportunity to criticize each other's work, and will be instigated to more care, knowing that the eye of the Philistine may come upon it. Such passages will also serve to educate the taste and extend his range of ideas as well as to introduce new words and turns of expression into his language. The oral exercise might be the recounting of some short metaphor or allegory, etc., as for instance, Sterne's Recording Angel and My Uncle Toby's Oath, the teacher first giving it to the class with what ease, precision, and grace of language she can. Sometimes the learning by heart of poetical or prose selections might usefully occupy the Composition hour. Teach them the use of punctuation marks through all the written exercises. The pupil might now try his intellectual wings in composing brief narrative or descriptive exercises of places, objects, etc. Set on the blackboard, by way of help, suggestive phrases. "An excursion into the country" is the subject, the hints being meadows, cattle, beech trees, a squirrel, chase, succeeding, defeated; or place before them some object and have them describe it. This might sometimes be done orally for variety's sake. The teacher might also write a short composition on the board explaining the method of procedure as she goes on; thus "Wood" is the topic. Tell them—I shall begin by explaining what it is, then how and where we get it; next some of the different kinds of wood, uses, a few closing remarks. They may, at the next lesson, take a subject and deal similarly with it. Vary the method next time to prevent mechanical imitation. Letter-writing might also be taught from the blackboard, the teacher writing a letter, the pupils answering on their slates, or better, on paper. Constantly impress upon the learners the desirability of correctness and fluency in speech and writing; relate anecdotes of the pains great men have taken to refine thought and perfect utterance. Let them be interested in the same books and these will afford them subjects for conversation out of school.

There is no reason why the Composition lesson should not be a favourite one, if the teacher will it; it is an inexhaustible subject, this study of English Composition, and extends its boundaries to the verge of our English literature, so that it promises much pleasure and more labour to all who would seek in any degree to perfect themselves in it.

THE PRIMER OF POLITENESS.

(Continued.)

30. What is meant by conscience?

It is that feeling of the mind which makes us happy when we do what we think is right, and unhappy when we do what we think is wrong.

31. Who are the happiest people?

The happiest people are those who always try to do what they think is right.

32. *Are all persons alike unhappy when they do wrong?*

No. All persons are not trained to know what is right and what is wrong.

A Troubled Conscience.

A lady about thirty-eight years of age, elegantly dressed, entered the shop of a gentleman in London in a state of great excitement, and asked if the owner of the shop were yet alive. On being told that he was living, she earnestly desired to see him. Being busy in watching the making of some candy, he asked to be excused, and called his daughter to wait upon her. The daughter went at once with her into the parlor. After sitting a short time the lady burst into tears. When she was able to speak she stated that more than twenty years before, she was a pupil at a boarding-school near by, which school this gentleman had for nearly forty years supplied with pastry from his bakery, and while there she had been in the habit of taking small articles from his tray, unknown to the persons who brought it. She had now been married some years and was the mother of six children, but still the memory of her thefts had so troubled her conscience that she was never happy. Her husband, observing her unhappiness, had, after many trials, got the secret of her trouble. He advised her to call on the baker and relieve her conscience by paying for the things she had taken, and also by making an apology for the wrong she had done.

The baker on being told the object of her visit begged her not to make herself unhappy any longer, as she was not the only one who had acted in that manner. After begging his pardon, which he most readily granted, she insisted on paying him some money which she thought was about the value of the things she had taken.

After remaining a short time she left, feeling that a great load had been taken off her conscience, and that hereafter she could be a happier woman.

33. Tell the story of the Troubled Conscience.

34. What should we do when conscience tells us we have done wrong?

35. Why did this woman wish to ask pardon of the baker?

36. Why could she be happier after she had confessed her wrong?

The Window-Breaker's Conscience.

In the village of W., as a company of boys were about to go over to the Academy, someone proposed to take the near way through an alley and thus save some distance in the walk. It is not safe for boys to leave the open streets and to go through dirty alleys, for there are almost always some temptations in such out-of-the-way places as will lead them into trouble. On their way they had to pass a large warehouse that was used for storing wool. The side of the building near the alley contained several large windows. As the boys were sauntering along, one of them, who was generally their leader in mischief, suggested that it would be fine fun to break the glass out of the windows. Unfortunately for the owner of the house, there was not a boy in the crowd who had the courage to refuse to join in the mischief. There was no special reason why they should damage the man's property, as he was a kind, good man, who had done them no harm, but at it they went, and in a very short time scarcely a whole pane was left. After this exploit, which they called fun, they went on to school, seeming highly pleased with their morning's work. It was supposed to be a good joke to destroy the property of a kind, good man who had given them no cause of offence.

One of the boys, who had joined the rest in breaking the glass, was ill at ease when he came to think of what he had done. He reasoned in this way: "Would I have broken the glass if it had been my father's warehouse? Would I have consented to see his property destroyed? Was it right to destroy property for fun? Was it doing

as I would be done by? Was it brave or manly to sneak into an alley, in an out-of-the-way place, to do what I would not have dared to do if the owner had been present?" To answer these questions in his own mind made him very unhappy. When he saw the owner of the warehouse he was uneasy and ashamed. If he were sent an errand and had to pass the gentleman's store, he would always cross the street and pass by on the other side. This state of feeling lasted several months, so he determined to get rid of it.

It was nearly Christmas. He had been in the habit of saving his pennies and small silver coins to make some presents at the holidays. He had saved a nice little sum of money, when it occurred to him that the best use he could make of it would be to pay for the damage done at the warehouse and to get the owner to forgive him for the mischief. Accordingly, on New Year's morning, he opened the box, put the money into a little red stocking, and, taking it with him, marched down to the gentleman's store. Walking in with a manly air and speaking to the owner, he said, "Mr. ———, some time ago, in company with some other boys, I broke the glass in the windows of your warehouse. I have been ashamed and unhappy about it, and as this is New Year's Day, I want to begin the year right by paying for the broken glass."

"But," said the merchant, "you did not break all the glass?"

"No, sir," said the boy; "but I shall be glad to pay for it all."

The merchant refused to take the money, and, after a few words of kind advice, he presented the stocking with its contents to the boy as a New Year's gift.

It required a good deal of courage and real manhood to act as he did, but the happiness derived from making an apology and offering payment for the damage was reward enough. The conscience, troubled so long, was now at ease, and its owner was a happy boy.

37. Tell the story of the Window Breaker.
38. What did the boy do that was cowardly?
39. What did he do that was brave?
40. What is conscience? See question No. 30.
41. What led the boy to offer to pay for the glass?
42. Was it right for him to offer to pay for the glass? Why?
43. Do persons always do what they know to be right?
44. How should we act with reference to conscience?

We should always obey the warnings of conscience, and do what we think is right.

METHODS OF TEACHING GEOGRAPHY.

BY LUCRETIA CROCKER.

[The following Notes of Lessons in Geography are reprinted from a little book published with the title of "Methods of Teaching Geography," by the Boston School Supply Company, 15 Bromfield Street, Boston. Those who are able to do so will do well to get a copy of the work for themselves. For the benefit of our country teachers we shall give it by instalments from number to number.]

INTRODUCTORY.

The inquiry *why* we teach geography naturally precedes the consideraton of *how* we ought to teach it.

May we not assume that our main purpose is to give our pupils a real knowledge of the earth on which they live? We wish to lead them to perceive its wonderful adaptation to the wants of man; its resources for food, clothing, shelter, and for the arts and industries of civilized society. They should catch glimpses of its marvellous beauty and grandeur; and should find the close relations that exist between physical conditions and the life of different nations.

As teachers of geography we shall draw upon our largest resources in natural and physical science, in general history, and in art and literature. However elementary our instruction, we shall need a wide range of knowledge, as we travel, in imagination, with our pupils, over the broad earth; helping them to see phases of nature and of life, on sea and land, in hot and cold countries, on mountains and deserts, and among untutored and civilized people.

Geography, well taught, is an educational study, cultivating the imagination and judgment, as well as the memory; training the mind in both observation and language. Perhaps no other branch in the grammar-school curriculum gives opportunity for culture in so many directions. And there is no subject taught in which it is more necessary for the teacher to be independent of the text-book, especially in the arrangement of lessons, and in the apportionment of time, according to the relative importance of the parts of the subject.

Text-books of geography must give more names, statistics, and facts than we wish to keep in our minds, or to have our pupils learn. They are, in a sense, reference books; correct, for the

time, in many statements that will be untrue before the children of to-day take our places. We should not, then, cumber their memories with what may prove worse than useless rubbish, because not so easily disposed of.

Are we, then, to discard text-books? Certainly not; but we are to make them our helpers, not our guides. Are we to dispense with memory work for our pupils? Certainly not. We must have it, or our teaching will fail in results. But we must put life and colour into the dry facts of our text-books, and give, for the memory-lessons, only intelligent summaries of the valuable points of the instructions.

Are we to require the study of map-questions? Assuredly; but not the learning of a catalogue of names. Has there been any real addition to geographical knowledge when pupils have learned to repeat names with which they have no other associations than the places they occupy upon the map?

Are we to have definitions accurately stated? Certainly; but only when the thing to be defined, and the language that expresses the definition, are clearly comprehended.

Are we to have question and answer, or topical recitations? Surely both have a place. During the presentation of new points the Socratic method is the true one. The teacher must excite mental activity in the class by skilful questioning. The children must be led to think, to examine, and to express the results of their study. The teacher should *tell them nothing they can naturally find out for themselves*; but their earnest study should be supplemented by bits of information, vivid descriptions, and other illustrations, given by the teacher, in their proper connection. This, and this alone, is *true oral instruction, the direction of the mental activity of the pupils*. After this come the memory-lessons; the definitions; and, finally, the reproducing of the different points of the geography of any country, by topical recitations. These should be the independent efforts of the pupils, expressed in their own language.

In the process of instruction a geographical vocabulary is formed. This should be fully grasped in both its spoken and its written forms. Hard words for children, perhaps we say. But do not children, like unlettered adults, seek the long words, and do they not insist upon having the right name for every new hing? They should have the habit of taking each new word

through the eye, as well as the ear, and thus a geographical vocabulary, correct in spelling and pronounciation, will have a natural and gradual growth.

We come finally to the question of reviews. Must not the main points of the last lesson be gathered up before proceeding to the next in order? And is there not need of a careful review whenever the instruction on any topic or subject is completed, before passing to the next? Are not the best reviews often given incidently, whenever points of previous instruction are referred to? Is not the application of knowledge previously acquired always its surest test? In this way only do pupils appreciate the need of recovering lost knowledge. Let us have reviews, frequent and thorough, without dull repetition, by putting the old facts or inferences into new connections; and, by showing the need of information, give the incentive to acquire it. Let our pupils, while taking new steps, find their dependence upon steps previously taken.

It is of great importance to have the course of study continuous and progressive, though our pupils must pursue it under the care of different teachers. Thus only can the best geographical results be secured in graded schools. Let us, then, so far as is possible in four hours, consider methods of carrying out the outline course of study, in successive classes, in its three departments of physical, civil, and astronomical geography.

The notes which are here given indicate the arrangement and method followed, but no attempt has been made to reproduce the lessons in full.

PREPARATION FOR THE STUDY OF GEOGRAPHY IN THE PRIMARY SCHOOLS.

I. Lessons on Place (including Relative Position, Distance, and Direction.)

1. (*a*) To illustrate the use of the prepositions of place; as *on, above, before, between, under, below, behind, around,* etc.

METHOD.

By placing objects.

The teacher places ....the pupil imitates.
The teacher places..............the pupil describes.

The teacher dictates............the pupil places.
The teacher disarranges.......the pupil replaces from memory.

(*b*) To illustrate the use of the terms, right, left, middle, centre, corner, etc.

Lessons as above.

Right-hand corner
Left-hand corner
Front right-hand corner
Back left-hand corner
Middle of right side, etc.,
} of table of desk.

(*c*) Representations by the pupils of the relative positions of objects on table or desk.

2. (*a*) To show the necessity for a standard of distance.

(*b*) Measurements in the school-room; inch, foot, yard; meter, decimeter, centimeter.

(*c*) Representations on a scale, of the top of a desk or table, and of the floor, with the places of a few objects designated.

Thus far Primary-School work, and these lessons lead directly to the preparation for the use of maps.

II. Lessons on Plants and Animals.

That live on the *land;* in the *water;* fly through the *air.*

That have their home in *hot parts* of the earth; in *cold parts;* in *forests;* in *plains* and *deserts;* on *mountains.*

Most of the children have seen the animals that usually belong to menagerie or circus, and know that many of them are brought across the great *ocean* from other lands.

III. Stories and reading lessons about people who live far away.

In what kind of homes? What they eat?
What they wear? What they do?
What animals they use?

The friends of many of the children have been far away by *sea* or *land.*

IV. General knowledge gained by most children before entering the Grammar Schools.

1. Of *land* and *water.*

Of the uses of each (for living, travelling, food-products, etc.)

Of different modes of travelling (transportation.)
Of different occupations of people (familiar and unfamiliar.)
Of different people and their ways of living (manners and customs.)
Of different natural features (hill, pond and island.)

2. Of *air* all around, over land and water (atmosphere.)
Of a draught of air (wind.)
Of the quick drying of mud, clothes, etc., in a warm air; in a windy day.
Of the different forms of water (fog, clouds, rain, snow, hail.)

3. Of the sun as giving light and heat.
Of the sun, moon, and stars, as far away.
Of divisions of Time:—day, night, week, month, year, spring, summer, autumn, winter.

4. Of the terms circle, circumference, diameter, sphere, hemisphere (from drawing and form lessons.)

(*To be Continued.*)

"WEE" LESSONS FOR "WEE" PEOPLE.

BY M. A. P.

NUMBERS.

The following lesson is a review upon the number 8: Class stands around a table, upon which is a variety of counters, as shells, buttons, pebbles, beans, splints, etc.

"Speak quickly, children, and count carefully; we wish to learn a great deal to-day. Each one may take eight counters. Tell me how your eight is made." (Each child takes eight counters, places them from memory before him, and individually answers.) "Two 4's make eight." "One 7 and one 1 make eight." "Four 2's make eight." "One 5 and one 3 make eight." "Eight 1's make eight." "One 4 and two 2's make eight." "Two 3's and one 2 make eight." "One 6 and two 1's make eight," etc.

"Show me how many 5's in eight." (The entire class makes combination from dictation, but answers individually.) "One 5 in eight and one 3 remains." "How many 3's?" "There are two 3's in

eight and one 2 remains." "How many 7's?" "One 7 and one 1 remains." "How many 2's?" "There are four 2's in eight, and nothing remains." "How many 6's?" "In eight there is one 6 and and one 2, or two 1's." "How many 1's?" "There are eight 1's in eight."

"Tell me what I find in eight." (Teacher takes eight counters, and rapidly makes combinations. Pupils in concert give the result.) In eight counters I see: "One 2 and six 1's." "One 4 and two 2's." "Two 3's and one 2." "One 8." "One 5 one 2 and one 1." "Eight 1's." "Two 4's." "One 7 and one 1." "Four 2's." "One 6 and two 1's." "Tell me what I make upon the blackboard." (Teacher with colored crayon makes upon the board combinations, and pupils in concert give results.) "Four 2's of marks make eight marks." "Two 3's and two 1's of stars make eight stars." "One 5 and three 1's of dots make eight dots." "Six 1's and and one 2 of squares make eight squares." "Two 4's of circles make eight circles." "One 7 and one 1 of triangles make eight triangles," etc.

"Now answer in turn, and make me a picture with your counters when you answer." (Each pupil, while answering his question, arranges his counters to show the combination or separation asked, and states the result by using a complete sentence.) "If you had two 3's of shells, and found 2 more, how many would you have then?" "Then I would have eight shells." "If you had 5 apples, and your mother gave you three more?" "Then I would have eight apples." "If you had eight counters, and I took one-half of them?" "Then I would have four counters left." "If you had three 2's of beads and found 1 couple more?" "Then I would have eight beads." "If you had eight chickens, and two 3's of them died?" "Then I would have two chickens left." "If you have only 6 splints how many more must I give you to make 8 splints?" "You must give me 2 more splints." "If you had eight pears and gave your brother one and ate one, how many pears would you have left?" "Then I would have six pears left." "How many times can you take away two buttons from eight buttons?" "I can take away 2 buttons from 8 buttons four times." "If you had four 2's of marbles and gave Tommy a couple of them?" "Then I would have three 2's of marbles left." "How many feet have two horses?" "Two horses have eight feet." "How many 4's is that?" "That is two 4's." "If you had 3 pins, how many more must you find to make 8 pins?" "I must find 5 pins more to make 8 pins." "If you had eight business-cards,

and gave your cousin one-half of them, and then lost one, how many cards would you have left?" "Then I would have 3 business-cards left?"

"Now tell me what I ask you without touching the counters." (Each child places his eight counters together in a horizontal line before him, and answers from memory. If any pupil fails to answer correctly, the problem should be illustrated by the teacher, or by some member of the class.) "How many 2's do you see in eight counters?" "How many 6's?" "How many 3's?" "How many 1's?" "How many 4's?" "How many 7's?" "How many 5's?" How many 8's?" "If I take three 2's from eight, what remains?" "If I take two couples and one 1 from eight, what remains?" "If I take one 5 and one 3 from eight what remains?" "How many 4's make eight?" "How many are eight counters less one 3?" "One 2 from 8 leaves how many?" "Four and two and two 1's are how many?" "Eight is how many more than two 2's?" "Three and how many 1's make eight?" "One 7 from eight leaves how many?" "How many couples make eight?" "Take two 4's from eight 1's?" "If I take away one-half of eight counters, what is left?" "Is 7 more, or fewer, than 8?" "Five pigs and 3 pigs are, how many?" "If you take two nothings from eight what is left?" "In 8 beans are how many 5's?" "Two peanuts and how many more make 8 peanuts?" "From 8 stones how many times can I take away 3, and what remains?" "Eight blocks less one couple of blocks are how many?" "If you had eight apples and ate two 2's of them how many would be left?" "In eight balls are how many 2's?" "If you take one 4 and four 1's from eight, what remains?" "Three and what make eight?" "One 6 and one couple are how many?" "Eight is how many more than five 1's?" "If you take two 3's from eight, what remains?" "Eight 1's and 2 nothings are how many?"

"Now let us play store." (The teacher changes the counters for money, giving each child eight cents.) "Russell, if you had eight cents, how many tops at 3 cents each could you buy?" (Child groups his money by 3's, and makes a complete statement.) "If I had eight cents, I could buy 2 tops at 3 cents each and have 2 cents left." "Alice, if you had eight cents, how many little dolls at 4 cents apiece could you buy?" (Child groups the money by 4's.) "If I had eight cents I could buy two dollies at 4 cents apiece, and have no money left." "John, if you had eight cents and bought a kite for seven cents, how much money would you have left?" (Child

groups the money by 7 cents.) "If I had eight cents and bought a kite for 7 cents, then I would have one cent left." "Lucy, if you had eight cents, and bought a banana for 6 cents and two taffy-sticks at a cent apiece, how much money would you have left?" (Child groups the money by 6's, and 1's.) "If I had eight cents, and I bought a banana for 6 cents and two taffy-sticks at a cent apiece, then I would have no money left." "Willie, if you had eight cents, and bought a book-slate for 5 cents and a slate-pencil for 1 cent, and spent the rest for candy, how much money would you bring *home*?" (Child groups the money by 5's, 1's, and 2's.) "If I had eight cents and bought a book-slate for 5 cents and a slate-pencil for 1 cent, and spent the rest for candy, then I would bring no money home."

"Now ask me some questions." (The teacher takes eight counters, and illustrates each problem as she answers it. The following questions were asked by the little class, and are here repeated *verbatim*.) "If there were eight birds in a cage and you gave one away, and one day you opened the cage-door and 3 birds flew out, how many birds did you have left?" "If a baby had eight playthings, and broke 2 of them, and lost 1 down the register, how many playthings did the baby have left?" "If your father gave you 5 cents and your mother gave you 2 cents, and you found 1 cent more, how many cents did that make?" "If a man had eight dogs and gave 2 away, and a tramp came along and stole 1 of them, how many dogs did the man have left?" "If you had eight dollars, and bought a big dog for 3 dollars and 2 puppy-dogs at a dollar a-piece, how much money did you have left?" "If a hen laid 4 eggs one week and 2 eggs the next week, and 2 eggs the next week. how many eggs did the hen lay?" "If a boy caught eight fishes, and gave 2 away and 3 wiggled back into the water, how many fishes did he have left?" "If a boy had 2 tops 5 marbles and 1 toy horse, how many playthings did he have altogether?" "If you found eight chestnuts and ate two of them, and there was a worm in one of them, how many good chestnuts have you left?" "If you had eight dollars, and went on an excursion two times and paid two dollars each time, how much money would you have left?"

LEAN ON THE SCHOLARS.

M. A. D.

The sun was casting his red beams into the west windows of my school, warning me that work must be suspended for that day at least. Work, did I say? It seemed to me as I cast my eyes over the school-room that very little work was being done—it was all play; the eighty feet of the forty boys and girls seemed to be in motion on the sandy floor; the arms and hands seemed to be busy in working on slates, punching their neighbours, or drumming on the desks. I felt tired and disgusted. There was nothing in the scene to attract me. Several eyed me curiously, I thought; I wondered if the noise jarred on their nerves as it did on mine. I felt somehow that the pupils did not look as neat and trim as they did when I began with them. A sudden thrill went through me as I thought they were going backward under my direction. It was a heavy disagreeable thought; but it was time for dismissal.

"You may get ready to be dismissed," I said. This was the signal for more noise and disorder—but how could I help it?

"John Andrews, Henry Blodgett and Warren Adams may stay after school for coming in late this afternoon."

The scholars filed out, and the three boys sat twirling their hats, waiting for the five minutes to elapse that was their penalty; they seemed to care so little that I felt very unhappy; the tears started to my eyes. I turned my head but Warren apparently saw I was weeping, and came forward, followed by the others.

"What is the matter, teacher?"

"Oh, I feel tired and very much discouraged. I am afraid the scholars are not doing well."

"They don't behave very well, that's a fact."

"What can I do to have them do better? I am sorry to see you, the three biggest boys, set such a bad example. What can I do to improve the school?"

"I would lick that Bill Johnson if I were teacher," said John.

"Mary Boyd is all the time whispering," said Henry.

"But you used to be such good scholars," said I.

"Well, that was when Miss Gould was our teacher; it was so nice here then. Every one felt sorry when she left."

This I had often heard before.

"Where is Miss Gould?" I said.

"Why she lives down at Mendon—she's quite sick; she don't expect to get well."

The five minutes had elapsed, and the three boys went off on the run, shouting to some of their companions who had waited at the corner for them. How little hold I had on them! How little they cared for me! As I went home I wondered why they felt so little interest in me; they were not bad children; they were from good families; they had evidently loved their former teacher, Miss Gould, very much. I inquired where Mendon was; it was five miles distant. I determined to go there on Saturday.

Miss Gould was sick with consumption, but received me with much pleasure. She was delighted to hear about the pupils. She remembered every one and asked after them as though they were her brothers and sisters.

"I don't get along very well with them."

"Why they are the best children in the world. I was as happy as a bird with them."

"How did you manage?"

"Oh, I just leaned on them! If you do that they will do anything for you."

"But tell me how."

"Why you must select from the classes; let each class choose a president and secretary; to them you turn for help. They see to the order in the entry. You must give each one of these something to do. Mark out what this is, and then train them to attend to it. By the way, do you ventilate the school-room? That helps. Do you have marching and singing? That helps."

I began to see light. I found that my pupils were human; I wondered now that they sat as still as they did. I determined all should be changed. I left my teacher with regret.

On Monday I began. I had eight pupils chosen to aid me; each had duties to perform. How glad they were for this break in the monotony! Something at last to do! I drew my assistants aside and gave them directions; this intensified the interest. Each had a badge —a plain blue ribbon. True, I had much to do to train them to perform their duties, but interest was awakened. One gave the signals to the classes; one looked to incoming and out-going of the pupils; one to the order of the desks; one to order in the play-ground;

each had an assistant who was a secretary and noted down things to come up at the "Conference." Here each suggested things to improve the school.

Now I began to study how to manage *through* others; it was a new business, but it was needful. I gave out that the officers were ready to receive suggestions from the pupils; then business flowed in:

"That a new gate be put up." Committee to see the trustees appointed.

"That a new plank be put down." Same committee.

"That a new blackboard be procured." Committee appointed to see the trustees.

"That recess be five minutes longer." Granted.

"That we have singing." Granted.

"That we have marching four times each day." Granted.

After three months' trial I found that it was an excellent plan to lean on your pupils.—*The School Journal.*

BUSY WORK.

In answer to the question "What shall the little children do when not before the teacher?" many interesting suggestions have been made. The old direction was, "Have them sit up straight and fold their hands." These suggestions are mainly for ungraded schools, where but little time can be given to providing suitable employment.

1. Show them how to draw the outline of the hand by spreading it out upon the slate and running a pencil around it. Let them exercise their ingenuity by placing rings on the fingers, drawing the nails, etc.

2. Hang a glove up where they can see it, and let them draw that, using the hand as before for a guide. A mitten can be drawn by placing the fingers close together, and both mitten and glove can be trimmed to suit their fancy.

3. Give them pressed leaves to draw in the same way, pictures of horses, dogs, cats, etc., cut out of show-bills and advertising cards.

4. Give them a pair of scissors and let them cut out pictures; and get them a little mucilage and paste their pictures in a book.

5. Write some easy words upon the board, and give them a box of letters with which to form the same words at their seats.

6. Place upon the board a few letters, carefully selected with reference to their possible combinations, and let the children build as

many words as possible with them, using no other letter, using each of them as many times as desirable. Sentences may be built in the same way by placing selected words upon the board, and letting them write all the sentences they can make with them.

[It is not in accordance with the principles taught by the prominent educators of to-day, to let small children guess at the spelling of a word. Such an exercise as building words from disconnected letters would be better suited to older pupils.]

7. *Let them have short sticks to form letters and spell short words.*

8. Show them how to trace pictures through tissue paper.

9. Write short sentences on the board, and require them to be copied.

10. Have the Roman letters and numbers of the pages in the reading-book copied.

11. Keep picture books, a drawing-slate, blocks, and a small kaleidoscope to lend.

12. Tracing slates may be used with the simple outlines of animals upon cards.

13. Shoe pegs, colored and white mixed, may be used in forming designs, also in little arithmetical examples.

14. Boxes of pasteboard letters, costing about 25 cents each, with which the children can form lists of words, sentences, fill out blanks left in sentences with words of their own choosing; see which can form the greatest number of words, etc.

15. Some of the designs used at the Kindergarten for pricking, furnish pleasant and profitable employment.

16. Upon pieces of cardboard copy examples to be worked, and tables to be filled out, words to be copied, or short stories containing the most difficult words in the reading lesson.

17. Have alphabets printed on stiff cardboard for each one, taking care that two or more letters are supplied of those most commonly used. The children enjoy forming words and sentences with these. If your class is small, you can print them yourself.

18. Advertising cards, pasted on cardboard, and cut into squares or different shaped pieces, may be used in forming pictures.

19. Get colored bristol-board, or any stiff card-board, and cut into squares, circles, triangles, half circles, etc. Distribute one to each pupil, and let them form figures by drawing the outlines in different positions.

20. Place a number of red, blue and yellow inches of bristol-board

into envelopes, and distributing these, have the children form designs like one on the board, or invent new ones.

21. Shoe pegs may be used in building fences, houses, etc., or wooden tooth picks for forming designs.

22. *Obtain perforated* card-board and needles with which the children may be taught to work simple designs.

23. For numbers, place portions of the addition or multiplication tables on the board, as $4 + 5 = ?$ $7 + 7 = ?$ $3 \times 4 = ?$ $5 \times 5 = ?$ etc. Have the pupils provided with a small paper box of short sticks, straws or other material, and let them count out the groups, combine them, and by counting ascertain the result of each combination, recording it on the slate in proper form for recitation.

The moment that a child enters a school-room he should be given something to do. Never allow him to sit idle. Too often the teachers allow the little new-comers to dangle their feet from a hard bench for hours before giving them the slightest attention.

After the first warm welcome, put a piece of crayon in their hands, send them to the black-board or sand-table, give them a slate, a set of pictures, anything, in fact, to occupy their attention. The whole process of education consists in training a child to work in the right way and in the right direction.

Under the plan of teaching by groups, the greatest difficulty which confronts a teacher is to keep the children at work while she is teaching. This difficulty, I believe, can be overcome by giving the pupils a great variety of work, by making the work definite and easy at first, and by changing the work every ten or fifteen minutes. A few suggestions in this direction may be helpful to teachers.

Drawing on slates, paper and black-board should be begun as soon as the child enters school. Allow him to draw anything his fancy dictates—houses, fences, trees, flowers, animals, etc., giving now and then a few suggestions, such as "Your house will fall over, Jennie, if you don't make it straighter;" "The cows will break that fence down;" "Cows have four legs, Annie."

Tell them stories and let them illustrate them with a picture. A good teacher made this discovery: after telling a story, fully one-half of her children, who had been sent to the board to draw whatever they pleased, began of their own accord to illustrate it.

Of course with this should begin the regular drawing lessons.

Writing may be made one of the very best means of furnishing busy work. Copying words and sentences from the board and beginning the technical writing of the letters.

I have often heard teachers say that so much writing became monotonous and tiresome, doing the same thing right over and over again. Yes, "doing the same thing right over and over," does become very tiresome. But under skilful teaching children never do the *same* thing over and over again; gradually and surely the teacher leads them, step by step, up to her own ideal; and with such progress there is always pleasure. Many teachers have so poor an ideal themselves, that they cannot lead the children a very great way.

Observe two important rules: first, that you give your children *definite* things to do; second, that you give plenty of time in which to do them.

Have them carefully arrange their work in a certain way; for instance, if they are making *i's*, have them make a definite number of letters, and a definite number of rows, thus making the lesson one of number as well as of writing.

The better children *do* their work the better they delight in it. Accuracy and precision have a most important place in education. Never allow a child to spell a word wrong; never allow him to begin or end a sentence without the proper capital or punctuation mark; in short *never allow any careless work of any description.*

In number quite a variety of busy work can be found. Give them a certain number of blocks and see how many forms they can make out of them. Shoe-pegs (five cents a quart), splints, shells, beads, pebbles, leaves may be used in the same way. Take a number and let the children separate it in all possible ways. Make the multiplication table with shoe-pegs. Draw squares, triangles, and all kinds of forms on the board or slate, in threes, fours, or fives regularly arranged.—*Selected.*

Why Country Children Succeed.—Country children are taught to work. The country boy has the wood to carry, the stock to feed, the eggs to hunt, the cows to drive up. The country girl has her duties indoors. They have these to do regularly and faithfully, and regular and faithful habits are begotten. When they go to school the habits are fixed, and they turn to their work without any feeling of irksomeness. It is not usually the country boys at school or college that clamour for easy times. They know just enough to get down to their work and they do it, and grow. And by-and-by, when they begin to hear the new ideas of the necessity of having everything easy and interesting, they have passed the stage of life that they expect it to be a path of roses.—*The Student.*

LOCAL ITEMS.

Prot. Board of School Commissioners, Montreal.—At the regular meeting of the above Board, held on the 12th March, were submitted statements of accounts, (showing a balance of $12,000 in favor of the Commissioners) and of attendance, showing an increase over last month of 60 pupils in the Common Schools and a decrease of 4 in the High Schools. The lease of the building known as Ontario St. School was renewed for a term of three years. The Board agreed to assume the responsibilities of the Hochelaga Protestant School as soon as all assets had been handed over. The Canada Publishing Co.'s maps for the Dominion and Provinces, Keith Johnstone's maps for other places, and the "High School Vocalist," for Tonic-solfa singing were authorized. Mr. Rowell's resignation of the head-mastership of the Ann St. School was submitted and accepted, to take effect on the 1st May. Mr. R. M. Campbell, Editor of the *Farmer's Advocate*, Huntingdon, was appointed to the vacant position. It was resolved to divide the Preparatory Department of the Girl's High School into two classes, and the chairman was empowered to appoint a suitable teacher. Mr. Mills received permission to repeat his musical entertainment with the pupils of the Public Schools. The date of the next meeting was fixed for the second Tuesday in April.

The Teachers' Association in connection with the McGill Normal School.—A meeting of the Association was held Friday 8 p.m., March 28th, in the Hall of the McGill Normal School, Dr. Robins presiding. The meeting having been opened with prayer by the President, a song was ably rendered by Miss G. Hunter. A very interesting paper on "The Chatauqua Idea" was read by Mr. Stephen, after which, the minutes of the last meeting were read and confirmed. Mr. Stephen then moved the following resolutions, which received the approval of the members: Resolved—"That this association desires to place on record its appreciation of the loss sustained by the teaching profession of this Province in the death of Prof. F. W. Hicks, M. A., who, during the 20 years of his professional career, as Master of Academies in the townships, of the St. George's Model School, and finally, for the last 12 years, of the Boys' Model School, in connection with the McGill Normal School, always manifested a lively interest in educational matters generally, but especially in such as were brought before the Provincial Association of Protestant Teachers, the Secretaryship of which he held for many years, prior to his resignation of that office. The deepest and warmest sympathy with his father, the late esteemed Principal of the Normal School, his mother, and with the other members of his family, is hereby expressed by this Association. That a copy of these resolutions be sent to the bereaved family, and also to the EDUCATIONAL RECORD for insertion therein." Mr. Arthy, as the representative of the teachers under the Protestant Board of School Commissioners, in

seconding the motion, spoke very feelingly on the subject. Miss Luttrell was then duly elected a member of the Association. Discussion upon Mr. Stephen's paper followed, in which Miss Peebles, Mr. Humphrey, Dr. Kelly and Dr. Robins took part. Miss Derrick's reading, which consisted of extracts from "Josiah Allen's Wife," created great amusement. Mrs. A. A. Murphy's song, "The Brook," was encored. Selections from "Patchwork" were read by Miss Peebles. An enjoyable evening was closed by a reading, "The Polish Boy," given by Miss Henderson, in her usual excellent style.

Quebec Teachers' Association.—At the March meeting of this Association, which was held in the National School, Miss Wilkins gave a very excellent paper on the Methods of Teaching English Grammar. After a lengthy discussion upon the subject of this paper, Dr. Harper read a paper in which he dwelt upon the necessity of local associations of teachers as distinguished from the Provincial Association, and the nature of the work which should engage the attention of such associations. Miss Bothwell and Mr. Ferguson agreed to prepare papers for the next meeting, and a sub-committee was appointed to provide music and readings.

McGill Normal School.—There was a very large gathering of Normal School Teachers in the Hall of the Normal School on the 27th March last in answer to a notice issued at the request of the Protestant Secretary of the Department. The object of the meeting was to obtain, as far as possible, the professional history or address of each graduate of the Normal School, in order to ascertain what percentage of the graduates engage in teaching, and what the average number of years of teaching is for each graduate. The meeting was a most satisfactory one and the information obtained proves not only that the teachers from the McGill Normal School engage in the work of teaching, but also that the average term of service is very satisfactory.

The Superintendent and the Conventions.—At the January Conference of Male Teachers in connection with the Laval Normal School, among other subjects for discussion was the following:—"Are Conferences of Female Teachers desirable?" It appears that among our French confreres the Teachers' Associations are composed entirely of the male members of the profession. The Superintendent expressed himself in favor of the admission of women to the work of these Associations, and referred in very flattering terms to the success and beneficial influence of the Provincial Association of Protestant Teachers and to the prominent part which the lady teachers take in the proceedings of the Convention.

The Protestant Board of School Commissioners of Quebec are making application to the Legislature for an increase of the City school tax.

Granby Academy.—The local papers give a very flattering account of the public examination of the Academy held about the middle of March. There was a large attendance of the parents and others interested in the institution, and the examination conducted by Inspector McLoughlin and resident clergymen was very satisfactory.

Adamsville.—The district school of this village, under the charge of the well-known teacher, Miss Minckler, held its public examination on the 14th of March, in the presence of a good attendance of parents and friends. At the close of the exercises the Rev. J. Merrick congratulated the parents pupils and teachers upon the satisfactory condition of the school.

New Glasgow, Que.—A pleasant meeting took place in the school house on the 6th of March, and was presided over by Mayor Furse, who was unanimously voted to the chair. The chairman stated that they had come together to give expression to the interest which they took in the cause of education and the esteem in which they held the present efficient teacher, Mr. Webb. The programme consisted of music, readings and recitations by the scholars and others, &c. The teacher was then presented with a purse in acknowledgment of the able and conscientious manner in which he had conducted the school during the last few years. Mr. Webb is one of the oldest graduates of the McGill Normal School, and is very well qualified for the work of teaching.

Westbury.—The closing exercises of school district No. 2 took place on Friday, the 21st March, in the presence of a large number of parents and friends. The honor lists of the pupils were read and an address with suitable presents was presented to the teacher by the pupils.

SHERBROOKE PROTESTANT SCHOOLS.

The following is a Tubular Statement of the Sherbrooke Schools, for the current year.

Name of School.	Department.	No. of Pupils.	Teachers.	Salaries
Girls' Academy....	....	34	Kate E. Wilson....	$530
Boys' "	Senior department..	36	Chas. W. Parkin. ...	850
" "	Junior " ..	19	Mary J. Mitchell...	330
Central School.....	Senior " ..	67	Mrs. M. Rodgers....	600
" "	Intermediate dept..	59	Alma Wilson......	275
" "	Sen. Primary " ..	50	Ada Hogue.........	275
" "	Jun. " " ..	86	Emeline Bottom...	275
Prospect St., North..	Senior department..	59	Emma Sutton......	275
" " ..	Junior " ..	55	Amelia E. Stevens..	275
East Sherbrooke...	....	63	Mary E. Stein......	275

There are also two private Schools, with 51 pupils, making a total of 573 pupils. Of these the number learning writing is 550; Arithmetic, 410; Geography, 345; Grammar, 235; History, 195; Drawing, 250; Algebra, 42; Geometry, 29; French, 70; Latin, 17; Greek, 2.

PERSONAL.

We regret that Mr. Rowell is about to sever his connection with the public schools of Montreal. Mr. Rowell has long been one of our ablest and most successful head masters and his resignation will cause a vacancy difficult to fill. We are, however, glad to know that he is only changing his sphere of labour and wish him all success in his new undertaking,

Mr. R. M. Campbell, formerly assistant master in the McGill Model School, and afterwards head master of the High School at Three Rivers, at present editor of the "Farmer's Advocate," Huntingdon, has been appointed to fill the vacant position of head master of the Ann Street School.

Miss Elliot Henderson, of the Sherbrooke Street School has been appointed to the Preparatory Class of the High School for Girls.

Mr. John Ashcroft is about to resign his connection with the Valleyfield Model School to accept a position in the McKay Institute for Deaf Mutes. Mr. Orrin Rexford has been asked to take charge of the school at Valleyfield.

Mr. Sylvanus Phillips intends to retire from the mastership of Huntingdon Academy in order to accept a situation in Ontario. Mr. Graham, his predecessor at Huntingdon, has been requested to take charge of the Academy for the remainder of the term.

DEPARTMENT OF PUBLIC INSTRUCTION.

His Honor the Lieutenant Governor has been pleased by an order in Council, dated the 28th February last (1884), to make the following appointments, to wit:

School Commissioners.—County of Bonaventure, Saint Alexis de Métapédia.—Mr. Joseph Blaquière, instead of Mr. Siméon Dorion, and Mr. André Arsenault, instead of Mr. Isaac Gallant.

County of Chicoutimi, Saint Anne.—The Revd. Mr. David Roussel and Mr. Pie Bergeron, no election having been made in July last.

County of Ottawa, Saint Rémi d'Amherst.—Mr. Charles Desormeau, instead of Mr. Stanislas Desormeau, who has definitely left the municipality.

County of Saguenay, Sault-au Cochon.—Messrs. Louis Harper, Thomas, Savard, William Lavoie, Charles Ouellet and Zéphirin Deschesnes.

County of Saint Hyacinthe, Saint Barnabé.—Mr. Cléophas Lussier, instead of Mr. Ludger Phaneuf,, deceased, no election having been made within the month which followed the decease.

County of Temiscouata, Saint Cyprien.—Jacques Morin, esquire, instead of Mr. Jean Ouellette, who has definitely left the municipality.

School Trustees.—County of Shefford, Roxton Falls.—Messrs. John Wood and C. C. Vansauford.

His Honor the Lieutenant Governor has been pleased by on order in Council, dated 3rd March instant (1884), to make the following appointments, to wit:

School Commissioners.—County of Saint Pierre de Durham.—Mr. Léon Raiches, instead of Rev. Henri Alexandre.

County of Gaspé, Petite Vallée.—Messrs. Napoléon St. Pierre, Auguste Côté, Narcisse LeBreu, Marcel Coulombe and François Desjardins.

His Honor the Lieutenant Governor has been pleased by an order in Council, dated 28th February last (1884), to appoint the Rev. M. Ferdinand Coderre, priest, dissentient trustee for the school municipality of Sainte Suzanne de Stanhope (Barnston), in the County of Stanstead; and to appoint Charles M. Thomas, esquire, and Dr. John W. McDuffee, members of the board of examiners for "Stanstead," in the county of Stanstead; and the Rev. Mr. Pérusse and James Tuzo, esquire, members of the board of examiners for Gaspé.

His Honor the Lieutenant Governor has been pleased by an order in Council, dated the 28th February last, to erect into a school municipality under the name of "Bowman and Denholm," in the county of Ottawa. the following lots, to wit:

Township of Denholm.	8th range, from sixteen to thirty-nine inclusive.
" "	7th range, from sixteen to thirty-nine inclusive.
" "	Range A, lots from sixteen to forty-eight inclusive.
" "	Bange B, lots from sixteen to forty-eight inclusive.
Township of Bowman.	7th range, lots B. C. and A., and lots from one to eight inclusive.
" "	6th range, lots from one to eight inclusive.

And to erect into a school municipality, under the name of "Portland West," in the county of Ottawa, the following lots, to wit:

Lots	1 to 22	inclusive,	in ranges 1, 2, 3, 4.
"	7 to 26	"	" 5.
"	7 to 24	"	" 6.
"	7 to 32	"	" 7.
"	7 to 29	"	" 8.
"	7 to 27	"	" 9.
"	7 to 26	"	" 10.

of the municipality of Portland, county of Ottawa.

PUBLIC NOTICE is hereby given that the school commissioners for the municipality of the town of Hochelaga, will apply to the Provincial Legislature of Quebec, at its next sitting, for the passing of a private bill for the following purposes, viz.:

Firstly,—In order to do away with all doubts that may exist as regards the legal existence of said corporation, and upon the territory over which said corporation has jurisdiction since the annexation of part of the town of Hochelaga.

Secondly,—In order to change the name of said corporation and to call it: "The school commissioners of Hochelaga," and to recognize it as a distinct corporation from the corporation of the school commissioners of Montreal, the whole subject to the dispositions of the law on public instruction in this province and for other purposes.

PREFONTAINE & LAFONTAINE,
Attorneys for Petitioners.

Hochelaga, 1st March, 1884.

His Honor the Lieutenant Governor has been pleased by an order in Council, dated 26th March last (1884), to make the following appointments, to wit:

School Commissioners.—County of Arthabaska, Chester East.—Mr. Vital Camiré, instead of Mr. Louis Tessier, who has definitely left the limits of the municipality, no election having been made to replace him.

School Trustees.—County of Ottawa, township of Buckingham.—Mr. James McFaul, instead of Mr. John Winson, who has left the municipality.

Members of the board of Protestant examiners for Pontiac.—The Revd. Robert Acton and the Revd. Thomas B. Connelly, instead of Revd. Mr. Motherwell, and of the Revd. Mr. Robertson, who have left the Province.

New Subscribers.—The commissioners of Danville, Shipton, Dunham, Mille Isle No. 1, Chatham No. 2, and Mrs. Rodger, Sherbrooke.

CORRESPONDENCE.

The Editor of the EDUCATIONAL RECORD.

DEAR SIR,—I wish to draw the attention of your readers to *what I am sure every teacher in the country considers an injustice* to our Academies. I refer to the *time* when the Inspectors visit our country academies. No one, I feel sure will uphold the idea, that, when our schools have the smallest attendance, is the proper time to inspect them; yet, we find that this is actually what is done. Every one knows, or ought to know that our village academies are attended largely, nay, almost entirely by the sons and daughters of farmers, and that from the time when the first maple trees are tapped to midsummer, the vast majority of these farmers cannot spare their sons from home. The natural result is that almost all the larger boys and many of the larger girls leave at the end of the Winter term. This cannot be helped. Is it not an injustice then, to place the Inspector's visit at a time when most of the more advanced pupils have had to leave school? Is it fair to judge of the work of the whole school by that of a few, who *may not be at all a fair sample of the others, and most* of whom certainly will not be so far advanced in their studies as those who have had to leave? In a great many cases, too, the Spring term pupil only enters at the beginning of that term, having come from some of the district schools and consequently, is not a fair specimen of the academy pupil. Much more might be said on the subject, but I do not wish to trespass too much on your space.

Believe me,

Truly yours,

R. J. HEWTON, M.A.,

Hatley, April 4th, 1884. Principal Hatley Academy.

INQUIRIES.

Q. *Is it now compulsory to engage teachers by the year?*—A. The Superintendent's Circular of the 15th November directs that all engagements of teachers after the first of January, 1884, shall be by written contract and by the year, that is for the number of months during which the schools are to be in operation during the year; moreover, the payment of the grant will depend upon this regulation being carried out. Commissioners, who are about to renew their engagements with their teachers, should keep this point before them. Although the teachers are engaged by the year it does not follow that the school sessions must consist of one continuous term. The arrangement of the terms is left in the hands of the Commissioners.