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Vol. IV, No. 5.

MAY, 1884.

{ \$1.00 per annum.
10 cts. per No.

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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1884.

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VOL. IV.

THE DUTIES OF THE TEACHER.

BY GEORGE B. WARD, HEAD MASTER HIGH SCHOOL, BRIGHTON.

It can scarcely be said that there is a profession of teaching in the same sense in which people speak of the profession of medicine or of law, for in these are none but licensed practitioners who have had to submit to professional requirements, while the same cannot be predicated of teachers, many of whom occupy positions as such without having passed any examinations in the science and art of teaching; and none of whom have submitted to the tests of a society or college of teachers or paid any license before entering upon their work. A change in this condition of things is gradually becoming changed. May the day be very near when there shall be a recognized profession of education!

Meanwhile it is satisfactory to note that while such a *régime* obtains in part, and the rest may soon be added, the spirit of the age and a keener insight into educational matters has made a great improvement upon the old generation of school-masters. Look at some of the points of reform. It is now next to useless for a man to apply for a position in a school, at least in Ontario, unless he can show that he has experience in school-work. He may be the most brilliant graduate of his college, he may be backed by honours and prizes, but if he knows nothing of the principles and practice of Education, he must give way to one less highly distinguished in the various branches of learning, but has the reputation of being able to impart a little of what he

knows, of being a good administrator, and of being a faithful guide to those entrusted to his care. Such a man watches with fidelity the various dispositions of his pupils and works in a different way with each, according to the differences discovered. Impatience is out of the question, for such watchfulness must be accompanied by the utmost self-restraint. With quick and clever pupils, it is very little credit to a man to keep his temper. The slow and timid children are the impediments which call for the exercise of patience, and it is with pupils of this class that the teacher of the present day can and does achieve his greatest triumphs. He is slow to anger, for he knows that anger is incompatible with power, and that when judiciously employed it is a mighty weapon for good to be used only in extreme cases. Sir Walter Raleigh says "a man must govern himself ere he be fit to govern a family." The wise teacher, knowing that a large school is one of the largest families, is very careful to act upon the aphorism. By self-government he works the greatest good, not merely by keeping all around him calm and smooth, but by setting an example which must ensure respect for him and is at the same time a most important factor of education.

The great mistake that many men make in teaching lies in this, that they do not know themselves. They do not know what it is to control themselves, and when they find a number of obstreperous, disorderly children around them, they lose their self-control, become nervous, irritable, angry, and come to the mortifying conclusion that they must bid farewell to order and to the schoolroom. This is where the teacher who really knows his business has the advantage; for he is aware that on his conduct of himself and the example he sets, depends his success with his pupils. He has disciplined himself; he can discipline those under him, he can get the mind of the latter into perfect harmony with his own, and then he can go on with his work, teacher and pupils all taking a delight therein because everything is done "decently and in order."

That there may be as little friction as possible between his own mind and the minds of his pupils, the painstaking teacher adapts himself to the various dispositions around him. He makes a study of the peculiarities, capabilities, and weaknesses of those under his care. He cannot expect to do much good by treating them all alike. Hence he makes allowance for

the timidity of one, the quick temper of a second, the impulsiveness of a third. He may have a stubborn boy to deal with, whom once upon a time it would have been considered the correct thing to flog. But that tended to make the pupil more obstinate. To-day the teacher knows better and sees in such a boy one whom he can win over, not by driving but by leading. There may be a boy in the class who is inclined to play truant. This is one of the worst subjects to have to deal with, but the prudent teacher does not resort to the services of a truant-officer until he has tried his own way of making the boy regular in his attendance. He knows that, if the truant once takes an interest in his studies, and has them presented to him in such a form as to make them agreeable to his tastes, the love thus kindled for what was once a repulsive task will be of much more value than any espionage of his movements.

Then there is the incorrigible, of whom his parents complain that he cannot be made or bribed to look at a book. The teacher sympathizes with the parents, smiles complacently as he thinks that the son may be nothing more than "a chip of the old block," and knowing the remedy for this case, looks forward to meeting the boy in a friendly encounter, out of which the book-hater shall come off second best. There is no boy so hopelessly dull but that he will take an interest in some knowledge. The trouble is, he is too lazy or too ignorant to reach for it, and he has never been shown where he may obtain it. Take such a boy through some pages of history, for instance; present it to him in a way in which he has never looked at it before, give him word-pictures of some of the personages and events, so that he can fancy he sees them before him, and then cap the climax by letting him hear what Macaulay says about such things, and if the teacher is not gratified by the exclamation "That book must be interesting," it may be because the lad's emotion is too deep for utterance. The work is done, the boy's enthusiasm is kindled, he will lose little time in searching for himself, and as one thing leads to another, he will become interested not only in that particular branch of knowledge, but in many other branches, for he has begun to see that all knowledge is pleasant.

And so it is for every kind of disposition: there are different ways to be adopted in working with different minds, and while the modern teacher is doubtless put to much trouble in adopting

various methods, he obtains his sure reward not only in finding a genuine interest in this variety, but in being instrumental in developing those various tastes and inclinations which will fit their owners in the highest degree for their particular line of occupation.

Truly, the work of education is a grand work ; and ill-fitted is he to carry it on who does not see its grandeur in its various lights, who does not find in the many ways in which he can become interested in it, and who is blind to the fact that he can mould the lives of those entrusted to him not only for time but for eternity.

Thus does the real educator endeavour to do his work, not content to cram his pupils with a certain amount of book learning every day, but busying himself in ascertaining what there is in their minds and drawing it out to a greater and greater capacity. He does not trouble himself to answer the ever-recurring question, *cui bono?* nor does he give way before the complaints of parents as they ask him, "What do you teach my child Euclid for?" or "What good is so much Latin going to do my boy?" or "What use is there in my girl studying Physiology or Astronomy?" He knows as well as they do that there is very little money value in these things. He knows that these things he teaches his pupils have their uses, each a special purpose in directing a given faculty of the mind, and that if the children were taught as some parents would have them taught, they would be cramped, one-sided, narrowminded beings with no care or interest beyond their narrow surroundings.

And while he does all in his power to give the fullest development to the mind, the anxious teacher remembers that there is a moral nature to be directed. It is one of the misfortunes of the present system that by far the greater part of the pupil's time is spent where the teacher cannot reach them. Children are supposed to be under their parents' eyes, but too frequently they are playing in the street or somewhere away from home, where evil influence are at work. Hence teachers are inclined to shirk the responsibility of moral education, for there is very much to discourage them in such work ; but the educator who is fully alive to his labours under their various aspects cannot willingly forego his prerogative of guiding not only the mental training, but also the moral nature of his pupils. Hence he takes

whatever opportunity may present itself, both in and out of the schoolroom, to enforce by example and by precept, the line of conduct becoming to his pupils. The leading principle in all instruction in morality is love for God and love for his creatures, and if the teacher himself is keenly alive to his duty to God and his duty to his neighbour, the directing of his pupils' morals will be to him an easy matter. But pity be to him who, being without these essentials, seeks his occupation in the schoolroom. Let such an one talk never so eloquently on the "good and the beautiful," if he do not practice righteousness himself, his talking may be worse than useless; it may be pernicious.

If, for instance, he loses his temper every half-hour, or under the impulse of anger strikes a boy, how can he expect his pupils to show any but bad dispositions, or to be respectful to himself or courteous to one another? The "Ten Commandments" may occupy a conspicuous place in his school, but if they do not find a place in his heart, surely violation of them on his part cannot lead to aught but disobedience of his pupils to the will of the Almighty.

I have before alluded to the similarity between the school and the family. Now if the head of the family breaks the Sabbath, the children will do the same; and so, if the teacher commits murder in his heart, he will find his pupils breaking the sixth commandment in various ways.

The way to instil into his pupils the great principle of love, which is the foundation of their duty to their fellow-creatures, is to himself exercise a loving and courteous demeanour towards them.

I may by the way remark that it is a very strange thing that in governing a school teachers resort to all kinds of expedients to ensure order, harsh words, threats, and the rod, and that they forget the grand power of love—the power which surrendered a life, that humanity might be redeemed from its corrupt nature—that power which must one day restore all things. There is one point in which teachers fail signally; I mean in their efforts to obtain truthfulness. The general principle, that example is more powerful than precept, holds good here. It might surprise some teachers to be told that they, in part, are to blame for this fault, that they are themselves untruthful. But such undoubtedly is the case. There are very few that are not susceptible to the

pride of learning. When a class has been listening with admiration to all that a teacher has to say on a certain subject, and all of a sudden one eager inquirer asks a question, the answer to which requires some pre-meditation, it is a sore temptation to try and answer it off hand. The teacher yields and thus pretends to more knowledge than he possesses. He repeats the offence, and sooner or later he is found out. And what is the effect of the detection of his dishonesty on his pupils? Let any one who knows the force of example answer this.

As the teacher feels his responsibility, as he would make honest men and women of those entrusted to his care, let him be most scrupulous in every word and deed. Let him set the example in all good and the best part of his instruction in morality will have been accomplished.

But not only does the schoolroom require the teacher's presence, he should be in the playground also with his pupils. He should demand and encourage physical exercise. Most pupils do not wait to hear any demand made of them in this respect. But there are some that need urging. Activity is natural to youth, and if boys do not take a due amount of exercise it may be presumed that there is something wrong with their physical or their moral nature, or else the boys are so inordinately fond of their books that an unhealthy condition of body has been or is likely to be set up. In all these cases it behoves the teacher to show the necessity for outdoor exercise. And even when all his pupils may take naturally and kindly to sports, he ought to be with them, not as a "wet blanket," but as one of themselves, a feeling that he requires exercise as much as they do, that in the playground he will have an opportunity of instructing in morality by checking the profane words or the rising quarrel. His patronage of their play will make the pupils feel that he is indeed their friend, their director in mental culture; and his guidance in morality in the schoolroom will have more weight, and so will the teacher be aiding in the grand result of

"A sound mind in a sound body."

—*The Canada Educational Monthly.*

HOW TO TEACH SPELLING.

(From *American Teacher*.)

In your "Miscellaneous" Queries in the January number of *The American Teacher* I notice the following: "What would you advise as the best way of teaching spelling? Are you in favor of teaching the sounds of the letters to primary pupils?" You say these queries deserve a lengthy reply. I now propose to give a *short* reply to these important queries.

Begin to teach spelling, or *word-making*, as soon as the child begins to make and call words at sight.

(a) When the children can call words, or *names* of things which have been taught *objectively at sight*, teach them to give the *elementary sounds* correctly, and then to *name* the letter or letters used to represent each sound. If any letter is *not sounded*, teach them to notice and name it as a *letter*.

(b) Do the same with every *new word or name*, which they are required to learn as the sign of an idea.

(c) Continue this practice until they have learned to call all common words *at sight* after learning their meaning *objectively*. Require a continued analysis of words into their sounds, and the giving of names to the letters which represent their sounds.

(d) As soon as possible the children should be required to write the characters which represent the sounds in any new word. This exercise should be kept up until the pupils have learned how to give the correct sounds and write the proper letters in all the words they may have occasion to use.

Oral spelling should be practiced chiefly to train children (1) to *enunciate* the true sounds in all words; and (2) to *articulate* or *join* these sounds distinctly, and put them into syllables properly; and (3) to *pronounce* all words properly, giving the proper syllabic accent. This exercise may be called *elocutionary training*.

Again, *written spelling* should be continually practiced for the purpose of making children familiar with the proper *letters* of every word, for the accuracy of spelling must be determined by *the eye*. From the very beginning children should be taught to judge of the accuracy of the form of a word by *seeing* it.

Finally, to make spelling universally *accurate* and *easy*, let us have a *purely phonetic alphabet*. Until we have such an alphabet

let us follow the above directions, which are based upon the fundamental principles of the "Alphabetic Reading Charts," which ought to be in every primary school. These directions followed will save *time* and *patience*, and secure greater accuracy.

Z. RICHARDS.

PRACTICAL WORK OF THE SCHOOL-ROOM.

1. *Should a teacher make special preparation of the lesson for each recitation?* Unless the teacher is perfectly familiar with the lesson and its bearings, so far as they ought to be presented to the class, and beyond that, he should make special preparation for each recitation; I say beyond that, because to teach a lesson well one should know a good deal more of it than the lesson contains. He ought to have a reserve fund of information on it. A teacher should be so well prepared with each lesson, that were he called upon to recite it he would be able to do so better than the best pupil in the class. He should make such special preparation for the following reasons:

It will inspire him with self-confidence; and that is essential here as it is in every other undertaking. It will enable him to "*know* what he knows, and to know what he *doesn't* know." A lack of confidence on the part of the teacher will beget a corresponding lack of confidence for him on the part of the pupils. He should feel and prove himself to be master of the occasion—always and without any airs or attempts at display. It is possible, and even probable, for a teacher to be confident of his ability to teach a lesson and yet not be able to do so; but such ill-grounded confidence will soon be discovered and result disastrously to the teacher.

If the teacher is well prepared, the pupils will have confidence in his ability as a teacher and scholar, and *vice versa*. A teacher's promptness and accuracy will be a rebuke to indifference on the part of the pupils. If a teacher fails to make this impression, fails to give his pupils good reasons for believing and trusting in his superior wisdom, he fails utterly. Should he hesitate too frequently, or fail to answer a question, or solve a problem contained in the lesson, the pupils may put the worst possible construction upon it; and thus, by want of proper preparation, the teacher falls in the estimation of his pupils.

It saves time. When a teacher has the lesson on the end of his tongue, he can give his whole attention to the management of the recitation. Our periods of recitation vary from ten to thirty minutes, and we find this rather too short than too long. This time belongs to the class. Facts, illustrations, apparatus for experiments, should all be at hand when the recitation begins, so that the teacher need not spend from one to ten minutes in a "still hunt" for an answer to a question, or in thinking out a problem, or in hunting up apparatus. The thinking must be done before the recitation hour arrives. The most unfavourable place and time for a teacher to study is in the presence of his class during a recitation. Those who put it off until then, do so at their peril. Besides, if the teacher is prepared, he wastes no time in circumlocution, and there is no time lost in guessing and in senseless debate by the class.

He should make special preparation to avoid teaching error. I have known teachers to teach positive errors, errors of fact, errors of inference, errors of pronunciation, etc., just because they neglected to prepare the lesson. Sometimes teachers will take a false position in reference to something in the lesson, and, unwilling to yield to the criticism of the class, will maintain that position, even in the teeth of the text. This is very unfortunate, and would be avoided by special preparation.

The teacher's example should be an inspiration to his pupils. We would do well to keep this old-fashioned maxim, that we teach by example, green in our memories. Pupils, knowingly or otherwise, learn to do, to a great extent, as their teacher does. If the teacher is habitually ready, accurate and careful in expression, some of his pupils will want to be so too. Show me a class habitually inaccurate, unready and slovenly in expression, and I will show you a teacher who makes no special effort to train them.

A teacher should make special preparation for his own profit. We are forming *habits* of study. As we do from day to day, so will we get into the habit of doing. Habit, noiselessly and unconsciously, is forging her chain around us. Before we are aware of it we are in her iron grasp. By carefully preparing each lesson, a correct habit of study is formed, then the tighter and stronger the chain the better. This habit established, knowledge becomes more available, and the teacher is enabled to make

constant advances in the attractive and ever-widening areas of thought and knowledge.

2. *Should this preparation include the method of conducting it?* I think that the teacher should decide upon the plan before the recitation begins. Where there is but one method of recitation, where the plan is unalterably fixed, there is no necessity for any preparatory thought as to method. The pupils know just *what* will come, *how* it will come, and when their turn will come, and what's the use breaking in upon such delightful uniformity? But it ought not to be so. No one method should be exclusively adhered to, because it begets monotony and indifference. Methods should change, too, to suit the lesson. Some lessons can be taught better by one method than another. The catechetical method is sometimes to be preferred to the topical, the written sometimes to the oral, etc. Since methods should change, the plan to be pursued at any recitation should be determined beforehand. The method having been selected, the teacher knows just what apparatus to get ready, what to tell his pupils to do in the way of preparation, so that there will be no bother at the time of recitation about pens, paper, books, slates, pencils, etc.

3. *To what extent should a teacher use a text-book in recitation?* The principle is, to use a text-book as little as possible. It would be better, were it possible, to use no book at all during recitation. The text-book hampers the teacher in proportion to his dependence upon it. The manuscript hinders the speaker. I could speak with more ease to myself, and probably with more satisfaction to you, could I dispense with this manuscript; but most teachers have neither the time nor the talent to memorize everything they have to communicate. There is, therefore, to be some use made of helps, in the shape of text-books, or their equivalents.

I find it difficult to make a general rule on this subject, but I should think that the text-book is to be used by the teacher during recitation, in those branches in which it is necessary for the exact words of the text to be repeated by the teacher or pupil. But even this is to be so limited as to exclude the text-book for definitions and principles, as they ordinarily occur in teaching. To be more precise, the teacher should use the text-

book for the "*exercises*," in the application of the principles in the various branches taught; for mathematical problems (not geometrical theorems), map questions in geography, orthography, etymology, so far as the words are concerned, and in reading, whether English or some other language.

I do not wish to be understood, either as *limiting* the teacher to the use of the text in any branch of study, or of attempting to *exhaust* the text on every subject. But teachers, like men in the other professions, do not always control circumstances, and hence cannot always be thoroughly prepared with every lesson, and so, sometimes, like the others referred to, when the crucial moment comes, the vision is obscured, and the memory a blank. In such cases I should fly for refuge to the text-book. Is it not better for the teacher to use text-books than to *fizzle*, or blunder, or fail outright? Above all, teachers should be accurate, and therefore, while the use of the text-book should be reduced to the minimum, it should be at hand for an emergency.—*Selected.*

METHODS OF TEACHING GEOGRAPHY.

(Continued from page 109.)

A PLAN OF WORK, BASED ON THE PRELIMINARY KNOWLEDGE BROUGHT FROM THE PRIMARY SCHOOLS.

As the children have already a knowledge of land and water; of people living far away; of hot climates where oranges and bananas grow, and where lions and tigers live; and of cold climates where the fur-bearing animals are found; it seems desirable to lead them at once to think of geography as the study by which they are to learn about the great world on which they live, and over which people travel either for business or pleasure.

A few introductory lessons, that appeal to the imagination of the children, and excite interest by calling out whatever knowledge they may have, will present to them the idea of the whole earth, before taking up the study of topography, which should, of course, begin with the immediate surroundings; taking first whatever natural features are best known, and leading out to the study of the various forms of land and water.

The geographical vocabulary, spoken and written, should be formed as new words are introduced.

I. Lead pupils to a childlike conception of the earth as a great ball

moving in the air,
lighted by the sun,
with a surface of land and water.

(Address their imaginations, making "word-pictures.")

Illustrations:—A ball tossed into the air.—A balloon in the air.—Birds in the air everywhere.—Boys in other places flying kites.—Air all over the round earth.—A picture of a globe floating in air.

The evening star, another earth.

The moon, a small earth.

Illustrations of shape.—Beads, marbles, balls, oranges, and the globe, for *form only*, not for shapes of land and water until preparation for the use of the maps has been made.—Alike in shape.—different in shape.

Illustration of the flat appearance.—Horizon.

Illustration of size.—If a horse-car track could go around the earth; time to ride around once; more than half a year going night and day.

Illustration of the two motions.—Let one pupil stand for the sun; another pupil carry the globe round him, rotating it all the time.

Results.—Day and night. A year. (Sufficient for this stage of the study.)

Teach

Axis—real and imaginary.	Hot parts, as related to equator.
Poles of the axis.	Cold parts, as related to poles.
Circumference—diameter.	Temperate parts, as between hot and cold parts.
Equator, as related to poles.	Climate, as name for kind of weather.
(Illustrations—A ball and a knitting-needle—A spinning-top.)	

II. Teach the natural features of the surface.

Begin with the most familiar.

"1. Observe. 2. Name. 3. Describe."

Aids to teaching.—Pictures; blackboard illustrations; moulding board. "Our World," No. 1.

Forms of Land.

Coast or Shore	$\left\{ \begin{array}{l} \text{beach.} \\ \text{cliffs.} \\ \text{bluffs.} \end{array} \right.$	Island.
		Peninsula.
Continent.		Isthmus.
		Cape.
		Promontary.
Hill	$\left\{ \begin{array}{l} \text{summit.} \\ \text{slopes.} \\ \text{base.} \end{array} \right.$	Volcano
and		
Mountain	$\left\{ \begin{array}{l} \text{peaks.} \\ \text{chain.} \\ \text{system.} \end{array} \right.$	Table-land.
		Valley.
		Plain
		$\left\{ \begin{array}{l} \text{Forest.} \\ \text{Prairie.} \\ \text{Desert, oasis.} \end{array} \right.$

Water.

- $\left\{ \begin{array}{l} \text{The great salt ocean flowing around and between the continents.} \\ \text{Fresh waters flowing through the land.} \end{array} \right.$

Forms of Water.

Springs,—Brooks,—Rivers,—Lakes,—How formed?

$\left\{ \begin{array}{l} \text{Pure water.} \\ \text{Mineral.} \\ \text{Hot.} \\ \text{Geysers.} \end{array} \right.$	$\left\{ \begin{array}{l} \text{Branches.} \\ \text{Source.} \\ \text{Current.} \\ \text{Mouth.} \\ \text{Banks.} \\ \text{Waterfalls.} \\ \text{Uses.} \end{array} \right.$
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Sea,—Gulf,—Bay,—Harbour,—Strait,—Channel,—Sound.

III. *Lessons in connection with the study of the natural features.*

What the earth affords on its land-surface.

Vegetation.

For food and drink (agriculture).

For clothing (manufactures).

For fuel.

For medicine.

For building material (lumbering).

For oils and dyes.

For utensils.

Animals.

For food $\left\{ \begin{array}{l} \text{live-stock.} \\ \text{grazing.} \end{array} \right.$

For clothing $\left\{ \begin{array}{l} \text{furs.} \\ \text{skins.} \\ \text{leather.} \end{array} \right.$

For labor.

For utensils $\left\{ \begin{array}{l} \text{ivory.} \\ \text{bone.} \end{array} \right.$

Some specially useful <i>plants</i> .		Specially useful <i>animals</i> .	
Cotton-plant.	Palms.	Horse.	Dog.
Sugar-cane.	Bamboo.	Cow.	Sheep.
Rice.	Coffee-plant.	Reindeer.	Goat.
Grape-vine.	Tea-plant.	Camel.	Silkworm.
Fruits of hot climates.			
Fruits of our climates.			

What the earth affords *under* its land-surface :—

Building stones (quarrying).

Metals }
 Coal, } mining—manufactures.
 Salt, }

What the water affords:—

Fish (fisheries).

Sea-weed.

Shell-fish.

Salt.

Whales (whalestips, oils,
 whalebone).

Pearls.

Coral (reefs—*islands*).

Sponge.

Principal occupations of the people of the earth included in these lessons.

On the Atmosphere.

Air necessary to life—(illustrations).

Air in motion—(wind).

Moisture in the air—visible—invisible—evaporated—condensed—(familiar illustrations).

IV. Introduction of *Maps*.

1. (a) Review Primary-school lessons of Position, Distance, Direction.

(b) Show the necessity for a *standard of direction*.

1. Tell a pupil to walk to the right, then *turn* and walk to the right.

(Thus show that he may walk to the right and reach opposite points of the room.)

2. Pass from the relative terms, right, left, etc., to the absolute terms, north, south, east, west.

Children facing the sun at noon—look south. Their shadows fall north.

Facing the sunset—look toward the west.

Facing the sunrise—look toward the east.

- (c) Show compass—mark lines of direction on the floor.
Practical exercises teach N., E., S., W., N.E., S.E.,
N.W., S.W.

Children walk, point, tell the direction of objects.

Children find the directions of other class-rooms; of other places from the school-house.

Tell how to go to their homes, give the directions.

- (d) Representations on slates, keeping points of compass. (Table-top, floor.)

- (e) Study a good plan (map) of the immediate vicinity, drawn on the blackboard.

Take imaginary walks on it. Settle doubts by actual observation.

2. (a) Study a map of Montreal, or of a part of Montreal.
A stranger would like it—why?

Show where the surrounding towns are.

Describe places of interest.

- (b) Children find the scale of the map; find distances.

3. (a) Why we need maps? How the first maps were made? Difference between picture and map.

- (b) Children draw from moulded form a representation of coast line, with bay, cape, peninsula, island, etc.

- (c) Show an outline map of a continent (one without names preferable).

Children learn to read the map symbols for mountains, rivers, etc.

- (d) Children find the natural feature on maps of other continents or grand divisions.

- (e) Find corresponding maps in their geographies. Compare scales. Compare scales of maps of the grand divisions.

- (f) Find corresponding maps on the globe; find relative position and size.

- (g) Pass from globe to maps of hemispheres (half the surface of a globe represented on a flat surface; illustrate.)

V. *General Study of the Maps of Hemispheres:—*

The Continents or grand divisions.

Their names—number—*relative* position and size.

The Oceans.

Pacific—largest, many islands { volcanic,
coral.

Atlantic—best known, most travelled, many gulfs and bays.

Indian—warm, small { pearls, spices,
coral, sponge.

Arctic and Antarctic { cold, whales, seals, icebergs, sea-fowl.

Islands.

East Indies—hot climate { coffee,
spices,
gums.

West Indies—hot climate { fruits,
salt,
cigars,
sugar.

Iceland—volcano, geysers.

Sandwich Islands—warm climate, much trade, in mid-ocean.

Azores—fine climate, in mid-ocean.

British Islands—(with Europe).

Japan Islands—(with Asia).

Newfoundland—(with North America).

Children like the strange and wonderful, are interested in the people and products of other lands; therefore it is well to take early the striking differences in nature and in the people of the earth, before beginning the study of the countries of the grand divisions in order.

“The Seven Little Sisters” and the companion volume “Each and All” will furnish collateral reading.

Pictures, black-board illustrations, vivid descriptions, specimens of products, etc., will be of great service.

(To be continued.)

GOOD MANNERS.

BY MISS LILIAN LEE GARDNER, PROVIDENCE, R. I.

Good manners can certainly become habitual instead of exceptional, by careful attention on the part of the teacher to the most trifling rudeness of the pupil. A teacher cannot expect politeness in the class-room unless she possess the germ of politeness,—a Christian soul. An artificial politeness can be produced while in the school-room, but the moment school is over the child rushes into the open air, feeling that he has escaped the restraint for a few hours. A “Good morning, Johnnie,” uttered with a long face, and a scarcely audible tone, will not cause Johnnie’s cap to come off instantly, and in most cases the child would not think of his hat in the more absorbing thought that teacher’s cross this morning. The pleasantness and enjoyment of many days depend greatly on the teacher’s manner in the morning. A bright salutation will make the faces of the little ones so happy that its influence will be felt throughout the day.

The experience of a New-England teacher who labored successfully in a school where noise and riot were allowed may show what can be attained by careful and persistent attention to cleanliness and good manners. Cleanliness and consideration for others rarely fail to elevate the morals, and when conscience is awakened there must of necessity be improvement. The school in question was composed mostly of Yankees,—not Connecticut born,—and he who has never seen the Yankee boy of——has no conception of the acuteness of his intellect in the invention of mischief. In all other respects he is far behind the typical Connecticut boy. If a pupil failed, and the next in turn answered the question correctly, it was an invitation to a wrestling-match, and the school applauded or hissed as it sympathised with the combatants. Loud talking, spitting on the floor, jumping on the desks, etc., were *en règle*.

The teacher chosen for the arduous duty of reformer was “inexperienced,” and at the close of the first session was somewhat discouraged, but being of a hopeful disposition, she set about the task of gaining the esteem and wholesome fear of the pupils. A meeting of the trustees was called to see what support they would give her; but alas! that august body had not visited the school for two years,—“it had always been so noisy that they

took no pleasure in it. The "inexperienced" New-England girl no longer wondered at the state of affairs. After a protracted session of the board, and much insistence on her part, she gained the support of the entire number. They even went so far as to say that if she would write out what regulations she desired they would have them printed and a copy sent to each family in the district. Among the resolutions was one requiring that one of the trustees should visit the school the first Tuesday in each month. It had a very good effect on the school, as it gave the pupils an incentive to study. No classes were attempted for a week, as order and polite attention to what was told the pupils were first necessary.

Her work of reform was commenced by giving them a bright description of a model New-England school. Seeing that an interest in a school so different from theirs was awakened, she asked if they would like their school a little more interesting.

The majority were in favour of a change. First the scholars were seated according to size, with the inducement that those who made the most progress during the term should occupy the back seats. Is there anything more attractive than the back seats? Classes were arranged and called, to teach quickness and quietness in changing position. A few terse rules were written on the blackboard, which were committed to memory, and when a pupil failed to adhere to them he was obliged to write the rule he had broken twenty times. Some simple songs were taught and interesting stories read, and at the close of the week all were interested in what was coming next.

Great attention was paid to manners. If a boy bowed without lifting his hat, the teacher would take it, and Tom would have to stay in until he apologized. It was done in so sweet a way that however angry the boy was at first, when he saw that the teacher was just as pleasant as before, he melted at once. One reason for the success of our "inexperienced" teacher was her bright face and attractive toilets. Although the dresses were few and simple she soon discovered that the older girls were tying their ribbons as hers were tied; and one day a new dress drew forth from the boys an auditable expression of delight, "Staving!" and there was perfect attention to study during the session. Whenever there was restlessness throughout the room, something new was introduced,—only a short exercise at one time, just enough to

waken a desire for more. The country being rich in mineral deposits a fine cabinet was formed, and once in two weeks a short exercise in geology kept up a constant interest in natural objects. From chaos was evolved a school celebrated for politeness and respect. Are not children usually as good, or as bad, as we make them?—*The American Teacher.*

EDITORIAL NOTES.

JULY AND OUR SCHOOL BUSINESS.—As the end of another scholastic year draws near it may be well to call to mind the important business which the first month of the school year gives us. The manner in which the work of July is performed has an important influence upon the educational work of the year. Teachers should make themselves familiar with the work to be done, and then endeavour to get the parents to take an interest in it.

First of all there is the election of School Commissioners, which must take place on one of the Mondays in July, between 10 a.m. and 5 p.m., after eight days' previous notice. The Secretary-Treasurer is bound to give this notice under penalty of a fine of not less than ten or more than fifty dollars. In the absence of the Secretary-Treasurer, the Chairman, and in his absence the Senior Commissioner is bound to call the meeting under the same penalty. If the choice of School Commissioners is contested, three electors may demand a poll, and the voting is conducted in accordance with the regulations concerning municipal elections. Landholders paying taxes or monthly contributions have a right to vote for the election of School Commissioners or Trustees, provided they have previously paid up all contributions then payable by them for school purposes in such municipality.

A report of the election is to be sent to the Department within ten days after the election takes place. In filling up the forms of report great care should be taken to write the names and addresses distinctly.

The semi-annual report for the first six months of 1884 should also be sent in during the month of July by the Secretary-Treasurer. The law requires that it should be sent in to the Department before the first of July, and it should certainly not be later than the last of July.

Great care should be exercised so that it may not be necessary for the Department to return the report for further information or correction. The greater number of the Secretary-Treasurers are prompt and accurate in making out their reports, but many are very dilatory, and so retard the payment not only of their own grants, but also of the grants to other municipalities.

And, lastly, the Secretary-Treasurer has to make out his financial statement of receipts and disbursements for the year ending 31st June, and after it has been approved by the School Commissioners, submit it for the inspection of the ratepayers at a meeting called for that purpose. This is an important regulation, and if faithfully carried out would remove in a great measure the complaints and difficulties connected with school finances. The law requires that a fair copy of this statement should be posted up at the church door or principal place of worship for the inspection of all interested. The Secretary-Treasurer is bound to furnish a copy of such statement to any ratepayer in the municipality on the payment of one dollar.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES—The bulletin of this Association is at hand. It is a sixteen-page illustrated pamphlet, containing full information concerning the Annual Meeting to be held at Madison, Wisconsin, July 10th to 18th, 1884.

This is the 24th meeting of the Association, which was organized in Philadelphia in 1857. Any person in any way connected with education may become a member by signing the Constitution and paying two dollars. Tickets to Madison and return, good from July 4th to August 31st, may be obtained for about thirty dollars, and accommodation at Madison for one dollar and two dollars fifty per day. The programme is a very interesting and extensive one. Great preparations have been made for their meeting, and it will no doubt be the most successful meeting of the Association. The Hon. the Superintendent of Public Instruction of this Province has been invited to attend, and has accepted the invitation.

TEXT-BOOKS.—Now that the municipalities throughout the Province have adopted a list of text-books for exclusive use after the First of July next, the next point is to see that the particular list prescribed is adhered to. It is not sufficient that the lists should be duly recorded on the books of the Secretary-Treasurer,

though this a first and important step; it is necessary for Commissioners and Trustees to see that teachers and parents confine themselves to the authorized list, otherwise the government grant will be endangered; for we believe that it is the intention of the Department to insist upon the use of the books adopted by each municipality. This does not apply, however, to the Old Canadian Readers. As these Readers will not be authorized after the First of July, 1885, it will be necessary for the municipalities using the Old Series of Readers to decide during the coming year which of the two new series—Gage's or the Royal Readers—they will adopt for use in their schools. The Superintendent has issued a circular concerning the action of some over-zealous agents of these rival publishing houses in endeavouring to get the teachers and School Boards to lay aside the one of these two series of Readers which has been adopted and to introduce the other. Teachers should resist all such efforts, because they have no right to change the text-books of a school. They will bring trouble upon themselves and the parents by encouraging such change, for these new books will have to be laid aside, and the list adopted by the Commissioners or Trustees re-introduced and used in the classes. Teachers should be on their guard in this matter, and not listen to liberal offers of The Royal Readers when Gage's are in use, or *vice versa*. There is no sufficient reason for such changes, and they only tend to bad results.

POOR MUNICIPALITIES FUND.—From the nature of the applications received at the Department for help from this Fund, it is evident that many do not understand what is meant by a poor municipality. A poor municipality is not a poor district in a rich municipality. It often happens that in dividing a municipality into districts one district is smaller and less favoured than the others, which find no difficulty in supporting their schools. This poorer district should not be turned over to the mercies of the Province and the Poor Municipalities Fund, but should receive special assistance from the Municipality itself, just as a poor family in a district is allowed special privileges in order that the children may be educated. Again, there are municipalities which manage to support their schools fairly well, and yet would not object to have their taxes lessened by a small grant from the Poor Municipalities Fund—these are not properly speaking, Poor Municipalities. Scattered over the Province,

however, are settlements which, from their small numbers or poverty, or both, are quite unable to support a school for the education of their children. Sometimes they are a few Protestants in the midst of a Roman Catholic population. Sometimes they are pioneers trying to establish a home in the backwoods, able to contribute very little for the support of schools. These form Poor Municipalities, and for such as these the Fund was created. Several names have been dropped from the old list this year in order to provide for more deserving cases.

Temperance in Schools.—The importance of giving children information concerning the nature and effects of alcoholic drinks is forcing itself upon the attention of all who are interested in education. The Provinces and States of this continent are taking up this subject and are prescribing Temperance Lessons for the Elementary Schools.

The President of the National Union of Elementary Teachers of England in his address before the Conference at Leicester April 14, referred to the subject in the following terms:—

“The question of temperance is of prime importance, as its opposite is often the root of both poverty and crime. It is even more important to the prosperity of the working classes than the question of wages. The liquor business has an invested capital of 120 millions, and absorbs one-tenth of our producing power by employing an army of a million and a half of men. Two hundred thousand persons are annually convicted for drunkenness and 50,000 lives sacrificed to drink. Though we consume one-fifth less liquor than we did seven years ago, we still spend annually on it over 100 millions, which is more that we spend on bread. Increased intelligence would divert this stream of wealth, which would bring to the people's homes comfort and happiness, to replace destitution and misery. The success of Bands of Hope, which have done noble, very noble work, proves to us that it is the young especially we must show, by example as well as by precept, that excess is not only opposed to morality, but leads to no real or lasting joy, and is in every way damaging and deteriorating to the health, the pocket, and reputation. Education has already done something to promote the cause of temperance, and will do more. In the army, twenty years ago, men of ‘superior education’ numbered 8,717, but on the first of

January this year the number had increased to 137,005. In 1871 the number stood at 12,593. In 1864 these who could neither read nor write were put down as 22,570, but now are only a little over 5,000. At the same time, drunkenness is diminishing among our soldiers. Last year's record of courts-martial was again the lowest, being 1,719, as compared with 3,903 in 1869."

In the neighboring States the subject is attracting a great deal of attention and is making great progress. In a recent article the *New York School Journal* says:—

"The earnest efforts of the Women's Christian Temperance Union have at last been crowned with success. The difficulty, and often impossibility, of providing a cure for existing intemperance, gradually led them to look for a preventive. They turned to the schools. Their children could gain a scientific knowledge of the effects of alcohol upon the human system.

Several Legislatures were accordingly petitioned to pass a Compulsory Temperance Education bill; those of Vermont, New-Hampshire and Michigan complied, and now New York has followed their example. Supt. Ruggles sends the text of the bill, which is as follows:

'Section 1. Provision shall be made by the proper local school authorities for instructing all pupils in all schools supported by public money, or under State control, in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.'

'Section 2. No certificate shall be granted to any person to teach in the public schools of the State of New York after the first day of January, 1885, who have not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

'The act becomes law on the twentieth day after its passage, namely; March 30, 1884. Its provisions apply to all District schools, Union Free Schools, Public Schools organized under statutes in cities and villages, Normal Schools, Indian Reservation Schools, and Separate Neighborhood Schools. To all pupils in the above named schools, to state pupils in all institutions for the instruction of the deaf and dumb and blind, and to pupils in

such Asylum Schools as share in the apportionment of the public school money.'

"This instruction should be given in an interesting, effective manner, not in the form of exhortations or by story-telling, but as far as possible by experiments which show the exact nature of alcohol, its presence in all beverages and its effects upon animal tissues. Several good text-books upon the subject are already published for the aid of the teacher."

Several of the Provinces of the Dominion have prescribed or recommended this subject for their teachers and pupils. When will Quebec follow their example?

Course of Study.—A well arranged course of Study has a very important influence upon school work. The course of study authorized for this Province has been productive of good results wherever it has been faithfully followed and school boards should insist upon its being carried out by their teachers. The following remarks upon this subject are very much to the point:—

"Why does not the Department of Education in each State fix a course of study? Every delay means a waste of money—indeed half of the money is now wasted for want of a course of study.

Every teacher who has taught an ungraded school knows what a serious obstacle is the present arrangement, or rather non-arrangement of the classes. Each teacher has his own idea of how the classes should be graded. Thus the advent of each new teacher brings a new arrangement of classes. A boy who was in the second arithmetic last term is, perhaps, put in the third this term, becomes discouraged and loses interest. Where there is no fixed course the parents consider themselves at liberty to dictate what studies they wish their children to pursue, and William dampens the teacher's enthusiasm and disarranges his plans some morning by saying; 'Father says I need't study geography. John and Henry are kept out of school until they are just far enough behind their classes to 'fit in' nowhere, and then come back expecting to receive just as much of the teacher's attention, and advance just as rapidly as any of the others. A pupil from another district, where the teacher has his or her own idea of class graduation, "moves in" but does not "fit in."

Prof N. O. Wilhelm, of Pa., says: "We certainly need some well planned system which shall be to the educational work of our country what the mowing machine is to the farm, the sewing-machine to the family, the power loom to the factory. The nearest approach to this which has yet been made, is the movement to introduce into all the States of the Union the graduating system for country schools. No Iron-bound system which will destroy the pupil's individuality, but a course of study which the intelligent pupil believes he can accomplish, an object toward which he can move with the belief that he can attain it. Here are the two great states of New York and Pennsylvania, and most of the other states, without any bottom to their educational system, and how long shall it be before one is put in?"

A fixed course of study is as much needed for the district schools as for colleges. Wisconsin has one, Indiana has one, but why not New York?" The following are some of the points in favor of a course of study:

(1) It classifies the studies laid down in the law to be taught in our public schools. (2) The course contains such studies as the pupils should pursue. (3) It enables teachers to accomplish much more than they can by the usual arrangement, by which the studies pursued are determined largely by the judgment of the parents or the pupils. (4) There being an objective point, pupils will *work* more faithfully, *attend* more regularly, and *remain* longer in school than they would otherwise do. (5) It induces pupils to go through the entire course of study, which a great many would otherwise not do. (6) It arouses the ambition of the pupils to excel. (7) The schools can be governed more easily and by better means. (8) It interests the people themselves and thus tends to advance the whole cause of education. (9) The tendency is to make the teacher's tenure of office more certain and lasting, and thus to induce persons of ability to remain in the profession. (10) A better standard of professional success will be established. (11) A necessary step is thus taken to supply the "missing link" for connecting common schools, high schools, and universities. (12) Pupils moving from one place to another in the same county or State will "fit in" the new school with less difficulty than now—thus saving time and money for books, etc.

TEACHERS' INSTITUTES.—Arrangements are being completed for holding two or three Institutes during the month of July next, as mentioned in our March number. One of these will be held at Dunham Ladies' College, and the other at St. Francis College, Richmond. There will be two sessions of three hours

each, each day for four days, when lectures will be delivered by Dr. Robins, of the McGill Normal School, the Protestant Secretary of the Department of Public Instruction, and others. The subjects of the lectures will include: Child nature, School Organization, Reading, Arithmetic, Object Lessons, Singing and Drawing.

Efforts are being made to reduce the expense of attendance to the lowest point. The Dunham College will provide for thirty or forty on condition that the cost of the raw material is defrayed, and the inhabitants will no doubt do all they can to encourage the teachers to attend.

In answer to the question, Who ought to attend? we give the following from L. L. Klinefelter:—

I do not believe that any person who expects to teach a term of school can afford to lose the benefit to be derived from attendance at the Institute when it is brought within convenient reach.

This applies to both old and young teacher, but for different reasons.

The teacher with little or no experience needs to learn first that there is a difference between learning and teaching. To him the Institute opens a new line of ideas.

It shows him how to look from the standpoint of the teacher at the same subjects which he has hitherto considered only from the standpoint of the learner.

How to teach, is made more prominent than how to learn, or what to learn.

It would be a wonderful benefit to the schools of our country if all our young teachers could attend at least three Institutes before attempting to teach. That would give them time to think over methods of teaching and principles of school management, and in that way become better qualified for the work when they begin. There would be fewer failures in government and methods.

The older and more experienced teacher needs to attend for two reasons. First, because the Institute needs him. It needs his experience, and he can be of great help to those with less experience; secondly, because it will improve his own work. He is liable to fall into ruts, and unless occasionally stirred up he is apt to fall behind the times.

In reference to this same subject, Professor John Ogden, of

Washington, proposes the following questions and answers them :

1. How shall we improve the schools?

By improving the teachers. There is more in the teacher than in the method.

2. How can we best train the great army of new teachers that every year recruit the ranks of the profession?

By establishing normal training schools suited to their wants.

3. Can the Teachers' Institute supplement the Normal School in this training, or take its place where the latter does not exist?

The full answer to the first of these questions lies in the solution of the other two.

A careful and somewhat extended study of this subject has led to the following conclusions :

1. That Institute work can be rendered much more efficient than it now is, not only in awakening a more general interest in school improvements, but in the actual training of the teachers for the schools.

2. That these Institutes should not confine themselves to the academic work, and the mere platitudes of education—the same things over and over again from year to year—but that a Progressive Course of Lectures and Practice can be so planned and presented as to awaken and perpetuate an interest in the study, and even the practice of those principles and methods which constitute the ground work of the profession.

3. That the time has certainly come when teachers can afford to lay aside the parsing of nouns and verbs, their catch questions and conundrums in arithmetic, and devote themselves, in good faith and solid earnest, to the systematic study of what we all know to be of vastly more importance, viz.:

1st. How to organize and conduct schools on the most improved plans.

2d. How to study the child's wants, making it the only basis of method.

3d. How to adapt all instruction and training to the nature of that want, independent of any traditional usages. These are the acknowledged educational problems of the age."

Let every teacher who lives within convenient distance of Dunham or Richmond make a strong effort to attend one of these Institutes. We should try and make these Institutes a regular part of our educational system.

TEACHERS' MEETINGS.—The meetings of teachers which the School Inspectors are required to hold in their respective districts will be taken up during the month of June. Those in the district of St. Francis will be held from the 10th to the 13th, and those in the district of Bedford during the First week in June. We understand that these meetings will be made even more interesting and profitable than the former series, and we trust there will be a very large attendance of teachers. The meetings are open to parents and ratepayers, and it is very desirable that they should be present to hear the lectures and discussions.

LOCAL ITEMS.

Protestant Board of School Commissioners, Montreal.—The regular monthly meeting of the above Board was held on the 8th of April. After the adoption of the minutes of the preceding meeting, the chairman submitted the revised curriculum of common schools for the coming year. It was adopted by the Board, and ordered to be printed at once. The monthly statement of accounts, duly audited, showing a balance of some \$7,000 in favour of the commissioners, and reports of attendance in the various schools, showing a decrease from last month of thirteen pupils, and an average attendance of 92 per cent., were submitted. Miss Elliot Henderson, of the Sherbrooke Street School, was appointed to the lower preparatory class of the Girls' High School, and the appointment of a caretaker for the Sherbrooke Street School was delegated to a committee, consisting of the chairman and honorary treasurer. The new buildings being ready for occupation, it was resolved to close the High School after the Wednesday afternoon session, so as to leave ample time for moving during the Easter holidays. The Rev. Drs. Norman and Stevenson were appointed an emergent committee, with power to meet difficulties consequent on the re-arrangement of classes at the close of the April examinations now in progress. It was resolved to invite His Excellency the Governor-General to visit informally some of the common schools during his next visit to the city. Nine applications for employment as teachers were submitted and filed for future reference. It was resolved to hold the regular meetings of the Board on the second Tuesday of each month.

Teachers' Association in connection with the McGill Normal School.—The last ordinary meeting of this Association for this year, was held on Friday, May 2nd, at 8 p.m., in the hall of McGill Normal School. There was a good attendance of members. The President (Dr. Robins) having opened the proceedings with prayer, the minutes of the former meeting were read and confirmed. The following ladies and gentlemen were then unanimously elected as members for next year:—Miss Lily Clarke, Miss Annie Barr, Mr. W. Dixon and Mr. R. J. Elliott. A pleasing piano duet by Miss Osgood and Miss Bizzey, was followed by the reading of part of a paper entitled "Transactions of the Royal Society, Canada," by Dr. McGregor. It is understood that this gentleman will be called upon to read the remainder of his valuable paper on some future occasion. Miss Linegar's piano solo, a selection from Der Friechutz, was well executed, and Mrs. Kemp kindly sang "Thou art so near." The President then announced that the annual meeting for the election of officers

would be held on the last Saturday in May, at 11 a.m., and urged every member of the Association to be present. Miss Peobles contributed various "patches" for the entertainment of those present, after which Miss Fetherston played a violin solo in an admirable manner. An instructive paper on "Evangeline and its author," was read by Mr. Dixon. Miss McGarry's reading, finely rendered, gave great pleasure, and a song by Miss Fowler, sweetly sung, brought a pleasant evening to a close. The President thanked those ladies and gentlemen who had taken part in the programme. The meeting then adjourned.

The Local Teachers' Association of Quebec held a social meeting at the National School, in the month of April, when a very interesting evening was spent by the members.

Miss Nolan has resigned her position as teacher of the Ormstown Model School. During Miss Nolan's stay in Ormstown she has made many friends who will hear of her intended departure with regret.

The late Mrs. Donald.—It is with feelings of deep regret that we record the death of Mrs. Donald, wife of Mr. T. J. Donald, High School, Montreal. Previous to her recent marriage, Mrs. Donald (*née* Elizabeth Willan) held important positions in the public schools of Montreal, and was one of our most successful teachers. Her untiring energy and devotion to her work secured for her a place in the first rank of her profession. Her loss will be deeply felt by a large circle of intimate friends.

CORRESPONDENCE.

To the Editor of the EDUCATIONAL RECORD.

SIR,—The law with regard to the Election of School Commissioners which makes the first Monday of each July the day of election might, without injury to any one and in the public interest, more especially in the rural districts, be changed to the second Monday in same month for the following reasons:—On the first Monday in July in, I may say, all rural municipalities—the Commissioners' Court and the Municipal Council hold their meetings, so that ratepayers cannot give that attention so necessary to said election, when two other matters serve to divide their attention. Should the day of election be changed to the second or any subsequent Monday in July, a great deal of confusion would be avoided, and the ratepayers have ample time to attend to both the meetings of the Councils and the election of Commissioners—two very important meetings to the ratepayers of every rural Municipality. The writer has often heard this change advocated by ratepayers, and has long since concluded that it would be very beneficial to the public.

SECRETARY-TREASURER.

[As the law stands at present it is not necessary to hold the election on the first Monday in July. It can be held on any Monday in July provide! eight clear days' notice is given. If, therefore, it is found inconvenient to hold the election on the first Monday, it may be held on the second or third Monday.—EDITOR.]

INQUIRIES.

Q.—*Is it necessary for a Secretary-Treasurer to keep district accounts for a Municipality?*

A.—The distribution of the school funds among the districts of a municipality has always been attended with difficulty. The law at first directed that the funds should be divided equally among the different districts. In this way the district having fifteen children to educate received the same amount as a district having fifty children. To obviate this difficulty the law was amended so as to distribute the school funds among the different districts of a municipality in proportion to the number of pupils in each district, and it is under this amendment that we are working to-day. In carrying out this provision of our school law the following points must be attended to:—First, the school fees raised in a district are for the special benefit of that district; second, that the other school funds are to be divided among the districts in proportion to the number of pupils in each. At the close of the year it will be found that in paying for the schools of certain districts the Commissioners have not used all the funds allotted to those districts, while in order to maintain schools in smaller districts the amounts allotted were not sufficient.

The Commissioners will in such cases use the funds remaining over from districts which have been provided with schools to pay off the deficits in connection with the smaller districts. If a district has been without a school it can call upon the Commissioners to deposit its share of the fund until a school is opened, but all other claims of a district upon the school funds terminate with the close of the year. There is no such thing as a district in debt, or a district with a balance to its credit if a school has been in operation in the district. The account with each district terminates with the close of the year, the so-called debts falling into the hands of the School Commissioners. Each district begins the new year with a clean sheet. The district accounts secure a fair allotment of the funds to the different districts, and they determine the maximum share that can be demanded from the Commissioners by each district. If, in defraying the school expenses of a district, the whole of its share is not required, the remainder is at the disposal of the Commissioners to be used for the educational interests of the municipality, and of these the most important is the support of schools in districts where the allotted share is insufficient to maintain a school. The plan adopted in some municipalities of treating each district like a distinct municipality, and of carrying on the district accounts from year to year, with an accumulation of debts against certain districts, and of surpluses against others as a result, is not in accordance with the law nor with the best interests of the municipality.

Q.—*Are dissentient trustees having only one school, and this school attended by less than twenty children, entitled to a share of the Government grant?*

A.—Dissentient trustees are entitled to a share of the government grant if they maintain a school eight months in the year, even though the school is attended by only two or three pupils. Any number whatever of the religious minority have a right to dissent and support a school for the benefit of their own children whatever the number may be, and they are entitled to a share of the grant proportionate to the number of children in attendance. If dissentients are unable to keep their school open eight months in the year they should apply to the Department for a share of the Poor Municipalities' Fund.

BOOK NOTICES.

The Royal Readers of Campbell & Son, Toronto, are dividing the attention of the public with those of Messrs. Gage & Co. The Royal Readers are fine specimens of press-work, and reflect great credit upon the publishers. They are attractive in appearance and the illustrations are of a very superior character. The subject matter has evidently been carefully selected, but it seems rather heavy for children.

First Steps to Temperance. National Temperance Publication Depot, London.—This attractive little work of 60 pages, is prepared on the same plan as Dr. Richardson's Lesson Book, and it brings the subject within the grasp of the youngest children. It contains only a dozen short lessons with questions and is the best book on the subject for the "little ones" that we have seen. It will form an excellent introduction to the larger work of Dr. Richardson.

The Temperance Primer: For use in Canadian Schools. G. D. Platt, B.A. (W. J. Gage & Co., Toronto.) Price 20 cents. This is an Elementary Lesson Book on the nature and effects of alcohol, prepared with special reference to the Public School programme of Ontario. It is more concise, but less interesting, than the Temperance Lesson Book of Dr. B. W. Richardson, but it, contains a pretty thorough review of the facts and arguments which form the groundwork of the temperance movement.

Exercises in False Syntax. (Gage & Co., Toronto.) Price 40 cents. This is a very extensive collection of exercises in false syntax for correction, and will be found very useful for teachers.

Examination Primer of Canadian History, by James L. Hughes. (Gage & Co., Toronto.) This little work which was prepared some time ago at the request of Rev. Dr. Vincent, President of the Chautauqua Literary and Scientific Circle, has reached its fifth edition. This is one of the best compendiums of Canadian history that have been published. It should be in the hands of every teacher who has to take up Canadian history.

Topical History of England, by James L. Hughes. (Gage & Co., Toronto.) Price 30 cents. This work is prepared on the same plan as the Primer of Canadian History, and contains in the small compass of 125 pages a very clear and well-arranged statement of the chief events and points of interest connected with the History of England.

Elementary Lessons in English. (Gage & Co., Toronto.) Price 35 cents. This excellent little work has been noticed in a former number, but we desire to draw attention to it again as a very excellent hand-book for teachers, containing a well-arranged series of lessons in English. Teachers will find this little work very helpful in teaching the pupils how to speak and write correctly. The Canadian Edition is edited by Principal MacCabe, of the Ottawa Normal School.

A Bird's Eye View of English Literature, by Henry Grey. (E. P. Dutton & Co., New York.) This is a synopsis of the names of our most celebrated poets and prose writers, with the date of their death, their social position, add the titles of their principal works. It will prove a very useful handbook for review and reference.

Examination Manuals—No. II. Algebra—by Wentworth and Hill. (Ginn, Heath & Co., Boston.) Price 40 cents. This handy volume, like the one on Arithmetic, contains an excellent list of questions from English French and German sources, suitable for teaching pupils and reviewing the subject. It will be found very valuable to teachers who require to make out examination papers in this subject.

History Topics for the use of High Schools and Colleges, by Wm. Francis Allen, Professor in the University of Wisconsin. (Ginn, Heath & Co., Boston.) Price 25 cents.) This little work contains two lists of historical topics. The first includes a course in general history under 30 divisions, intended to occupy a year's work; the second includes a course in American history under 50 divisions. To these is added a list of Books of Reference covering over fifty pages, which may be consulted with advantage in connection with the historical course.

Classics for Children—Stories of the Old World, by Rev. Alfred J. Church, M.A. (Ginn, Heath & Co., Boston.) Price 40 cents. In this attractive volume of 350 pages we have reproduced in choice and interesting language the stories of the Old World, including the Argo, Thebes, Troy, the Adventures of Ulyses, and the Adventures of Æneas. The work is printed in large type, on good paper and is substantially bound. It is suitable for school libraries or for a prize-book.

DEPARTMENT OF PUBLIC INSTRUCTION.

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

County of Arthabaska, Saint Albert.—Mr. Pierre Gagné, instead of Mr. Clovis St. Cyr, who has left the municipality.

County of Iberville, Saint Sébastien.—Mr. Félix Campbell, instead of Mr. Elzéar Doucet, who has left the municipality.

County of Montmorency, "Les Crans."—Mr. Isaïe Goulet, instead of Mr. Benjamin Simard, deceased.

County of Ottawa, "Bowman and Denholm."—Messrs Duncan McPhee, jr., Samuel Brunet, Hugh McMillan, Archibald McMillan and Alphonse Poitras. New municipality.

County of Ottawa, "Portland West."—Messrs. James Waters, John Sconnell, jr., James McGarrys, Thos. Provost and Wm. Mason. New municipality.

By an order in Council, dated 23rd April last, (1884), to change the limits of the school municipality of "Sacré Cœur de Marie de Thetford," county of Mégantic, so as to include in the limits of the said municipality the lots one to twenty inclusive, in the fifth, sixth, seventh, eighth, ninth, tenth, eleventh and twelfth ranges of "Thetford," county of Mégantic, and lots seventeen to twenty eight inclusive, in the eleventh range of "Broughton," County of Beauce.

NOTICE.

The dissentients of Outremont, in the County of Hochélaça, are annexed for school purposes, to the school municipality of St. Louis de Mile End, for a period of ten years to date from the 19th April, 1884, in conformity with the Act 46 Victoria, chap. 20.

GÉDÉON OUIMET,
Superintendent.

His Honor the Lieutenant Governor has been pleased by an order in Council, dated 23 April, (1884), to erect into a school municipality, under the name of "La Conception," the township of Clyde, in the county of Ottawa, bounded as follows, to wit: on the north by the Township of Joly, on the south by the township of Amherst, on the east by the township of Salaberry, and on the west by the township Labelle.

By an order in Council, dated the 29th March last, (1884), to order that all that portion of the municipality of the town of Levis, situate between the river Etchemin and the limits between the parish of Notre Dame of Levis, and that of the parish of Saint David de l'Auberivière, in the county of Levis, of which it forms part for all other purposes, be for school purposes detached from the municipality of town of Levis and annexed to that of St. David d'Auberivière.

By an order in Council, dated 25th march last, (1884), to order that the lots one, two and three of the sixth range, and the north half of each of the lots one, two and three of the 5th range of the school municipality of the township of "Eardley," in the county of Ottawa, be detached from the said municipality and annexed to that of "Saint Etienne de Chelsea," in the same county, for school purposes.

By an order in Council, dated 22nd April, 1884, to declare that the fifth, sixth, seventh and eighth ranges of the townships of Stoneham and Tewkesbury, in the County of Quebec, form the school municipality of Tewkesbury No. 1; that the first, second, third and fourth ranges of Tewkesbury in the County of Quebec from the school municipality of Tewkesbury No. 2; that the first, second, third and fourth ranges of the township of Stoneham, which includes the old school municipality of "Roche Platte," have formed and now form the school municipality known by the name of Stoneham.

NOTE.—This notice was inserted in the issue of the 3rd instant but in an incorrect form.

By an order in Council, dated 29th April last, (1884), to make the following appointments, to wit:

School Commissioners.—County of Arthabaska, St. Clothilde.—Mr. Joseph Lecompte, in the room and stead of Mr. Phillip Poirier, absent.

County of Chicoutimi, Bagotville, (parish).—Mr. Adolphe Gobeil, in the room and stead of Mr. Ferdinand Gagnon, absent.

By an order in council, dated the 6th May instant, 1884, to appoint Messrs. Joseph Truchon, François Maltais, Norbert Girard, Levi Gauthier and Octave Maltais, school commissioners for the municipality of Bergeronnes, in the county of Saguenay.

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"Neither Boston, Philadelphia, nor New York can rival them."—*Presbyterian Witness, Halifax, N. S.*

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G A G E ' S

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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.
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7. A summary of Canadian History.

(Signed)

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

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