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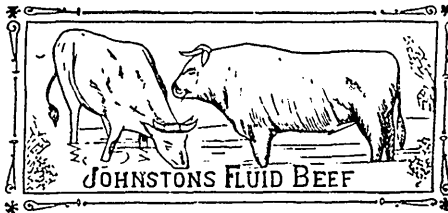
OF THE
PROVINCE OF QUEBEC,

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

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 11.

NOVEMBER, 1886.

VOL. VI.

Articles: Original and Selected.

TEACHERS' READING CIRCLES.*

Rev. Elson I. Rexford, B.A., Quebec.

There is no point more generally insisted upon at the present time by the best writers upon educational subjects than the necessity of professional training as a preparation for the work of teaching. The opinion is rapidly gaining ground that if teaching is not at present a profession, it should be a profession; that the teacher should be a professional man, and, as such, undergo a thorough preparatory professional training before entering upon the important work of teaching, similar to the preparatory course for other professions, and that the teacher should maintain his professional standing (1) by a systematic course of professional reading which shall keep him abreast of the best thought and methods of his profession, and (2) by careful study and preparation of each day's work. This tendency is one of the most important and encouraging features of the present educational outlook. It is important that we, the Protestant teachers of this Province, should take note of this tendency and guide ourselves accordingly. The time was when men failed to distinguish between the knowledge of a subject and the knowledge of the methods of teaching a subject. A good arithmetician and a good teacher of arithmetic were considered synonymous terms, the first necessarily involved the second. One had only to secure a good classic in order to have Latin and Greek taught successfully. Individuals rose up here and there in the educational world and maintained the necessity of a knowledge of methods as well as a knowledge of subjects, as a qualification for a successful

* Paper read before the Teachers' Association in connection with McGill Normal School, February, 1886.

teacher. This opinion gained ground very slowly. It was only through sad experiences that this view forced itself upon the attention of men. It was only by the frequent failure of a knowledge of subjects to bring about satisfactory results, and by the success scored by a knowledge of methods when the knowledge of subjects was not very brilliant, that the necessity for professional in addition to literary training came to be recognized. When, under the stimulus of this idea, the study of methods was taken up vigorously and the nature of the child to be taught was considered; when it was seen that "systematic training should watch the spontaneous movements of the child's mind and adapt its processes to these;" that the first three or four years of child life supply the golden harvest to which every scientific educationist must go to reap his facts; then men began to realize that the teacher required something more than mere literary training, important as this is, that men must sit at the feet of nature and study the ways of untaught childhood and trace carefully the course which children's mental activity spontaneously follows, if they would discover the true processes and principles upon which to base their methods of instruction. These thoughts and views of the few have come, by various means and influences, to be the opinions of the many, and the question of to-day is how to realize these in practice. We are no longer required to stamp the bearer of a degree, with the words "duly qualified to fill the most important educational post in the country and to draw the largest salary."

Teachers, not only in this Province, but elsewhere, are rapidly ranging themselves into two classes, (1) teachers who are professional men and women in the true sense of the word and who are being more and more generally recognized as such; members of a profession by virtue of their preparatory training, their present professional reading, their adaptation of their methods of instruction to the nature of the child and to the laws of mental growth, and (2) teachers who are day laborers, who enter upon the work without anything to distinguish them from those not so engaged; entirely destitute of those marks which distinguish the professional man from others, who give no time to the study of educational methods, who follow a certain course, because it has been marked out for them, or because they have seen others following it, teachers who are recognized in an intelligent community for what they really are, namely, workers, but not members of a profession. It is the influence of such as these that prevents the work of teaching taking rank as a profession; the non-professional members have outnumbered the professional members, and yet, the loudest complaints concerning the status of the teacher come from those non-professional members who have no right to a status.

Among the prominent movements to provide for the professional training of teachers, the normal training school was the earliest. When we remember that the history of these institutions does not extend beyond the memory of some of our oldest teachers, we have abundant reason for being satisfied with the results which have been accomplished

in their comparatively short history. When it became evident that the influence of the regular normal schools would be felt by a relatively small number of teachers, the temporary normal school or Teachers' Institute was established, to be held at central points and to provide a course of instruction, varying in length, from one week to three months. By this means a very large number of teachers was brought under the influence of professional training, and a decided step was taken in the direction of providing the elements of professional training for all teachers. The Teachers' Institute has done and is still doing a good work for the improvement of methods of teaching. In consequence of the influence exercised by these and other similar institutions, a desire has been awakened among a large number of teachers for a wider acquaintance with the history and science of education and with the approved methods. The superior work done by those who are exhaustive readers of the literature of their profession has induced those interested in school work to endeavor to secure professional reading among their teachers generally, and this, in its turn, has given rise to a desire on the part of teachers to read for the purpose of qualifying themselves for better work. We find accordingly many teachers who are anxious to improve, but do not know how to proceed, and in the wide range of pedagogical literature which has sprung up during the past few years, teachers require to be directed and stimulated. A new institution was required to meet the necessities of the case. An idea was put forward at the Niagara meeting of the State Teachers' Association of Ohio in 1882, and put into definite shape at the Chataqua meeting of the same association in the following year, which seems likely to prove a happy provision for professional reading. The scheme which was no doubt suggested by the Chataqua plan of conducting work, has been caught up with enthusiasm by thousands of teachers in the neighboring states and seems destined to work a revolution in the professional knowledge and literary culture of teachers. The scheme is called the State Reading Circle. The idea is to organize the teachers of a state in local reading circles, to lay down a course of reading extending over one, two, or three years, which the members of each circle are to follow out simultaneously. The State of Ohio was the first to lead off in this movement. A lady teacher, Mrs. D. L. Williams, was the moving spirit and seems to be regarded as the originator of the movement.

The plan of their organization in Ohio is as follows: "The Circle is under the care of the State Superintendent of Public Instruction, in whose office many of the details are perfected. At the expense of the State, a preliminary circular of information has been printed and scattered everywhere. The Board of Directors is formed of eight members, but the term of two expires with the first year, and the other pairs, the second, third, and fourth years. The manager and organizer for any county is the county *superintendent* of schools. If the superintendent cannot serve, he is empowered to nominate a substitute

to the Board of Directors. Any teacher or other person sending his name to the manager for his county, with twenty-five cents and his pledge to pursue faithfully the course of study prescribed, is admitted to the Circle. If the circle does not organize in his county, he may send his name and fee to the manager of any adjoining county. Members of the State Circle resident in any town, township or neighborhood, may form a Local Circle, which shall meet every week or fortnight, as they may elect, for the purpose of reading and discussion. The only officer prescribed for the Local Circle is a secretary, who shall be the medium of communication between the Circle and the manager. The Central Bureau of the State Circle is at the State capital, and at the office of the Superintendent of Public Instruction."

"The first course of study is to extend over four years, and is as follows :

FIRST YEAR.—PROFESSIONAL STUDIES.

1. Mental Science—embracing the study of Presentation, Representation and Thought.

This study should be limited to the three following topics:—

- a. The conditions under which these different faculties act.
- b. The nature of the processes.
- c. The nature of the products resulting from these processes.

2. Methods of instruction—

- a. Methods adapted to primary schools.
- b. Methods adapted to grammar schools.

GENERAL CULTURE STUDIES.

1. General History—embracing a study of the manners and customs, religions, forms of government, theories of education, and the condition of the arts and sciences in the ancient mediæval and modern times.

SECOND YEAR.—PROFESSIONAL STUDIES.

1. Mental Science.—embracing a study of the institutions, the sensibilities, and the will.

2. Teaching as a science.

This embraces a study of the principles employed in teaching and governing, and the application of these to the teaching of the different branches and the proper control of a school.

GENERAL CULTURE STUDIES.

1. English Literature or Natural Science.

The Board have not determined in what order these subjects shall be studied.

THIRD YEAR.—PROFESSIONAL STUDIES.

1. The history of education.

This will embrace a study of the different educational reforms that have occurred during the progress of educational thought during the past twenty-five hundred years.

GENERAL CULTURE STUDIES.

1. English History or Natural Science.

FOURTH YEAR.

The work for the last year of the course has not been outlined by the Board.

The text-books for the first year's course are, Brook's "Mental Science and Culture," and Parker's "Talks 'on Teaching" for the regular, and Seelye's Hickock's "Mental Science," and Fitch's "Lectures on Teaching" for the advanced course, with Barnes' "General History" for the culture studies.

Indiana followed close upon the example of Ohio. In April, 1885, eighteen months after the organization of the Ohio Circle, Mrs. Williams issued a circular to the teachers of Ohio, drawing their attention to the fact that a half-day was to be set apart at the Ohio State Teachers' Association for reports from the Ohio Teachers' Reading Circle, and urging all managers of local circles to be prepared to make reports and to give full information. At the present time, this state circle includes between seventy-five and one hundred local circles, with a total membership of over three thousand. The other states were not slow in following the example of Ohio and Indiana. In May, 1885, Reading Circles had been organized in six states, and Prof. Payne, of Michigan, recognizing the importance of the movement, wrote, advocating the appointment of a committee to provide for a conference for those interested in this subject. At the Saratoga meeting of the National Educational Association, July, 1885, for the purpose of adopting some uniform practice in the organization and management of these Reading Circles, a very successful meeting was held, and, as the result of their deliberations, a committee was appointed to examine into the movement, to collect information and to report to the National Educational Association in July, 1886. In the meantime, the movement has been spreading rapidly, and to-day Reading Circles are organized in at least twenty of the neighboring states, with a membership that varies from 500 to 6,000 in each. The various circles are, of course, in different stages of development. Some are engaged completing their organization, others are growing, forming new circles and increasing their membership, while others are endeavoring to solve the question of the successful continuation of their work.

From recent information, it appears that the Chatauqua authorities have determined to recognize the remarkable movement among teachers and to provide a course of study in educational subjects, which shall lead the faithful students up to a diploma which they are empowered to grant. This will no doubt provide a unifying influence for the whole movement. Such, in brief, is the history of this truly remarkable movement, which, though less than three years old, has already established the active co-operation of 30,000 or 40,000 teachers, and seems destined to work a silent revolution in the professional and literary qualifications of teachers.

It is a movement which calls for the careful consideration of the teachers of this Province.

These Reading Circles present great variety of organization in the different states. In some cases, as in Ohio, they are organized under the direction of the education department. In other cases, as in Iowa and New Jersey, the movement has originated from, and has been connected with, the State Teachers' Association, and is entirely free from government control, and in a few instances the Reading Circle has been established as an independent organization. In each Reading Circle, however, there is a board of directors, composed of seven or eight members, a President, Vice-President and Secretary-Treasurer, who have charge of the general interests of the State Circle. They determine the course of reading; they name the text-book to be read in each subject; they prepare the rules and regulations concerning local circles, fees, examinations, certificates, &c., and control the details of organization and general management. The *Local Circle* is the unit of organization and of work. A superintendent or manager is provided for every city, town, or county, for the formation of local circles, but any five or ten teachers who have become members of the State Circle may organize themselves into a local circle in any township or neighborhood, appoint a secretary to be their medium of communication with the county manager, and so form a recognized element of the State Circle. It is this power of expansion which forms one of the chief excellencies of the Reading Circle. By this means, the full benefits of the Circle can be extended to the most sparsely settled portions of the country districts, and teachers who may be unable to attend associations, institutes and conventions, can take advantage of this means of self-improvement. The conditions of membership in these Reading Circles are—1st, an annual fee of 25 or 50 cents; and, 2nd, a pledge to read faithfully the course of study and text-books, as laid down by the board of directors. These fees are used to defray the necessary expenses of management, a portion of which is retained by the local circle and the remainder forwarded to the secretary-treasurer of the board of directors.

The preparation of the course of study and the selection of books to be read is, of course, the most important part of the work of organization, and, as might be expected, the courses differ upon many important points. Some boards of directors were of opinion that the primary object of the Reading Circles is to give the teachers a clearer apprehension of the underlying principles of their vocation, to give them a better understanding of the science of education and of the best methods of instruction and school government, and have accordingly provided a purely professional course of reading, as in the case of the New York and the Virginia State Reading Circles. In the majority of cases, however, it has been thought desirable to encourage a wider general culture among teachers and to combine professional and general reading in the course adopted; and in one or two instances, professional subjects occupy a secondary

place. The length of the course varies from one to four years. In some cases, an elementary course and an advanced course are provided, and members are at liberty to take up the one or the other; in others, the course consists, first, of compulsory subjects and books which all members must take, and optional subjects. Each of these various plans has its points of excellence, and we shall have to watch the practical working of these schemes in order to decide upon their relative merits.

The following books, which have been adopted by the New Jersey State Reading Circle as part of their course, which is to extend over three years, will give a fair idea of the work generally laid down for these circles. They are arranged under three heads: *Professional, Science and General.*

I.—PROFESSIONAL.

1. History.—Quick's Educational Reformers; Hailman's History of Pedagogy.
2. Principles.—Tate's Philosophy of Education; Joseph Payne's Lectures on Education; Fitch's Lectures on Teaching; Spencer's Education.
3. Method.—Page's Theory and Practice of Teaching; Parker's Talks on Teaching; Trumbull's Teachers and Teaching.

II.—SCIENCE.

1. Physiology, Walker's.
2. Psychology, Sully's—abridged edition.

III.—GENERAL.

1. The Chautauquan.
2. An Outline of English Language.
3. Some Masterpieces in the English and American Literature.

Two plans have been adopted for recognizing the work done by faithful members of the circles. First, examinations are provided at the end of each year's course upon the work presented for the year, and diplomas are issued to the successful candidates. Secondly, no examinations are held, but upon application from a member, signed by the manager of his local circle, certifying that the applicant has faithfully followed the course of reading, a certificate to that effect is granted. In some instances, both of these methods are adopted, certificates being issued upon duly certified applications, and diplomas upon examination.

The practical working of the local circles, the unit of the whole organization presents some points of interest. It is the duty of the board of directors to provide the course of reading, to name the text-books, to arrange with the publishers for the books required, at greatly reduced rates, to break up the course into monthly parts, to arrange for notes, outlines, analyses and quotations upon the work included in these monthly parts to be published from month to month in the educational journal of the state for the guidance of members of the circle. With these instructions in hand, the members of the local circle gather at the home of one of the members if possible, determine the night of meeting—every week,

or once in two weeks,—determine whether they will take up one subject at a time or all the subjects simultaneously, &c. After the roll-call, the amount read by each member is noted, important points marked, interesting and important paragraphs re-read, questions that have been suggested by the reading considered, and difficulties of members cleared up as much as possible. The meetings may also be enlivened by music and other interesting exercises.

A member of one of Ohio circles gives the following account of her local circle:—

“Who cannot spare twenty minutes each day for general reading? If you are a teacher in a locality where you are debarred from the pleasure of joining a local club, will you not undertake the course for your own pleasure and profit, and send in your name to the secretary of your county or state? If you are in a position where you are in any way responsible for the work of subordinate teachers, do you not know that you cannot improve the schools under your care more certainly in any way than by making your teachers reading and thinking teachers?”

“As this is an informal letter, I shall tell you a few facts about our own circle, which is now in the third year of its age. First, that nearly all those who joined it at its organization are still members, and, if possible, more interested in it than ever. Second, that some who at first were a little timid about expressing themselves on matters connected with our work, now talk freely and well upon it. Third, that it has promoted a feeling of good fellowship among its members, which makes them willing to assist each other in any laudable object, and causes them to sympathize with each other in trouble. Fourth, that my careful observation warrants me in believing that its members are improving the discipline of their schools by the use of higher motives, and that the interest in the scholarship of our profession.

“And now a little as to our methods of conducting our society, which are very simple, but yet meet our needs better than more formal ones would meet them. We hold our meetings the first Monday evening of every school month, from seven to nine o'clock, at the home of one of our members. The program for our next meeting will give you an idea of our plan of work. After roll-call and the reading of the minutes, the executive committee will report the reading laid out for the following month. This will take in all about ten minutes. All the members take part in reading. The second hour will be given to a paper prepared by one of our teachers on an educational topic, followed by a discussion of the first and second lectures of Payne. The teachers will have read these lectures, marked passages which appeared to them specially true or applicable to their work, will corroborate something by relating facts from their own experience, and ask questions about points which they have not clearly understood, or in regard to which they wish the experience of other teachers. These talks are valuable to use in more than one way. Holmes, some place, says that “a man must express himself

on a subject to know what he really thinks." Nine o'clock is our hour for adjournment, but some of us talk a while longer, and then take each other home. Don't you think we have a good time?"

I have traced, very briefly, the history and the constitution of the State Reading Circles: The past few years have been fruitful in educational movements of various kinds, some of which are exercising an important influence upon the educational work of the day, but of all these, the Teachers' Reading Circle has spread most rapidly, has been received most favorably, and seems destined to exercise a marked influence upon the professional training of teachers. Why should it not take root in Canadian soil? Why should not the teachers of this Province take advantage of it? It provides professional training for teachers. This is our great need. It meets the case of teachers in isolated rural sections, by gathering these teachers in local circles for professional reading. This is just the position of many of the Protestant sections of the Province, and the reading circles will meet the case of many teachers who cannot be reached by Normal School, Institute or Convention.

I have seized upon this opportunity to place this subject clearly before the teachers of Montreal, because I feel that this is emphatically a teachers' movement, which should be undertaken and carried on by the teachers themselves, rather than by the education department. Our educational organizations are well adapted for carrying on such work. There is the Provincial Association to organize the movement; there are the Institutes in which to work up the questions among the teachers; there is the Normal School to guide us in outlining the course of reading, and there is the EDUCATIONAL RECORD in which to publish questions, analyses, and explanations upon the course, from month to month. With all these facilities at hand, it is hoped that the teachers of the Province will not be slow to avail themselves of the advantages of these Teachers' Reading Circles.

METHODS OF TEACHING ENGLISH COMPOSITION.

BY A. C. WILLIAMSON.

(Continued from p. 183.)

SUGGESTIVE EXERCISES.

In the preceding exercises I have endeavoured to shew how children may be taught the use of words from their reading and spelling lessons, and have advised the carrying on the plan through the entire course. Hitherto the words have been supplied to the pupils, now they are to be taught to supply them for themselves.

The plan to be submitted is simple, but effective. It is fitted both to arrest and concentrate attention, will assist imagination

and reflection, and is capable of being carried to an almost indefinite extent. The method consists in the performance of actions in the presence of the children, to which they are required to pay the strictest attention. The actions should at first be simple, and although many of them will be such as they are familiar with, this will have no effect in lessening the eagerness with which they will enter upon the task of describing them. Seldom will a vacant eye be visible, and in general a gentle smile will be observed playing upon their countenances. Such expressions on the part of the pupils may be regarded as the forerunner of success. When the teacher's own resources fail as regards the performance of actions, or the acting of some character, he can direct attention to operations of nature and art, which are at all times within the sphere of every one's observation. The exercise embraces the three following steps:—

1st. A description of actions only.

2nd. Description of actions and the mode of performing them.

3rd. Description of actions, the mode, time, and place of performing them, and in addition a statement of the more obvious properties of the objects employed.

Any object at hand will do to operate with, such as a pen, pencil, ruler, book, &c. At the commencement, one or two simple actions may be performed, and their number and complexity increased as the pupils progress. The following may serve as an example:—

1. The teacher lifts a pen from his desk, holds it perpendicularly between his thumb and fingers, twirls it about with these, and then lays it down again.

2. The teacher lifts the same pen again, dips the point of it into an ink bottle, writes with it, wipes it, and puts it down again.

3. The teacher takes a penknife from his vest pocket, opens it halfway, lays it on the table; after a second or two lifts it, opens the blade the full length, shuts it, and puts it in his pocket again.

The written exercises of the children will be nearly in the words just written, but it is to be remembered that none of them have been told, but suggested by what they have seen.

On proceeding to the second step, the children are to be required to write, in addition to the actions, an account of the

mode of performing them. As an example, I will take the third exercise as given above. The teacher inserts the thumb and forefinger of his right hand into the pocket of his vest nearest to it, pulls out his knife, holds it firmly by these fingers, carefully places it between the thumb and fingers of his left hand, with its back downwards, inserts the point of the nail of his right thumb into the small groove in the blade, gradually opens it the full length, closes his hand upon the hilt, the blade pointing upwards, unlooses his hand, closes the knife quickly by pressing the point of the blade against the edge of the table, and then returns it to his pocket.

Before entering upon the second step of which the above is an example of what the teacher has to do, I would recommend something like the following to take place between him and the class:—"I wish you not only to notice very particularly *what* I do, but also *how* I perform the various actions. Did I put my whole hand into my pocket? Have I only one pocket in my vest? Which pocket was the knife in? How many hands have I? Which did I use when I pulled out the knife? What did I do with my left hand? How did I open the blade? What followed? With what and by what did I grasp the knife? What further did I do before returning it to my pocket? Now begin, and write very carefully."

3rd step.—Description of actions, the mode, time and place of performing them, and in addition a statement of the more obvious properties of the objects employed.

As in the former case, I will introduce this new step by putting some questions, &c., to the class. "You have had some practice in writing an account of actions, and the mode of performing them; you are still to attend particularly to these, but you are also to observe the time *when* and the place *where* they are performed. In addition, you are to look at the objects employed, and try to discover some of the properties they possess. By properties, I mean such qualities as you can find out by the use of your senses. By your eyes you can observe form, colour, size, distance, and at the same time feel how the appearance strikes you. By touch you can tell whether it is rough or smooth, cold or hot, sharp or blunt. By tasting you can tell whether it is sweet or sour, bitter or pungent, and by the nose if it emits an odour, and what its character is. Now look at the

clock and note the time. Where am I? In what position? Here is the knife you have seen so often. Is it large or small? What kind of a heft has it got? Is it of any particular shape? How many blades has it? Look at the appearance and shape. If you brought your finger along it, how do you think it would feel? Well, proceed."

EXAMPLE.

At 15 minutes past ten this morning the teacher was standing on an elevated platform at the upper end of the class-room with his arms folded and his head slightly bent towards his breast. In a moment after he suddenly plunged the thumb and forefinger of his right hand into the pocket of his vest nearest to it, pulled out a penknife of the ordinary size, with a white heft of a roundish form, and having a single blade, he placed it in an upright position between the thumb and fingers of his left hand, he then slowly opened a bright, sharp-pointed blade by placing the point of his right thumb nail into a small groove made in it for its reception, opened it to the full length, firmly clasped the heft with his whole hand, the blade still pointing upwards, suddenly turned round his hand, unclasped it so as to let the knife rest upon its palm, where it lay for a second or two, then lifted it, closed the blade by pressing the point of it against the edge of the desk before him, and placed it in his pocket again.

In such exercises as the above, the pupils, as previously stated, are required to supply the language necessary to convey their meaning to others. Their stock of words, however, may be easily exhausted, and therefore require to be recruited. What has been already urged with regard to their reading lessons in this respect will be of much avail, but as a variety of methods give a stimulus to exertion, I subjoin the following which I have found useful, and may be classified as follows:—

1. Alphabetical. 2. Etymological. 3. Paraphrastic.

1. Alphabetical.—Children occasionally like to take stock of their knowledge of certain subjects, and this feeling should be taken advantage of. In doing so they require some method to guide them. As regards words a very effective one is alphabetical order. Let them begin at the first letter, and continue till they have gone through the whole. To give further interest and accuracy they may also be arranged according to the num-

ber of syllables they contain, as mane, dis, trio, and polysyllables. No dictionary or spelling book must be allowed, but when their own resources are exhausted, they may be allowed to pick out from their reading lessons those beginning with the letter required. This effort at research they will find both profitable and pleasant.

2. Etymological.—Instead of giving the prefixes and affixes as a task to be committed to memory, let the children be given one or two, such as con. and com., and find as many words as they can beginning with them, and continue doing so till all that are in use are familiar to them. Do the same with the affixes; with both encourage the giving of the literal meaning of words, so as easily to perceive their structure and significance.

3. Paraphrastic.—There are two exercises under this heading which are similar—substitution and paraphrase. The former of these is the process of writing in the place of one word or phrase, another of the same or similar meaning. In choosing words for this purpose, the following should be observed:—1st. The exact meaning of words should be clearly perceived, and if more than one is required for substitution, the fewest number should be chosen. 2nd. Use such words as will be easiest understood. 3rd. Avoid all vulgar and slang phrases. Here it may be noted that no book will yield such an abundance of rich material for this exercise as the Bible in common use.

EXAMPLE.

He entered into one of the ships which was Simon's, and prayed that he would thrust out a little from the land, and He sat down and taught the people out of the ship.

Jesus went on board a fishing vessel belonging to Simon Peter, and asked him to push it out to a short distance from the shore. He then assumed a sitting posture in it, and preached to the people who were on the beach.

To give greater facility and effect to this exercise, in addition to finding synonyms, let the children be occasionally engaged also in stating their antonyms, as black, white, hard, soft, low, high, &c.

PARAPHRASING.

Paraphrasing is similar to substitution, but is more difficult to execute. In substitution, simple words or phrases are changed

as they occur in the sentence; in paraphrasing, this order does not require to be adhered to, as another arrangement of the subject may be adopted, and the idea clothed in a new dress. It is a very important exercise; will not only give great command of language, and afford excellent means of improving it, but will sharpen the discriminating and reflective faculties, and at the same time be employed in laying the foundation of public speaking.

EXAMPLE.

“Teach erring man to spurn the rage of gain.”

Endeavour to induce poor, fallible man to abhor and disdain—fully reject an inordinate desire to accumulate wealth.

NARRATIVE.

Young people like to hear, tell, and sometimes to write, stories. This disposition should be encouraged by the teacher, and such assistance rendered as will enable them to succeed in their attempts. There are various ways in which this may be done. A simple story may be told, after which, by putting a few leading questions and recording the answers, right order in the exercise will be secured. Another plan is to give out a certain number of words to be taken up in the order in which they are given, and the elapses to be filled up by the pupils. For example: I — garden — morning — shining — grass — tree — bird — wing — gently — home — soft — by and by — merry.

As the pupils advance, these methods may be dropped, and the following particulars attended to in forming an original tale, or giving an account of a real occurrence—

- 1st. The events: what happened.
- 2nd. The persons or instruments.
- 3rd. The time: when it happened.
- 4th. The place: where it happened.
- 5th. The manner: how it happened.

The order in which these particulars are given cannot be fixed by any rule. The narrative of details must conform to the single law: That the circumstances be narrated in the order of their occurrence.

EXAMPLE.

I will suppose the case of a fire in a city, and the composers assisted by such questions as the following:—

Where did the fire take place? Where is that city situated? Is it large or small? Can you tell anything about its streets? When did it take place? What was done to extinguish it? Did the firemen succeed? Any accidents? How did the fire originate? Can you tell the loss?

Montreal, situated on the St. Lawrence River, 180 miles west of Quebec, and the largest city in the Dominion of Canada, was visited with a serious fire on Wednesday, the 15th November, 188—, in a somewhat crowded and central part of the city. At about two in the morning of the above date, flames were seen issuing from the top flat of a shoe factory in Craig Street. A few minutes after the alarm was given, the fire engines were on the spot. The brigade worked manfully, and were cheerfully assisted by volunteers from the crowd which had assembled. Notwithstanding all their exertions, however, the fiery element was unsubdued; the flames extended to neighbouring buildings, one of which—a public hall—was soon gutted, the great flow of water from the hose seeming still powerless. The wind had been pretty strong from the commencement, and a lull was anxiously looked for; the wish was before long gratified. Of this the hard-wrought men took advantage, and by their renewed efforts succeeded in mastering their terrible foe. How the fire originated no one could tell, some said one way, and some another. We are glad to say no lives were lost, and nobody severely injured. The loss of property was great, but we hope it was covered by insurance.

Editorial Notes and Comments.

ECHOES FROM THE CONVENTION.—From the fulness of the report of the Convention which appeared in our last issue, it was impossible to give more than a mere outline of the various papers which were read. We have, however, made arrangements to have many of the papers published *in extenso* in the RECORD from month to month during the year. Among others, we are glad to inform our readers that the inaugural address of Sir William Dawson has been secured for early publication. Much of the success of the meetings may be attributed to the Principal of McGill Uni-

versity, the President of the Association, who not only favoured the issue of invitations to distinguished educationists from outside to be present, but extended his hospitality to those who were able to accept such invitations. Only one opinion has been expressed about the gathering of teachers this year in Montreal, and it need hardly be said that it is a most flattering one. The unanimous verdict points to the Convention of 1886 as the most successful series of meetings of teachers that has ever been held in the province of Quebec.

The late Dr. Currie, in his lectures to the teachers who had the good fortune to pass through his hands, was ever counselling them to think more of their responsibilities than their rights, and the spirit of his counsel seems to have hovered over the Convention which lately passed off so successfully. During the session held by Section A. there was an inclination on the part of some of the teachers to investigate the conditions of success which surrounded the course of study. But in the discussions there was very little of that "mood which is all indignation." The assimilation of the course of study to the requirements for the entrance examination to our Universities is a practical question, and is one which has to be solved at an early date by the Protestant Committee of Public Instruction. The assimilation of the course of study to the requirements for the entrance examinations to the professions is not, in our opinion, a practical question, and cannot be solved by volumes of theorizing on the part of our Academy teachers. The main objection to the course of study, as far as we have been able to ascertain, lies in the fact that the Geography and History subjects necessitate too many classes in the Academy grades, and this can easily be obviated by a system of options, according to which the Principal of an Academy may take the first, second, or third year's course in Geography and History for the whole school. Indeed, beyond this slight objection, we have heard the course of study spoken of in the highest terms by those who have examined it most carefully. As a matter of fact, the question of the assimilation of the course of study prepared by the Protestant Committee to the requirements for the entrance examination to our Universities has in it no elements of discomfort to our teachers, unless the University authorities should refuse to take the third grade in the course laid down by the Committee as the syllabus of the matriculation examination, and it

is to be hoped that in the interests of secondary education in our province, the University authorities will raise no objection to a definitely fixed matriculation examination for all students entering the colleges within their jurisdiction.

In the last number of the RECORD, the re-arranged syllabus of the examination of candidates for Teachers' Diplomas was published in full. At the late Convention it was proposed to assimilate this examination also with the course of study. The syllabus, as it stands, has not met with an unanimous approval by the members of the Committee, as may be seen from the minutes of the proceedings of the Protestant Committee during its late session. The minority of dissent, it is true, is a minority of one; and the teachers who may be inclined to look merely upon the number of items enumerated in the syllabus, without enquiring carefully into the relationship between these items, may possibly be induced to join, for the moment, the minority of dissent, and maintain that the syllabus is too elaborate. On careful examination, however, any one will see that the committee has acted wisely in enunciating, item by item, the subjects to be studied by the candidates, and we are assured that the candidates themselves will feel grateful towards the Committee for marking out the work they have to undertake so concisely and so minutely. There is very little more demanded of the candidate than what has been demanded heretofore: the only difference being that the directions to those preparing for the examinations are more explicit, and more minutely enunciated.

During the session of Section B. of the Convention, we are pleased to notice, there were discussed some important questions in connection with the Teachers' Institutes, conducted during the summer months by the teachers of the McGill Normal School and others. These Institutes have been instrumental in promoting among the teachers of the province of Quebec, a professional pride and interest which is worthy of every encouragement. When the arrangements for holding Institutes next year are completed, we trust that the Ottawa District will not be overlooked, and that the RECORD will be in a position next July to report that one of the most successful Institutes of the season was held at Aylmer, under the local supervision of Inspector McGrath and the School Commissioners of that town. The latter have suc-

ceeded in putting their Model School Building in an improved state of repair, and now that there is railway connection with Shawville, the pleasantly situated *chef lieu* of Ottawa county may be inclined to extend its hospitality to the teachers of the northern district of our province, for two or three days during the early part of the summer holidays.

Perhaps one of the pleasantest features of our Teachers' Conventions is the public meeting which is generally arranged to be held during the evening of the second day. By means of such a meeting and the addresses delivered at it, the general public is brought into direct sympathy with the aims and purposes of those who seek to advance the cause of education in the Province of Quebec. The meeting held in the David Morrice Hall, on the second day of the late Convention, gave evidence of this in a marked degree. The addresses delivered on that occasion had for their main object the instruction of the citizens, indicating the duties required of them in improving the schools and the social position of those who conduct them. The Report of Progress made by the Secretary of the Department of Public Instruction was in itself a sufficient guarantee that the Province of Quebec had been awakened to the importance of an improved system of education, and was not inclined to halt in providing the best means of securing the most direct results.

The Minutes of the last meeting of the Protestant Committee of the Council of Public Instruction affords another striking proof of the progress which is being made in the right direction. The attention of those who are preparing for the examinations for Teachers' Diplomas is specially directed to the regulations for Protestant Divisions of Boards of Examiners. The diplomas granted by any of these examining Boards are now made valid for any Protestant school in the province. The creation of three classes of Elementary Diplomas, with the lowest class valid for one year only, is a step in the right direction. There will now be only one examination in the year, on the first Tuesday in the month of July; while the number of days during which the examinations shall be continued has been extended in connection with all the grades of diplomas. According to Reg. XVIII, due prominence has been given to professional work, provision having been made to recognise the teacher who has successfully taught for a period of five years, or who, during three years' successful

work in a school, has attended the annual Teachers' Institutes. In this connection, it may be said that for the examination to be held in July next, the text-book on the Art of Teaching to be used is Morrison's School Management. No examination paper will be presented on the School Law, until steps have been taken to provide a manual on that subject.

Current Events.

A distinguished educationist has just passed away in the person of Dr. Currie, principal of the Edinburgh Training College. At the early age of twenty-five, he was appointed to the principalship of the Edinburgh College in 1852, and, since that time, his name has been familiar to educationists in all parts of the world. His works on school management and the principles of education have long been recognized as text-books in training colleges throughout the United Kingdom and the colonies. Singularly reticent in regard to public affairs, he took very little part in the educational affairs of the north; but he has left his mark in no common degree as a trainer of teachers.

Dr. Malcolm McVicar's address on "Mistakes in Education," delivered at the opening of the term at McMaster Hall, a week or two since, is, we are glad to learn, to be published. Dr. McVicar has earned a place in the front rank of modern educators by his services in the United States, especially as Superintendent of Education in New York State for many years. The present excellent public school system of that state was, we believe, largely moulded by his hand. He is, what every teacher should be, an enthusiast in his profession. His views, as enunciated in his lecture are, we observe, eliciting hostile as well as favorable criticism, especially those in regard to religious instruction in schools. Dr. McVicar, as many of our readers are no doubt aware, is the brother of the Rev. Dr. McVicar of the Montreal Presbyterian College, who delivered an excellent address on the "Bible in our Schools," at the late Teachers' Convention.

The people of Clarendon, in the County of Pontiac, have lately erected a substantial building for their Model School. It is built of brick, and consists of two flats. The grounds, which are spacious, are to be enclosed by a neat fence, and, when the whole is completed, the district will be able to boast of one of the most comfortable school buildings in the district. The enterprise is worthy of encouragement. The principal of the school this year is Mr. W. J. Messenger.

The proposal which was laid before the Ontario Teachers' Convention in August, to establish a College of Preceptors for Ontario, is now attracting a good deal of attention throughout the Province, and is being

keenly and intelligently discussed at the teachers' conventions now being held. Some conventions have adopted the plan, while in other cases, after some discussion, it has been left over for consideration and final decision till the spring.

The Lachute Academy, which has for so many years held an honorable position among the academies of the Province, has for its principal, this year, Mr. J. W. McOuat. The second master is Mr. Thomas Henry, who has held the position for nearly a quarter of a century. In the hands of these gentlemen, the school is likely to maintain its character. The attendance this year is as good as ever.

Mr. Ingram B. Oakes, A.M., in his address before the recent Educational Institute in St. John, N. B., dwelt upon the importance, the condition, and the needs of secondary education in the Province. He pointed out that the influence of the High School upon the lower schools is most salutary, both in stimulating the pupils by attracting them upwards towards its level, and in providing a class of teachers of high qualifications. He also dwelt upon the fact that the High Schools are the pillars on which the University rests. "To them it looks for its supply. Through them it draws its life." "It is from this standpoint, says Mr. Oakes, and in view of the value of University education as related to the civilization of our age and country, and as affecting most vitally all the lower grades of instruction, that the importance of the High School culminates." Mr. Oakes' description of the Grammar Schools of New Brunswick is, we fear, more truthful than flattering. Their efficiency is sadly hindered by reason of their being burdened with classes below the proper High School grade.

The commissioners of Hull have under consideration the erection of a large brick building, in which the increasing school population of the town may be properly accommodated. The present school building, which is a frame building, is found to be insufficient, and is, as a matter of fact, hardly in keeping with the improvements which are being made elsewhere in the town. The school itself is in excellent hands, and we have no doubt that the commissioners will be supported by their fellow-citizens in any efforts they put forth to meet the school necessities of their district.

A brisk warfare is going on in Ontario at the present moment over the excellencies and defects of the lately published "School History of England and Canada." The discussion shows how difficult it is to please everybody in the matter of a text-book. When we examined the above text-book, we were very much pleased with it, and the opinion we expressed concerning its excellencies has undergone no change, notwithstanding the animadversions of the Ontario critics. In the hands of a practical teacher, the book cannot but be successful.

The Pennsylvania State Teachers' Association recently unanimously adopted the following resolutions:—"That a year's experience in teaching temperance physiology and hygiene has convinced this association of

the wisdom of the law which added this important subject to the list of common school studies." We feel assured that the teachers of the Province of Quebec will, after a year's like experience, endorse the above resolution, and commend the Protestant Committee for its action in authorizing a text-book on physiology and hygiene.

Public object lessons on dirt are to be established in Paris. The instruction will be given in a hygienic museum, and will teach the danger to health from all kinds of filth. It would not be a bad thing to establish such public lessons in all our great cities.

Literature and Science.

When we study the history of universities, and consider the forms of knowledge which at successive periods have chiefly engrossed university attention, we find this rule—that in proportion as a subject assumes prominence in the thought of the age outside the schools, in just such proportion does it, *after some delay*, take prominence in the curricula of the schools. This is true of the scholastic philosophy, for to it the great ancient universities largely owe their birth. This is true of the great revival of that classical learning which so long formed the chief foundation of college curricula. It did not begin in the schools—neither did the great development in latter times of physical science, or the recent revival in the study of English classics. These all first assumed prominence in thought outside the university, and were afterwards there adopted.

The reading circles in some of our states are doing a splendid work; and because they are doing such a work a word of caution is necessary. It is urged by some to unite the Teachers' Reading Circles with the Chautauqua Reading Circles. This should not be done. The object of each is different. What the teachers want is a reading circle devoted to the business they have before them day by day. The work Chautauqua has done is magnificent, but it is not a normal school. The reading circles need not be united; each state can take care of itself; but if they are to be united, it should be under the headship of a wise and large-hearted normal school president.

Does the mind grow like the body? Is it created at the beginning of our existence in its perfection or does only a germ exist at first? According to some authorities, the mind is at first a mere living embryo, and, in a manner, analagous to plant growth, it attains a full maturity. Others believe that the entire mind is created at the commencement of our being, but in a dormant state; that at first a little part wakes up through the influence of the senses, and that this enlivening influence increases until its entire activity is secured. Among the different questions are: What is the nature of the mind? Where does it live? How does it influence the body?

"Whether, as mere matter of knowledge, the master-pieces of English literature should constitute a part of the education of every man and woman, whatever his or her calling in life, I will not undertake to say; but I do regard a question with the English classics as an important if not indispensable means of acquiring the art of putting one's thoughts into good English. This purpose, good authors serve, not only directly by providing suitable topics to be written upon, and by increasing one's command of language, but also indirectly by stimulating the mental energies, and by affording the keenest intellectual pleasure. Thus understood, English literature ceases to be merely a literary study, and becomes as useful to the man of science as to the man of letters, to Prof. Huxley and Mr. Herbert Spencer as to Mr. Matthew Arnold and Mr. James Russell Lowell. Literature is no longer a fund of information on other subjects, but it belongs to that kind of knowledge which is power."—*Prof. A. S. Hill in Harper's Magazine.*

The emotional element is the teacher's capacity to sympathize with his pupil. The successful teacher must have a genius for this. Success was due to the driving force of doing the pupil good, and to the indomitable purpose to interest, gain and hold the pupil's attention. Where would be all the intellectual, moral and Christian culture of our large cities, if it were not for our public schools? Teachers are a power in the community, and must know that they exert a most important influence on the rising generation. To be so, they must constantly cultivate themselves. They stop growing if they master only the text-books, and not the subject matter. If they grow, they must be conscious of their control over their pupils. The public school system will keep its place and be crowned by public approbation, if it justifies itself upon the point assigned to it. If it is mere mechanism, so much work, wages, class-room requirements, etc., it will die from its roots. The blame will be the teachers', because of their failure to rise to the demand of their generation.—*President Porter, Yale College.*

Dr. Hitchcock, professor of physical culture at Amherst, believes that the reason why the average length of life is only forty years, is that men and women live too fast. Their heads are prematurely bankrupt; their stomachs are worn out; their hearts, kidneys, and muscles are overworked. If the use of tobacco increases during the next as it has during the past twenty-five years, we shall not only know of sudden death from heart and brain injuries consequent upon it, but we shall see in the Anglo-Saxon race, men emasculated and sorely deficient in muscular strength. A lack of control over our bodily and mental functions is a reason why we live forty instead of seventy years.

The Indiana newspapers are now reporting a unique gathering which has been in session in Indianapolis during the past week. This was neither more nor less, as one paper expressed it, "than a convention of ladies and gentlemen of the State who are interested in literary pursuits and are themselves writers of either prose or poetry." In other words,

the spring poets of Indiana have just held their first annual convention, at which they adopted a platform of principles, enunciated the theories of their numerous class and appointed a State central committee for the management of any interests which may be entrusted to them in the future.

When Mungo Park, the great African traveller, was robbed and stripped of his clothing, five hundred miles from the nearest European settlement, and, left to perish as the beasts perish, he cast himself upon the ground in despair,—all hope of life fled. While prostrate upon the earth, however, his eyes rested upon a singular plant bearing a dainty blossom. "The most beautiful flower ever I beheld," he thought. He plucked it, and forgot his danger, for the moment, in his admiration. And he mused within himself, "Can it be that God, who made this lovely flower, as perfect and fragrant as any that blossom in gardens, to perish in this vast wilderness, is unmindful of the sufferings of his own children, made in his own image?" And his heart responded, "No!" Aroused and thrilled by the inspiring thought, he sprang to his feet and sought deliverance; and it was found. He was saved by the truth, that God does not expend more skill, wisdom and care upon the flower of the garden than he does upon that which "wastes its sweetness on the desert air."

Correspondence.

COURSE OF STUDY.

To the Editor of the EDUCATIONAL RECORD:

Sir,—Knowing that the Record is always open to the discussion of important matters relating to educational work in this province, I beg to suggest that it might be advisable for Teachers throughout the Province, to discuss the course of study for Elementary Schools, and their trials in connection therewith, in correspondence in the Record. Writing of one's trials would be likely to cause those trials to assume a definite aspect, and we would then be able to decide on what changes we really need.

I fancy that the proposed changes in the course of study, would take many of the Teachers present in Convention by surprise as they did me; and I would propose that those who have faithfully endeavored to follow the course laid down would state results.

I trust that the time is not far distant when teachers will be judged by the success they meet with in all departments of their work, not in one or two branches.

I cordially approve of the Examinations proposed to be held at the close of the Institutes, and also of the proposed course of study for teachers who desire to pass the *Exams.*

I wish it were possible to reach the practice of teaching, as well as the theory of the methods of teaching, and that the teaching profession were shut against all those who either cannot or will not take the training necessary to render them successful in their work.

Trusting that better qualified teachers than I will discuss the course

of study and proposed changes, in the pages of the Record, I beg to sign myself,
 Yours faithfully, SPERO.

Oct. 21st, 1886.

To the Editor of the EDUCATIONAL RECORD:

SIR,—As the RECORD has promised to give a department to correspondance from teachers, and to print in its columns anything sent it regarding Education, I feel confident that this will not find its way into the waste basket, but trust it may help some of my fellow teachers who find it hard to get along without using the rod. I have tried many substitutes for the rod, but none have worked so successfully as the following:—

After attending "The Teacher's Institute," held at La Chute, I came back to my school, determined that if I could not get a set of Maps, I would do the next best thing—get a Globe, so instead of taking steps East, West, North and South, I took said "Steps," collected a sum, with which I purchased a "Globe" (12 inch), "Abacus," "Curtains," and a "Clock." Having some funds left, I sent for twenty-five hundred tickets, some printed "Good," some "Perfect," and others "Merit." A Medal will be given to the pupil who has the largest number of tickets in the 1st, 2nd, 3rd, and 4th, classes at the Christmas Holidays.

A ticket is given for regular attendance, and for every lesson well learned, whether the pupil stands at the head or foot of the class. A slate is hung on the back of the school room door, and pupils coming late or those turning around in their seats are sent to write their names on the slate. (Pupils sitting in the same seat are allowed to talk about their lessons). Pupils wishing to leave their seats, take a drink or leave the room, are at liberty to do so without asking permission, providing they write their names on the slate first. (Some days there are as few as three names, and the daily attendance is thirty.)

At 4 o'clock, the slate is taken down, and for each time a pupil's name is written there, he is compelled to give back one of the tickets which he has worked so hard to earn during the day.

At the end of the month ten tickets extra are given to those who have attended every day, and five for those whose names have not been found written on the slate. I seldom have occasion to punish any of my pupils, and what is termed "scolding," is not heard in our school-room. Try it!

EMMA McNIE (Teacher.)

To the Editor of the EDUCATIONAL RECORD:

SIR,—It is with great pleasure that I find the teachers of this province are likely to have some of the advantages of literary study, enjoyed by our fellow teachers in Ontario and in the Eastern States. Of course I refer to the system of Reading Circles advocated by you. Do you not think that no time should be lost in bringing out some kind of scheme for the guidance of those wishing either to form a circle, or to do the best they can by themselves, in the way of mental improvement? I have long felt the want of some such scheme. Without it, one's studies are likely to become desultory. One is apt to give up for want of sufficient interest, or stimulus. In places where circles cannot be formed, the solitary student will be greatly assisted and encouraged by feeling that she is not studying alone, and no doubt we shall get some assistance from the "RECORD," indeed, we may assist each other by its means. Our schools will soon feel the benefit of the system, which I trust will become general, for it is certain that as soon as we cease being students, we should cease to be teachers.

EXCELSIOR.

Books Received and Reviewed.

MONOGRAPHIES ET ESQUISSES. BY J. M. LEMOINE, QUEBEC.—Dr. Louis Vincent, surgeon-in-chief on board the *Minerve*, the French man-of-war which was lately to be seen lying in the roadstead of Quebec, is a distinguished member of the Anthropological Society of Paris. In 1874, Dr. Vincent requested Adolphe Schlumberger, second officer of the *Adonis*, to collect some information for him in regard to the ancient races of Canada, while his vessel was lying in Quebec harbour. Mr. Schlumberger's enquiries led to a recognition of the value of Mr. Lemoine's researches as historian of Quebec. A large amount of information was sent to the above society by Mr. Lemoine, including the fullest investigations into the origin and intermixture of the various races that had taken part in the Confederation of the British North American colonies,—investigations which, to some extent, had been previously placed before the public, in Mr. Lemoine's *chef-d'œuvre*, his *Maple Leaves*. Dr. Vincent, since that time, has taken a further lively interest in all that pertains to Canadians, and the history of their country. A day or two ago, a citizen of Quebec, on his return from a visit to the *Minerve*, expressed his astonishment at having found on board of that vessel, a gentleman who, though a mere visitor to this quarter of the globe, seemed to be thoroughly conversant with Canadian affairs, and as thoroughly acquainted with the archeology of the North of America, as are most of our men of science. "In the officers' quarters are to be found," said he, "the most recently published works on Canada, and what is more, these works are read and discussed with an industry which would surprise some of our people who are probably ignorant of their existence. For example, Mr. Lemoine's last work, his *Monographies et Esquisses* is very well known to Dr. Vincent. He has read it, and recognises in it the author's laborious research. Thus it is then that strangers know more of the history of our country, than many of us do ourselves. They read it, they study it, while we pass our time in idle cavilling, and useless discussion. Take for instance, the series of works published by Mr. Lemoine within the last quarter of a century, and which have struck every one who has read them, for the amount of information they contain, and the minuteness of the author's investigations. How many are there among us who are interested in this kind of work, or who know of it thoroughly? And yet, what a fine subject for contemplation is to be found in the episodes which group themselves around the old rock of Quebec, from the time Cartier first set foot upon it! If our people only knew our history, they would be more patriotic than they are, at least they would become more interested in the affairs of the country. There is hardly a tourist from the United States who leaves Quebec, without carrying with him one or more of Mr. Lemoine's books; and indeed, in face of this, we are almost curious enough to enquire at the various booksellers of the district of Quebec, how many copies are to be found of the works of this antiquary who has consecrated his life, his time, and his fortune to instruct strangers. Mr. Lemoine in his researches has embraced all that is of interest in our country. He has written upon our forests, our birds, on hunting and fishing, on our soldiers, our writers, and our governors. He has rescued the history of very many of our parishes from oblivion. One might almost say that there is hardly a stone around old Quebec, about which he does not know the history.

His last work, *Monographies et Esquisses*, describes historically the various villas which crown Quebec, as with a circle of verdure, and make of it a place unique among cities. What pleasure there is, to take a run of an autumn afternoon with this interesting guide, along the beautiful

avenue-roads of Cap Rouge and St. Foye, to pass near the meanderings of the River St. Charles, or to enter some shady grove from which we can admire the cosy nests which the citizens have built for themselves on the heights of Lorette, of Charlesbourg and Beauport. In Mr. Lemoine's works are to be found very many pleasant details, the history of this property and of that, from the opening up of the country, as well as the manner of living in the olden times. What charming moments may the studious pass in this library of interesting episodes and memoirs! In a word, the most appropriate souvenir of Quebec, which one may bestow upon his friends, may be found in a copy of Mr. Lemoine's works.—*Translated from Le Quotidien, Levis.*

SCHOOL DEVICES. A Book of "Ways" and Suggestions for Teachers. By Edward R. Shaw and Webb Donnell. New York: E. L. Kellogg & Co. \$1.25. To Teachers, \$1.00, 10 cents for postage.

The object of this book is to afford practical assistance to teachers who wish to keep their work from degenerating into routine, by giving them new "ways" of teaching. The design is to make the teacher's work varied, alternative, and effective. The teacher is too apt to think there is but one "way" of teaching spelling; he thus falls into a rut. Now there are many "ways" of teaching spelling, and some "ways" are better than others. Variety must exist in the school-room, and the authors of this volume deserve the thanks of the teachers for pointing out methods of obtaining variety without sacrificing the great end sought—scholarship. New "ways" induce greater effort, and renewed activity. Mr. Shaw, of the Yonkers High School, is well known, and Mr. Donnell, of the East Machias (Me.) Academy, is a teacher of fine promise; they have put together a great variety of suggestions that cannot fail to be of real service. The above work contains school Bible Readings also.

Practical Hints and Examination Papers.

It is best to make but few rules.

Geographical facts, as a rule, have a value of their own.

Years are usually spent in teaching reading to little purpose, simply because no thought and interest are awakened in the subject.—*Phelps.*

Teach arithmetic because the knowledge is necessary, useful, and available for everybody, and because the study brings into "play and exercise" such powers and capabilities as will serve "a real educational purpose."

If you want children to speak correctly, present occasion for thinking. Let them express their thoughts in words; and, when far enough advanced, let them read the science of the English language.—*Southwick.*

Teaching to read Latin at sight, by the natural method, may be accomplished by attending to the following rules:—

1. Read the sentence carefully through in Latin, noting the endings and important words, but not of necessity with an effort to translate. A repetition of the reading, if the first reading does not aid, may impart some slight or vague sense of the general idea intended to be conveyed.

2. Look carefully for the *leading verb*, which is usually in the indicative mood. When the leading verb is determined, find its *subject*. If the verb is transitive, find its *object*. The translation of the *subject*, *predicate*, and *object* will usually furnish the key to the sentence. The introductory words will often show whether the clause is dependent or independent,

and so whether it contains the dependent or independent verb. Words like the *relative pronoun 'ut,'* and similar words, are usually to be found in the dependent clauses.

3. Find the *words, phrases, or clauses* that enlarge or limit the meaning of the subject. Remember such modifiers may be any one of the following: *Adjective, participle, noun in opposition, noun in genitive case, a relative clause, or a participial phrase.*

4. Find the *words, phrases, or clauses* that enlarge or limit the meaning of the *predicate.* These may be any one of the following: *Adverb, ablative case, a preposition with its noun, or an adverbial phrase.*

5. The *object* may be enlarged or limited in the same manner as the *subject.*

6. In all this work, there is always need to carefully observe the endings of the words, their position, connection, and relation.

7. In determining the meanings of the words, start with the leading or common meaning, if possible. Its derived meanings, if required, will become plain with the unfolding of the sentence. With new words, or words seemingly new, try to find their meaning by analysis, taking the stem or root, the prefix and suffix, and the force of each. Leave the words whose meanings cannot be ascertained in this manner until the last, when the context may reveal it.

8. When a sentence consists of a portion within the grasp of the student and of a portion beyond his power, go back to the beginning of the sentence and re-read. Do not fail to connect every sentence with those that have preceded it. This will often throw light on dark passages. Finally, in sight-reading, polish, especially at first, cannot enter in as an element of translation, as in carefully prepared work, nor ought this to be expected; and yet, in a little time, the crude and uncouth transferrings of idioms ought to give way to translations, ready and reasonably accurate, and a progress at once inspiring and helpful.

The Governor analyzed the troublesome boy as the boy who knew too much and asked too many questions; the boy who could learn and wouldn't, and the boy who would learn and couldn't; the boy whose chief mission in school was mischief. The teacher's chief mission is to preserve the troublesome boy from circumstances and from himself. The teacher, more than almost any other man, has occasion to use all there is in him continuously. The Governor emphasized the fact that the teacher may himself sometimes be in error, but he did not believe that the right to punish should be taken from the teacher. The less of it the better, and the broader he is, the less there will be of it. We must remember, said the Governor, that a good many of these troublesome boys will make smart men, and a good many schoolmasters, who discuss these questions, were once troublesome boys themselves. Always think of what the boy is to be, rather than what he is. There is little hope of doing the right thing with the troublesome boy until you can interest him in something he will do with zest. We must "handpick" these boys,—deal with them one by one, win them individually. Properly treated, the troublesome boy becomes a source of positive strength. The end aimed at is voluntary application on the part of the boy.

Official Notices.

The Lieut.-Gov. has been pleased, by Order in Council, dated 31st August, 1886, to appoint a school commissioner for the municipality of St. Laurent de Metapédia, County Bonaventure; five school commissioners

for the new municipality of Ste. Clothilde, County Chateauguay; two school commissioners for the municipality of Lac St. Joseph, County Portneuf, and one school commissioner for the municipality of St. Zépherin, County Yamaska. O. G. 1741.

25th August:—To appoint a school commissioner for the municipality of Newport, County of Gaspé; two for the municipality of Tadousac, County Saguenay; five for the municipality of Notre-Dame de la Salette, County Ottawa; five for the municipality of St. Valérian de Duquesne, County Rimouski, and two for the municipality of Pointe aux Esquimaux, County Saguenay. O. G. 1742.

25th August:—To detach lots No. 25 to 34, inclusive of the first range; lots No. 36 to 45, inclusive of the second range, and lots No. 33 to 41, also inclusive of the third range of the township of Lowe from the municipality of Lowe, County of Ottawa, and to erect them into a separate school municipality under the name of "South Lowe."

27th August:—To appoint a school commissioner for the parish of St. Pierre de Sorel, County Richelieu.

27th August:—To erect a new school municipality under the name of "Cote St. Leonard," in the County of Hochelaga. O. G. 1778.

27th August:—To erect the village of Ste. Pudentienne, County Shefford, into a school municipality. O. G. 1778.

7th Sept.:—To appoint five school commissioners for the new municipality of "St. Elphège," County Yamaska. A. G. 1775.

23rd October:—To appoint two school commissioners for the municipality of "Les Crans," County Montmorency.

To appoint Messrs. John Smith, Severe Brooks, Samuel Barton, William Maxwell and William Brooks, school commissioners for the new municipality of South Low, County Ottawa.

To replace John McClenashan and James Gordon as school trustees of St. Martine, County Chateauguay, by David Brown and W. Barrington.

26th October:—To appoint five school commissioners for the newly erected municipality of "Cote St. Leonard," County Hochelaga. O. G. 2014.

26th October:—To appoint the Rev. J. O. Simard, curate of Rimouski, a member of the Board of Examiners, Rimouski, to replace Mr. J. V. Gagnon, N. P., resigned.

To appoint the Rev. Archibald Lee, B. A., of Sherbrooke, a member of the Board of Examiners (Protestant section) of Sherbrooke, instead of Rev. John C. Cattnach, who has left the Province.

To appoint a new member of the Board of Examiners, County Beauce. O. G. 2015.

To appoint a new Board of Examiners, consisting of five members for the municipality of N. D. du Lac St. Jean, County Chicoutimi. O. G. 2015.

26th October:—To appoint Mr. T. Tremblay, of La Baie St. Paul, a member of the Board of Examiners. Charlevoix.

To detach certain lots from the school municipality of St. David, County Yamaska, and to annex the same for school purposes to the parish of "St. Guillaume d'Upton," same county.

26th October:—To detach from the school municipality of "Ste. Evariste de Forsyth," County Beauce, certain lots of the township Dorset, and to annex the same to the municipality of "St. Sebastien d'Aylmer," same county, for school purposes. O. G. 2054.

To detach certain lots from the municipality of St. Joseph de Wakefield, and to annex the same to the school municipality of "St. Edouard de Wakefield," same county. O. G. 2054.

To detach for school purposes from the parish of L'Islet, County of L'Islet, that portion of territory known under the name of "La Lisiere," and to annex the same to the parish of "St. Eugene," same county.