

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- Additional comments:/
Commentaires supplémentaires:

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Continuous pagination/
Pagination continue
- Includes index(es)/
Comprend un (des) index
- Title on header taken from: /
Le titre de l'en-tête provient:
- Title page of issue/
Page de titre de la livraison
- Caption of issue/
Titre de départ de la livraison
- Masthead/
Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

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.

CONTENTS:

	PAGE
Teaching Composition.....	31
The English and French Weights and Measures.....	38
Elementary Science Teaching.....	41
Total Abstinence Teaching in the Schools.....	43
Suggestions to Pupils.....	45
Practical Work.....	47
Notes of Lessons on Morals.....	52
Editorial Notes.....	54
Clippings.....	56
Correspondence.....	57

MONTREAL:
GAZETTE PRINTING COMPANY.

1886.

Reduced in Price from \$1.50 to \$1.00.

LOVELL'S ADVANCED GEOGRAPHY

For the use of Schools and Colleges,

With Maps, Illustrations, Statistical Tables, &c.

—○—
Authorized by the Honorable the Minister of Education
for Ontario.
—○—

The Publishers, encouraged by the reception accorded to the above work, and desirous of giving it a larger circulation, beg to advise Superintendents, Inspectors and School Teachers, and all others interested of a reduction of the retail price to **\$1.00** in place of \$1.50, the present price, to take effect at once. The general excellence of the printing and paper will be maintained, the only change [to which the permission of the Honorable the Minister of Education for Ontario has been obtained,] being that the work will have a handsome printed cover with cloth back, instead of the present full cloth binding.

At the reduced price (1) the Publishers have reason to expect a much larger sale, as the work is acknowledged by Educationalists and the Press, the best in use in the Schools of the Dominion.

JOHN LOVELL & SON,

MONTREAL, August 4, 1885.

PUBLISHERS.

CANADA PAPER COMPANY

(LIMITED),

THOMAS LOGAN, - - - PRESIDENT.

JOHN MACFARLANE, - - VICE-PRESIDENT AND MAN. DIR.

Manufacturers and Dealers in every description of

PAPER

AND

IMPORTERS of STATIONERY.

MILLS AT

WINDSOR MILLS, P. Q. | SHERBROOKE, P. Q.

OFFICE AND WAREROOMS:

Nos. 374, 376 & 378 St. Paul Street, MONTREAL.

WESTERN BRANCH: 11 Front Street, West, TORONTO.

THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 2.

FEBRUARY, 1886.

VOL. VI.

TEACHING COMPOSITION.

(Continued from page 8.)

II. LANGUAGE LESSONS.

The preparatory exercises required for young pupils in learning to understand and use the English language with skill have, by common consent, received the name of Language Lessons. By language lessons we mean such elementary training in the use of language as shall enable a pupil to understand and appreciate language, and to use it with correctness, ease, and elegance.

Nature and Importance.—Of the importance of such lessons there can be no doubt. The primary object of education in language is to learn to use language. In order to learn the correct use of language, we must notice and use language. The use of language is an art; and we learn the art by imitation and practice. In order to learn to talk well, we must hear good talking and practice talking. In order to learn to write well, we must notice good composition and practice writing ourselves.

A system of language lessons conforms to nature's method of teaching language. The little child, prattling in its mother's arms, is engaged in its first lessons in composition. The simple name, the quality and action word, the short sentence, etc., all come in the natural growth of the power of expression. In teaching, we must observe nature's method and follow her golden rules. A correct system of language lessons is founded upon the

way in which a little child naturally learns oral and written language.

A system of language lessons will also teach a child to acquire and produce knowledge as well as to express it. It cultivates the habit of observation and comparison; and thus leads a child to think as well as to express thought. Subjects should be assigned that require attentive examination, that call the judgment into activity, and that lead the pupil to investigate and discover facts, and thus gain knowledge for himself. The pupil will also be taught to classify the knowledge obtained from reading, to sift its true meaning, and to express in his own words the thoughts of the writer he has studied.

The fundamental principle of these lessons is that pupils are to be taught the practical use of the language by the use of language rather than by a study of the principles of language. There should be an imitation of models, and a free and spontaneous expression of ideas, without any thought of the grammatical rules or principles involved. For example, the pupil should express himself in sentences without any thought of the subject and predicate of a sentence, and use the different parts of speech without any knowledge of them as parts of speech. He should use nouns and verbs without knowing that they are nouns and verbs; form plurals without any rules for numbers; use cases, modes, tenses, etc., without knowing that there are such things as cases, modes, tenses, etc.

The system of language lessons aims to teach the use of language by imitation and practice rather than by the study of rules and definitions. The object is to give children a knowledge of the uses of words and the power to express their ideas, without clogging their memories with grammatical terms which are to them often only abstract sounds without any content of meaning. The pupils are brought into contact with living language, and not the dead, dry skeleton of grammatical definitions and rules, and this living spirit becomes engrafted on their own language until it becomes a part of their nature.

According to this principle, a knowledge of language should precede a knowledge of grammar. This is the historical order of development. The ancients knew language and could use it in literature, but they had very little knowledge of grammar. Homer sang in immortal verse, and probably hardly knew a noun

from a verb. The Iliad embodied the rules of grammar, without the author being conscious of them; the rules of grammar were derived from the study of the Iliad. This is also the natural order—practice precedes theory, the art comes before the science—and should be followed in the early lessons on language.

Another principle is that language lessons should lead to, and be the basis of, grammatical instruction. Most of our text-books on language lessons invert this order by basing the lessons in language on grammar. This is a very great mistake, and vitiates the whole course of instruction. The language lessons should prepare for, and lead up to, grammar. Grammar may then return the favor and aid in the correct use of language. Thus art gives birth to science, and science reciprocates the favor and gives perfection to art. The study of grammar, therefore, should not be begun until such a course in language lessons, as is suggested, has been completed.

Such lessons should be begun as soon as the child can write. Before this it should be required to commit and recite little poems and pieces of prose. If it can hear good models of conversation, it will be of very great advantage in the culture of correct expression.

Course of Lessons.—We shall now present an outline for a course of Language Lessons suitable for beginners. This is a mere outline, and is to be filled out by the teacher in actual instruction.

1. Require pupils to write the names of objects. Write the names of ten objects; the names of objects in the school-room; objects in the house; objects they can see by looking out of the window; objects they saw in coming to school, etc.

2. Require pupils to write the names of actions. Write the actions of a child; of a bird; of a dog; of a cat; of a fish; of a horse; of a cow; of a cloud; of a river, etc.

3. Require the pupils to write the names of objects with the names of actions, forming a sentence. Give the name of the object, requiring them to give the name of the action; also give them the name of the action, requiring them to give the name of the object.

4. Lead pupils to an idea of a sentence, as asserting something of something. Lead them to see what is a telling or declarative sentence, an asking or interrogative sentence, and a commanding or imperative sentence.

5. Teach them that each sentence begins with a capital letter ; that a declarative or imperative sentence ends with a period, and an interrogative sentence with an interrogative point. Drill them in writing sentences and correcting sentences which violate these rules.

6. Have them write sentences introducing adjectives, adverbs, pronouns, interjections, etc. The teacher will give the word, and have them form the sentences. Of course, the pupils are not to know anything about these words as parts of speech.

7- Show the difference between particular and common names, and teach the use of capitals for particular names. Teach also the use of capitals for I and O. Have them write exercises involving these things. and correct sentences which violate their correct use.

8. Give two words, and have pupils write sentences containing them both ; give also three words to be put in a sentence, four words, etc. The pupils may also be allowed to select the words which they are to unite in a sentence.

9. Give pupils sentences, with words omitted, and require them to insert the correct words. Such sentences can be dictated to them, the missing word being indicated by the word "blank." If they are written upon the board for them, the missing words may be indicated by a dash ; as, "I saw a——building a——in a tree." The teacher should select and prepare a large list of such sentences for the use of his pupils.

10. Have the pupils look at an object and describe it. Have them describe a school-mate, a horse, a cow, a cat, a pig, the school-house, a barn, a church, etc. A very interesting exercise can be had in describing one another, and other persons whom they know.

11. Have pupils look at a picture, and tell you all they see in it, and then write it out on their slates or on paper. Pictures can be found in the primary readers, or the teacher may bring a large picture to school for the pupils to look at, or pupils may bring some pictures from home.

12. Show them how to arrange lines of poetry, and that each line begins with a capital letter. Dictate poetry to them, and have them copy it, getting the lines and the capitals right. Write some stanzas on the board, and have them criticise and correct them ; as,

Mary had A little Lamb.
 its Fleece was wight As snow !
 and Every Where that marry Went ?
 The Lamb ; was shure To go :

13. Have pupils talk about something, and then write down what they have said about it. Let them learn to write their talk. Take such subjects as a knife, a chair, a boat, a pin, a needle, a cat, etc. Parts of the body, as the eyes, the nose, the mouth, the tongue, the hands, the feet, etc., are easy and interesting subjects for children to talk and write about.

III.

14. Call out a child's knowledge of an object by asking questions about it, and then have him write down what has been said in distinct sentences. Children often know more about an object than they can think of. Questions will also lead them to discover new things about the object that they had not noticed before, and teach them how to look at things and gain a knowledge of them.

15. Talk to the children about something, have them repeat what you have said in their own words, and then write it out on their slates, or on paper. They will thus see that writing a composition is merely telling in writing what they know and can tell in talk.

16. Teach them the use of the hyphen, as connecting compound words ; and also its use at the end of a line, in connecting one syllable with the syllable beginning the next line.

17. Teach the use of the comma, as placed after the name addressed ; as, " John, come here ;" and also as connecting three words of a series ; as, " He saw a boy, a girl, and a dog."

18. Teach the use of the period after abbreviations ; and make pupils familiar with the common abbreviations : as. Mr., Dr., Rev., Hon., Esq. Drill them on LL.D., so that they will not make the common mistake, " L. L. D."

19. Teach the use of quotation marks. Show that the informal quotation is set off by the comma ; as, Mary said, " John, come here." Show also that a divided quotation has two commas ; as, " To be good," says some one, " is to be happy."

20. Teach also the use of the colon before a quotation introduced formally by such expressions as " the following," " as follows : " as, He spoke as follows : " Mr. President, the gentleman is mistaken in his facts," etc.

21. Teach the use of the apostrophe in denoting possession ; as, John's book. Also, its use in denoting omission of letters ; as, Ne'er, 'Tis, I've, etc.

22. Teach the use of the exclamation point after interjections ; as, Oh ! Alas ! Pshaw ! Hurrah ! etc.

23. Let the teacher read a narrative and ask questions on it, and then have the pupils reproduce it orally and in writing.

24. Write sentences on the board, and have the pupils imitate them in other sentences. Write also faulty sentences for them to correct. Include errors upon all the things that have been presented in these language lessons.

25. Give related simple sentences, and require pupils to unite them into compound sentences. Thus, "John stood up ;" "John spoke to his father," changed into "John stood up and spoke to his father." Let them also decompose compound sentences into simple ones ; as, "John and Mary went home," changed into "John went home," and "Mary went home."

26. Give them some little pro verb, and have them write out an explanation of it ; as, "Little children should be seen and not heard ;" or, "Birds of a feather flock together ;" or, "A rolling stone gathers no moss."

27. Require them to express sentences in different ways, as, "The flowers bloom very sweetly in the spring of the year," changed to "In the spring of the year, the flowers bloom very sweetly."

28. Require them to change poetry into prose. Write a stanza on the board, and have them express the same thing in prose ; as,

"The day is done, and the darkness
Falls from the wings of night,
As a feather is wafted downward
From an eagle in its flight."

Changed to "When the day is done, the darkness falls around us as gently as a feather which falls from the wings of an eagle flying above us."

29. Exercise them on misused words and incorrect constructions ; as, "I expect you had a good time ;" "Let Mary and I go out ;" etc. Make a full list of the incorrect expressions in common use, and drill the pupils in their correction.

30. Present the elements of Letter Writing. Teach the cor-

rect form of the Date, Address, Introduction, Close, Superscription, their punctuation, and the correct use of the capitals which occur in them. The teacher who does not understand the subject will find it in Westlake's *How to Write Letters*.

31. Require pupils to write letters of different kinds; as Business Letters, Notes of Invitation, Notes of Acceptance, Excuses for Absence from School, Receipts for Money, Due Bills, Notes, etc.

32. Have them write a letter to a teacher, to a friend, to their father, to their mother, to a school-mate, etc. They will be interested in writing a letter to a dog, or a horse, or a bird, etc., imagining that the animals can understand them. Give them forms of letters as models for them to imitate.

33. Teach them a few of the simple figures of rhetoric, as the simile, the metaphor, personification, etc.; and require them to point out in sentences and to form sentences containing such figures. Have them change metaphors into similes, and similes into metaphors, etc.

34. Have them write little newspaper paragraphs, as an account of a fire, of a party, of a runaway, of a railroad accident, etc. Bring a newspaper into school and read such items of news as will interest them, and have them write little items in imitation of those in the paper.

35. During all this time, have them committing and reciting choice selections of prose and poetry. Do not allow them to repeat these mechanically without understanding their meaning, but ask questions to lead to a clear idea of what is expressed. This will cultivate a literary taste, which lies at the basis of all artistic excellence in the use of Language.

36. Give them suitable subjects and require them to write little compositions. Let the subjects be simple, and of personal interest to them. Indicate the method of treatment. Ask questions to lead them to what should be written. Encourage the timid and diffident. Suggest how to state facts, to say bright little things, to express ideas and sentiments, etc. Lead them to write naturally, expressing what they think and feel. Correct kindly and gently, and strive to make them love to write compositions.

The above presents a very complete outline for instruction in language lessons. It is, however, merely an outline, and needs to be filled out for actual use in the school-room. The teacher

should take this outline and write out a list of examples or exercises under each head, suitable for the use of his pupils. No text-book in the hands of the pupils is needed for this work, if the teacher is properly qualified himself; but each teacher will find it of advantage to write out a little text-book for his own use in giving instruction in language lessons. To aid the teacher in preparing these lessons, we recommend the following works:—Hadley's *Lessons on Language*, Lloyd's *Literature for Little Folks*, Bigsby's *Elements of the English Language*, and Swinton's *Language Lessons*.

In following this outline, the teacher should make the exercises very full and complete. Do not be afraid of having too much under each head, for we are most liable to err by not giving practice enough. Let the motto be "Make haste slowly." Give variety to the lessons, and pupils may be kept for a long time on each exercise suggested. Keep up a constant review by introducing parts of previous exercises into each subsequent exercise.

(To be continued.)

THE ENGLISH AND FRENCH WEIGHTS AND MEASURES.

In the study of science, exact measurement is of primary importance. Frequent mention is made in Science Lessons of the English and French weights and measures, and this paper will be devoted to the consideration of them.

In the earliest times, the measures of length were taken from the parts of the body, and suggest the rough and ready methods used. The name foot, hand, nail, cubit have survived, and show that anything like a uniform system of measures was unknown. The use of one standard weight and one standard measure was demanded in the Magna Charta, a demand that, despite the numerous laws and enactments, is yet unfulfilled. The only legal definition of a standard measure, up to the year 1824, was that recited in some of the oldest statutes: that three barley corns, from the middle of the ear, placed end to end round and dry, make one inch.

The Royal Society, in 1742, examined the measures, and found, as might have been expected, considerable diversity between them. From a comparison of the best in use, they caused a yard length

to be marked off on a brass bar. A parliamentary committee in 1758 had a copy made of the Royal Society's Standard, and subsequently this and another copy were placed in the charge of the Speaker, but no Bill making them legal standards was carried. After the labours of several committees, an Act was passed in 1824, in which the yard marked on the brass rod deposited in the charge of the Speaker in 1760 was made the standard yard when measured at a temperature of 62° Fah. It was further stated in the Act that the seconds pendulum in the latitude of London was 39.1393 inches long. This would have enabled scientists to construct an exact yard, supposing the standards lost or damaged. The standard weight was declared to be the weight of one cubic inch of distilled water at 62° Fah., such weight being 252.458 grains, the pound Troy was defined as 5,760 grains, and the pound Avoirdupois as 7,000.

In 1834 the Houses of Parliament were destroyed by fire, and the standards were injured. Errors had been discovered in the measurements of the seconds pendulum, so that was useless for the purpose of restoring the standards. The Commission appointed in 1838 to report on the best way to restore and keep the standards, recommended that copies be made of some reliable copies of the standard of 1760; that minute precautions should be taken to preserve these; that one should be hermetically sealed, and embedded in the masonry of some public building, only to be opened by an Act of Parliament.

A scientific committee was appointed to construct the standard yard, and the standards of weight and capacity. The work done by the scientists was enormous. Thousands of observations were made, and all possible precautions taken. The result of the labours of the section concerned with the yard was, that out of a number of standards presented to the Parliament, six were regarded as accurate. These were adopted in 1855. No. 1 was regarded as *the* standard yard, and was deposited in the office of the Exchequer. It was enacted in 1855 "that the straight line or distance between the centres of the transverse lines in the two gold plugs in the bronze bar deposited in the office of the Exchequer shall be the genuine standard yard at 62° Fah.; and if lost it shall be replaced by means of its copies." Of the copies, No. 1 is in the Royal Mint; No. 2 is kept by the Royal Society; No. 3 is at the Royal Observatory at Greenwich; No. 4 was built in the lower hall at

Westminster, and in 1872, on account of alterations, was deposited in the wall on the right-hand side of the second landing of the public staircase leading from the lower waiting hall up to the Commons Committee-room. No. 5 was retained by an officer of the Government, for the comparison of other measures.

The standard yard and the five copies are rectangular bronze bars, 38 inches long and 1 inch square section. Two cylindrical holes are drilled in each bar 36 inches apart. A gold plug about $\frac{1}{16}$ inch diameter is inserted in a cylindrical cavity at the bottom of the larger holes. On each gold plug three transverse lines are drawn. The measurement is made in this way: the standard bar is brought to a temperature of 62° Fah., in itself a difficult matter. Two microscopes, each having two intersecting cross hairs in the focus, are fixed on a firm bed over the standard bar. The microscopes can be moved by means of a screw-head. The circumference of the screw-head is divided into say 100 parts, if the head is a convenient size these parts will be easily observable. The screw has, say 20 threads to the inch, then in one complete turn of the head the screw moves $\frac{1}{20}$ inch, and if the head be turned one division the movement will be $\frac{1}{20} \times \frac{1}{100} = \frac{1}{2000}$ of an inch. Each microscope is placed so that the central transverse line appears at the intersection of the cross hairs, the bar is removed, and another substituted. Suppose that, in order to see the centres on the new bar, the screw-head of the microscope to the right must be turned 7 divisions to move the microscope to the right, and the other 10 divisions to the left. The distance on the new bar is $\frac{7}{2000} + \frac{10}{2000} = \frac{17}{2000}$ of an inch too great, if the readings are taken at the same temperature. With the corrections for expansion and for temperature, it is a difficult task to copy by this method the standard yard.

Sir Joseph Whitworth, wishing to construct a set of standards, discarded the above method of "line measure" entirely, and by his own work introduced a method of constructing standards that is being adopted instead of the "line measure" used by the Government Commission.—*The Teachers' Aid.*

ELEMENTARY SCIENCE TEACHING.

BY JOSEPH JASTROW.

From all sides comes the advice to study science. Teach science to children, put it in the kindergarten, double the amount of it at college, and foster it at the universities. The opinion seems to be current, that, by introducing a branch of science on the school curriculum, the magic effect is to be won. To give children objects to handle, to see, to describe, and to puzzle over, is certainly an excellent discipline.

But the far-famed benefits to be derived from science do not centre there, nor is it with the methods of teaching science that fault is to be found. The methods have been carefully worked out; models, diagrams, specimens, excursions,—all are pressed into service; and, though the results of this world-wide scientific movement have been great beyond all expectation, one will readily accept the statement that elementary science-teaching—excepting to elementary learners, children just beginning their school education—is not always gratifying work. To school-children who have already received their formative training,—who have swallowed, perhaps digested to a greater or less extent, the usual doses of book-learning,—whose minds have not been set in the rut of an arbitrary bookish study method, the introduction of a science course often brings more pain than pleasure.

A case in point recently came under my notice. At a school for girls, an able and interesting lecturer gave a course in physiology. The lectures were illustrated, and well-directed efforts were made to make things clear. Recently an examination was held, and perhaps it will be worth while sampling some of the more characteristic answers to the questions then asked. The stomach is put 'in the chest,' or is covered by a muscular bag called the pericardium,' or is mostly on the left side, just south of the heart.' The authority for the last statement also showed an indignant surprise at being told that the heart was nothing but a muscle. Another anatomical fact not yet recognized by the text-books is that 'the scapula has no shape.' 'Capillaries are small particles in the blood,' or 'are depressions in the arteries, and they change the fatty parts into blood.' Some feats of swallowing and digesting are described. The food passes from the mouth through the blood to the stomach,' or is attracted downwards, and then your Adam's apple slips over it:' 'it passes first to the small, then to the large,

intestine.' The surgery is also peculiar. When an artery is partly cut, you are advised 'to cut it open so as to prevent the loss of too much blood' or 'to cut it entire y so as to allow it to coagulate.' The terms, too, are caught up in exactly and without definite ideas: 'vains,' 'venus,' 'gaul,' 'color-bone,' 'clerical' (for 'cervical'), 'ablutions' (for 'albumen'), 'humerous' (for 'humerus'). By a peculiar association of ideas, the young lady responsible for the last innovation states that this bone is commonly called the 'crazy' bone.

On the whole, the answers were very good. Those given above are purposely selected for their peculiarity. The girls, too, with some exceptions (mostly from twelve to sixteen years of age), took great interest in the subject. Nor is the school to blame. The early training of these girls was entirely opposed to these new methods of teaching. It is not the science that is strange to them; but there is a struggle going on in their minds parallel to the battle between the 'new' and the 'old' educationalists in the reviews. This leads to a confusion of thought, a muddled-headedness, which, perhaps is the most characteristic feature of the above answers. The whole moral can be summed up in one phrase. It is not in the direction of science teaching, but of scientific teaching (and that, too, from the cradle onward), that the future of education is to develop.

With the above experience fresh in mind, I came upon a second example of elementary science-teaching, of a most ingenious kind. It is nothing less than an attempt to give to children an account of the physiology of the brain (Frank Bellew, *St. Nicholas*, February, 1886). The 'firm of Big Brain, Little Brain & Co.' tends to the business affairs of the body. The cerebrum is the administrative department. There the head of the firm, old Big Brain, sits at his desk surrounded by papers and all the appliances of a modern business-office. At one side is a telegraph key to bones; on the other, pigeon-holes and register cases. Below him, on one side, is Little Brain, (the cerebellum), a little elf tending to the machine; on the other, the ganglia, or gang of five clerks on high stools. These put down the accumulated expenses of Big Brain, and do the book-keeping. One of the little band is in the office receiving an order from Big Brain. In the middle is the Bridge (Pons), keeping up a continua clatter of telegraph-keys, transmitting messages from one part of the brain to another, in all

directions; and still farther down is the Medulla. He has charge of the life department, and keeps working the bellows, and running the fire of life. And through the allegory you are to know more about the contents of your knowledge-box than you did before.' Only a reading of the article itself, and an enjoyment of the grotesque illustration, will convey an idea of the extreme clearness; and, after such a reading, no excuse will be necessary for calling attention to this effort as an illustration of modern elementary science-teaching.—*Science*.

TOTAL ABSTINENCE TEACHING IN THE SCHOOLS.

In 1884 the legislature of the state of New York, in response to forty thousand petitions, passed an act by which all schools supported by public money or under state control are required to instruct their pupils in physiology and hygiene, "with special reference to the effects of alcoholic drinks, stimulants and narcotics, upon the human system," and prohibiting the granting of a certificate to any person to teach in the public schools except after passing a satisfactory examination in physiology and hygiene with special reference to alcoholic drinks, etc. A similar law has been passed in at least fourteen states of the union. This action, it is claimed, is due to the Woman's Christian Temperance Union.

It was at one time questioned whether such a law was constitutional, and how far it could be enforced. The state superintendent, W. B. Ruggles, in a letter to Commissioner Perrigo, at Potsdam, says that it is the duty of the local school authorities to provide for such instruction; the duty of the teachers to give the instruction; and the duty of parents to cause their children to conform to the course of study on these subjects, as in any other prescribed under the law. He goes still further, in declaring that a persistent refusal of a pupil to receive instruction in physiology or hygiene may justify the school authorities in excluding such pupil from the benefits of the public schools. A similar question has arisen in reference to the vaccination law in the state of New York, passed in 1860. In that law the legislature distinctly authorizes and directs the exclusion from the public schools of children not protected from small-pox; and, so far as we know, this

power and duty have never been abridged or questioned by the Courts. It would seem, therefore, that the conditions under which children may participate in the benefits to be derived from being educated at the public expense are lawfully within the power of the legislature to prescribe, provided always that constitutional provisions are not violated."

The immediate result of the passage of these compulsory laws has been to cause a remodelling of the text-books of physiology and hygiene in order to meet the requirements of the legislatures. Some of these have been but little changed, except to be enlarged by a few chapters on alcohol and tobacco; while others have been entirely re-written with the special object of making them conform to the new demands. It is the opinion of at least one lawyer, reputed to stand high in his profession, that the main object of these statutes is to provide for scientific temperance instruction in the schools; that the use of works on physiology and hygiene is a mere method of accomplishing this result; and that any instruction which, while making physiology and hygiene its leading feature, only incidentally bears upon alcohol and narcotics, is not a compliance with the law, and therefore school authorities are only justified in using as text-books those which make the effects of alcoholic drinks, stimulants, and narcotics upon the human system their special object. If this opinion is correct, very many of the books which have been recommended for introduction into the schools since these compulsory laws were passed would be discarded, as they are primarily works of physiology and hygiene, and secondarily teach temperance. The number of books which have thus far appeared to meet the new demand exceeds twenty.

One of the most prominent temperance writers thus explains the failure of temperance movements hitherto, and points out what he thinks to be the hope of the future.

"The temperance efforts of the past failed because all temperance decrees proceeded from the sovereign, and were as changeable as his whims and caprices, and also because it was not known that alcohol was always a poison. The modern temperance movement is based on knowledge and on a sentiment of fellowship and the fraternity. The great advance made by physiological science has been applied to the study of the effects of alcohol upon the human system, and from this the most beneficial results may be expected. Based upon the statement of Tschokke, that all laws

are powerless for extinguishing an evil which has taken root in the life of the people, it is from the people itself that the reform of the morals must proceed, but no government is strong enough to bring it about."*

It is as yet too early to judge of the wisdom of the new departure. The teachers themselves must first be taught; and the movement towards temperance reform will therefore practically begin in the normal schools, to spread thence to all the public schools throughout the various states in which these compulsory laws have been enacted. The receptivity of the young mind is greater than most persons are aware of; and, while at first thought, the instructions of pupils of the age of six years as to the effects of alcohol and tobacco would not seem to promise good results, still more may be accomplished than may be anticipated. Inasmuch as the end aimed at, if reached, would contribute beyond all calculation to the prosperity and welfare of all the human race, the experiment is one which should receive every aid and encouragement possible. It would not be strange if the enforcement of the law demonstrated defects; when these become evident, they can be remedied. If legislators passed no law until it was perfect, the country would be deprived of much useful and needed legislation.—D., *Science*.

SUGGESTIONS TO PUPILS.

CONCERNING SCHOOL.

1. Attend quietly to *your own business* at your own desk.
2. Be attentive and respond cheerfully to every school requirement.
3. Move quietly and quickly through the halls and in the room.
4. Recite promptly and pleasantly, but do not waste time by pretending to recite when you know that you do not know.
5. Avoid all things which tend to disturb the school or annoy others.

CONCERNING OUT OF SCHOOL.

1. Go to and from school in such a manner as not to disturb any one.

* Gustafson, in 'The foundation of death.'

2. Go directly home at close of school.
3. Come to school at the proper hour which is at first bell, *not earlier.*
4. Make no unnecessary noise in the neighborhood of the school-house.
5. Obey at once the signals for entering the schoolhouse.

CONCERNING TEACHERS.

- 1- Be dutiful, polite, and respectful.
2. Give proper excuses for absence and tardiness.
3. Obey promptly and cheerfully all signals.
4. Work with them in what they are doing for your good.
5. Help to carry out all plans for the good of the school.

CONCERNING SCHOOLMATES.

1. Be kind and courteous to all.
2. Speak nothing but good of others. If no good can be said, say nothing.
3. Avoid tale-bearing.
4. Avoid wasting time of others by whispering, writing and passing notes or otherwise diverting their attention from their work.
5. Be helpful to others in all ways.
6. Protect the weak and unfortunate.
7. Be watchful for the little ones in going to and from school.
8. Remember it does not help you ahead to pull others back.

CONCERNING SCHOOL PROPERTY.

1. Do not injure it.
2. Take as good care in using it as though it belonged to your parents.
3. When done using, put in proper place.
4. Keep your feet clean and the floor about your desk clean.
5. Be careful to waste nothing.

CONCERNING YOURSELF.

1. Cultivate promptness, energy, patient industry. They are worth more than money or influence in securing success in life.
2. Learn the value of time and strive to improve every portion of it.
3. Be obedient to parents and teachers.

4. Be generous in spirit in dealing with others.
5. Be mindful of the rights and feelings of others.
6. Be earnest in play in the time of play and equally earnest in work in the time of work.
7. Be self-reliant.
8. Do the *best* you can in every work, knowing that it is only our *best* that builds good character.
9. Strive to build up a good character and your reputation will take care of itself.
10. Learn the laws of health and obey them.
11. Let no day pass without adding to your store of knowledge.
12. Be truthful and use the *best language* on all occasions.
13. Remember there is a thought of gentleness in the idea of *gentleman*.
14. Be *clean* in dress, person, habits, thought, and speech—*From Report of Ypsilanti Board of Education, Mich.*

PRACTICAL WORK.

TESTS IN ENGLISH.

1.

1. Analyse and parse:—The foolish and the dead alone never change their opinions.—J. R. LOWELL.
2. Form nouns from the following verbs:—*Bless, feed, sing, tell, dig, speak.*
3. Form verbs from the following nouns:—*Friend, slave, length, knee, shelf.*
4. Derive as many words as you can from *please*.

2.

1. Analyse and parse.—Now fades the glimmering landscape on the sight.—GRAY.
2. Form nouns from the following verbs:—*Strive, break, live, wake, weave, bind.*
3. From what verbs are *fell, chip, roast, drip, and reel* derived?
4. What is the force of the suffixes in the following adjectives:—*Thoughtful, manly, blackish, hopeless?*

3.

1. Analyse and parse:—To exclude the great is to magnify the little.—COLERIDGE.
2. Of what parts of speech are the following nouns compounded:—*Moon-light, wind-fall, scare-crow, hear-say, court-martial?*

3. Form other verbs from *wring, drink*.
4. Form adjectives from *eat, learn, talk, win*.

4.

1. Analyse and parse:—Up rose old Barbara Frietchie then.—J. G. WHITTIER.

2. Form adjectives from the following nouns:—*Heat, pride, rag, wood, slave?*

3. From what verbs are the following nouns derived:—*Stroke, drove, scrap, gap, share?*

4. Form verbs from *glad, light, and beck*.

5.

1. Analyse and parse:—

Something attempted, something done,
Has earned a night's repose.—LONGFELLOW.

2. Of what parts of speech are the following adjectives compounded:—*Purse-proud, lion-hearted, three-cornered?*

3. Form nouns from *dear, wise, true, drunk, fine*.

4. Form a verb, another adjective, and a noun from *clean*.

6.

1. Analyse and parse:—

No peace, no comfort could I find,
No ease within doors or without.

WORDSWORTH.

2. Form verbs from the following nouns:—*Gold, blood, food, wreath, thief*.

3. Form nouns from *king, lord, man, law, cook, smith*.

4. Make a list of the words derived from *live*.

7.

1. Analyse and parse:—

Underneath this sable hearse,
Lies the subject of all verse.—JONSON.

2. Form verbs from the following adjectives:—*Fall, dim, dark, black*.

3. Of what parts of speech do the following adjectives consist:—*Head-strong, war-like, manifold?*

4. Form abstract nouns from *friend slave, manly, just*.

8.

1. Analyse and parse:—Few and short were the prayers we said.—WOLFE.

2. Form verbs from the following verbs:—*Rise, fall, sit, roll, day, wake*.

4. From what parts of speech are the following adjectives derived:—*Wood-n, piteous, untrue, disloyal, sticky, tiresome?*

4. Give the roots of the following nouns:—*Stitch, smith, health, proof*.

9.

1. Analyse and parse:—

And by him sported on the green
His little grandchild, Wilhelmine.—SOUTHEY.

2. Form verbs from the following nouns:—*Bath, grass, breath, top, shelf.*
3. Form nouns from the following verbs:—*Strike, drive, scrape, gape, shear.*
4. Give two adjectives derived from *wood*.

10.

1. Analyse and parse:—

With fire and sword the country round
They wasted far and wide.—SOUTHEY.

2. Form verbs from the following verbs:—*Drag, gnaw, drink, get, tell.*
3. From what verbs are *brief, proof, advice* and *girth* derived?
4. Give two adjectives derived from *god*.

11.

1. Analyse and parse:—*Two men I honour, and no third.*—CARLYLE.
2. From what parts of speech are the following verbs compounded:—*Back-bite, brow-beat, way-lay, ful-fil?*
3. Form nouns from *wed, know, punish, deliver, sup, creep.*
4. Give the roots of the following adjectives:—*Full, wrong, proud, fourth.*

12.

1. Analyse and parse:—*No lark could pipe to skies so dull and gray.*—KINGSLEY.
2. From what words are the following verbs derived:—*Raise, fell, set, reel, dodge, watch?*
3. Form nouns from *lamb, duck, lance, hill, stream.*
4. Give examples of adjectives ending in *-ed, -en, -ern, -fold.*

13.

1. Analyse and parse:—*Thou thy worldly task hast done.*—SHAKESPEARE.
2. From what are the following verbs derived:—*Gild, bleed, feed, wreathed, thieve?*
3. Form nouns from *bind, strike, sing, drive* and *bless.*
4. What is the force of the termination in *life-less, wood-en, truth-ful, god-ly?*

 WRITING LESSONS.

Preparation.—Teacher before 9 a.m. must see that pens are good: that copy or exercise books are in regular order for giving out; and just before the lesson that hands and desks are clean. Let monitor give out pens and books,

Drill.—(1) Scholars prepare, in, sit—body, feet, arms, fingers, and pen in proper position. (2) Practice them in working their fingers and fore-arms backwards and forwards, their pens in proper position.

Model.—Class fold arms and watch the teacher. Teacher writes a copy on B.-B., and while writing he should (1) explain how the particular letter is formed, and why so. (2) Illustrate difference or faults likely to be made. (3) Caution against errors. (4) Ask questions as to spaces, thickness, size, &c.

Superintendence.—Teacher must stand in front of the class as much as possible, either illustrating on B.-B. or cautioning as regards position, &c.

Beginners will need their hands guided or letters traced for them in black lead.

Corrections.—The teacher should go rapidly round the class.

(a) Putting pens in right position, &c., if not already attended to.

(b) Comparing work done with model, and noting errors for correction on B.-B.

(c) Marking the difference in blue or red lead.

When any general mistake is made the class should be called to attention, pens down, arms folded, and watch teacher make an exact copy of the error on B.-B. Elicit from class where wrong. Make a correct letter and go on.

Special mistakes will require special and individual correction.

The scholars should be reminded at the commencement of each lesson of the mistakes they generally made the day before, and how to avoid making them again.

STORIES FOR COMPOSITION.

In 1798, a French ship was wrecked off Halifax. All on board were drowned except eight men who clung to the masts. The sea was so rough that although the wreck lay very near the shore no one would venture to put to sea. At length a brave little lad, only thirteen years of age, set off in a small skiff by himself, and with exertion and at extreme risk, he reached the wreck and took off two of the men, for the tiny craft would hold no more. These he rowed in triumph to the shore. After shaming by his example, older persons, who had larger boats, the manly boy set off again in his little skiff; but with all his efforts he was unable to reach the wreck a second time. His example, however, was soon followed by others, and at length the whole of the men were saved.

A PARROT, which belonged to a family of rank, was of a very talkative nature. When the inmates of the house assembled for prayers it was generally taken out of the room for fear lest it might take it into its head to join irreverently in the responses. One evening, however, the bird was unusually quiet, and its presence being unnoticed, it was forgotten. For some time the parrot kept strict silence, but at length, instead of "Amen," out burst the words "Cheer, boys, cheer!" On this, the butler was ordered to remove it from the room, and he had got as far as the door with

it when the bird, thinking, perhaps, that it had done wrong and had better apologise, called out, "Sorry I spoke." The effect of this sage remark on the assembled congregation can be more easily imagined than described.

THERE is a very remarkable coin in the Paris Mint, and the following is a story of its origin. When at the height of his fame, Napoleon I seriously contemplated an invasion of England, and so sure was he of the success of his future plans that he caused a medal to be struck in Paris in honour of the event. Only one specimen of this extraordinary coin has been handed down to posterity; because, on the failure of the bold enterprise, Napoleon ordered the medals and dies to be destroyed. On one side is the portrait of the Emperor, and on the other is the image of Hercules stifling a giant in his arms. On the top are the words: "Invasion of England"; and underneath, "Struck in London."

DR. WESLEY, of the Chapel Royal, had a spider which showed a strange liking for music. Directly the piano was opened in the evening and any one commenced to play, the spider would descend from the ceiling and hover over the instrument as long as it was used. When the performance was ended it would re-ascend to the ceiling. It was not the mere movement of the air which disturbed the spider, because far more violent disturbances failed to affect it. If the piano was played several times in the evening the spider would descend each time. This continued for some months, until a new servant one morning swept away the music-loving spider.

A GENTLEMAN was surprised one day by a young starling coming rolling down the chimney. He caught, brought it up, and tamed it. This bird not only whistled well, but also talked a little, calling its name, Jacob, very distinctly. One day a strange cat got hold of the poor bird and rushed under the table to kill it. The master entered at the same time. He had not seen the cat's action, but missed the bird; so he commenced calling "Jacob! Jacob!" when, from beneath the table, from the jaws of the cat, the bird answered, first loudly, and then faintly, with its dying breath, "Jacob."

THE captain of a large sailing vessel which frequently touched at the ports on the West Coast of Africa, possessed two grey parrots. On one occasion one of these birds had some hot water thrown on its head, which caused it to lose all its feathers. Being frequently asked what was the cause of this strange bald head, the parrot used to reply, "I was scalded!" but whenever he saw an old gentleman with a bald head, passing by in the street, or enter the room, he would be sure to shout out, with a correct changing of the grammar, "You have been scalded!" and then, turning to the company, he would add, in the most comical tone possible, "He's been scalded."

NOTES OF LESSONS ON MORALS.

I—HONESTY.*

INTRODUCTION.—Inquire of the class what should be done with all property—money, knives, books, etc.—found on the school premises?—[Brought to the teacher.] For what purpose?—[To be restored, if possible, to rightful owner.] What to be done with property found in the public thoroughfares?—[Handed to the police, or other likely authorities, for the same purpose.] Now, what are people called who are so particular in this respect?—[Honest.] If possible, obtain the substantive “Honesty” by leading questions.

MATTER.	METHOD.
<i>Definition.</i>	From the Introduction gradually work out the Definition from the class. <i>Enter</i> it upon the board.
B. B. H.	<i>Distinctly demonstrate</i> that this is the FIRST IMPERATIVE DUTY , and that the possession of ALL THE OTHER VIRTUES without this would AVAIL NOTHING .
Honesty is the proper feeling which prevents us from taking or using anything which does not belong to us, when we have no right to do so.	<i>Repel</i> with indignation the idea that any child in the school would be GUILTY OF DIRECT THEFT ; but while scouting the possibility of such a thing, <i>assure</i> the class that there are OTHER CASES of dishonesty, quite as REPREHENSIBLE , which sometimes occur amongst them, almost unnoticed, and often self-excused and self-condoned.
<i>Forms of Dishonesty.</i>	Having carried the class along so far, now put down these heads on B. B., passing over
We are not honest— (1) If we steal.	(1) with a few EXPRESSIONS OF ABHORRENCE . If cases of PILFERING have occurred in school, show how little things lead on to greater ones.
(2) If we cheat or “Copy.”	(2) May be <i>amplified</i> and dwelt upon as it appeals directly to a scholar. SHOW THE VARIOUS FORMS OF CHEATING and of cribbing lessons. <i>Demonstrate</i> that cribbed work is the ABSOLUTE PROPERTY OF THE CHILD WHO PRODUCED IT , and that this work of the brain has TANGIBLE RIGHTS like other property (elder children may understand a few words about Copyright, as an illustration of the point).

* This should be among the first series of Lessons. Honesty is here understood in its limited sense of respecting the right ownership of property.

MATTER.	METHOD.
<p>(3) If we borrow what we cannot repay.</p> <p>(4) If we appropriate [use as our own] that which belongs to others.</p>	<p>(3) <i>Condemn this practice</i> of BORROWING with no intention of returning. Allude to the dishonesty of Fraudulent Bankruptcies, clothing the matter in suitable language. <i>Deal</i> with dishonest and WASTEFUL EXTRAVAGANCE.</p> <p>(4) <i>Show</i> how this LEADS TO (a) PILFERING with children, and (b) PECULATION with adults. <i>Illustrate</i> by the trial and conviction of Lord Bacon, 1621. <i>Enlarge</i> upon the DUTIES AND RESPONSIBILITIES OF YOUTHS going into positions of trust, and <i>exhort</i> them to keep "ABOVE SUSPICION," and to be extremely and anxiously careful in their dealings with the money and PROPERTY OF OTHERS. <i>Show</i> how TRIFLING DELINQUENCIES lead on to GREATER ONES, especially PLAUSIBLE "BORROWINGS." <i>Declare</i> that the laws of "Meum and Tuum" (a phrase quickly caught up and remembered by children) are strictly defined.</p>
<p><i>Causes of Dishonesty.</i> People sometimes become dishonest if they— (1) Get into temptation.</p> <p>(2) Are avaricious [greedy].</p>	<p>Now <i>illustrate</i> the CAUSES of dishonesty.</p> <p>(1) <i>Prove</i> that temptation is BETTER FLED than resisted otherwise. <i>Exhort</i> the class (a) NEVER TO ENTER INTO TEMPTATION themselves, or (b) TO PLACE OTHERS IN A POSITION OF TEMPTATION. <i>Teach</i> that every right-thinking man learns to SCORN THE IDEA of doing a MEAN AND DISHONEST thing. <i>Illustrate</i> by the boy who was advised to do a wrong thing on the score that "nobody would see him," and who replied that he should see himself and have cause to be ashamed. This spirit will save us in many a temptation. <i>Show</i> how people PLAUSIBLY DECEIVE THEMSELVES, by the anecdote of the boy who joined his comrades in plundering an orchard because his refraining from doing so would not save a single apple. <i>Refer</i> again to the DUTIES OF A "FINDER," and SCORN ANY OTHER COURSE of action suggested by the probability of "no reward." <i>Give</i> HIGHER MOTIVES. (2) <i>Obtain</i> from class how AVARICE [greediness] IS PRECEDED BY ENVYING [a wrougful wishing for], and that it is better to be SATISFIED THAN LED ON TO THEFT; and how the desire for a PRESENT GRATIFICATION is satisfied at the EXPENSE OF A GREATER FUTURE EVIL.</p>

MATTER.	METHOD.
<p data-bbox="170 218 290 244"><i>Conclusion.</i></p> <p data-bbox="98 247 347 274">Honesty is the best policy.</p> <p data-bbox="95 690 364 733">"An honest man's the noblest work of God."—<i>Pope.</i></p> <p data-bbox="95 759 364 915">"A king can mak' a belted knight, A marquis, duke, and a that; But an honest man's aboon his might,— Guid faith, he mauna fa' that."—<i>Burns.</i></p>	<p data-bbox="404 223 833 249">While <i>deploring the motive, demonstrate</i></p> <p data-bbox="378 249 932 299">(1) That dishonesty DOES NOT PAY in the long run;</p> <p data-bbox="378 299 932 343">(2) That DETECTION AND PUNISHMENT invariably follow it.</p> <p data-bbox="378 343 932 393"><i>Paint</i> vividly and graphically the <i>lasting disgrace of being convicted of theft.</i></p> <p data-bbox="378 393 932 469"><i>Show</i> that an HONEST MAN IS FEARLESS, because nothing can be proved against him to hurt his fair name; like <i>Brutus</i> he can say—</p> <p data-bbox="429 479 870 558">"There is no terror, Cassius, in your threats; For I am armed so strong in 'honesty,' That they pass by me as the idle wind, Which I respect not."</p> <p data-bbox="378 564 932 683"><i>Briefly explain</i> who <i>Cassius and Brutus</i> were: merely say they were two great Roman generals who had quarrelled over some public expenditure. As rapidly CONVEY THE MEANING of the passage.</p> <p data-bbox="378 683 932 756">Pope's aphorism may be <i>recited by the class</i>, though perhaps the poet did not intend to use "honest" as here understood.</p> <p data-bbox="378 756 932 882"><i>Teacher recite</i> Burns's stanza. <i>Explain</i> the terms "knight," "marquis," "duke" to junior classes as "great gentlemen," and convey a notion of the HUMAN impossibility here implied, by referring back to the "work of God."</p>

EDITORIAL NOTES.

Protestant Committee.—At the meeting held on 3rd and 4th instant, the Committee went through a great deal of very important work. The report of the sub-committee on school law, was the most important subject under consideration. This Committee has been at work for several years, but during the past year it has been carefully examining the education Acts as they appear in the revised statutes. The sub-committee presented an exhaustive report upon the whole school law, setting forth the amendments which were considered desirable. If the suggestions of the Committee are adopted, our school laws will assume a very convenient and satisfactory form. In the study of the law, the Protestant Committee had before them the amendments recommended by the Roman Catholic Committee, and it is very satisfactory to know that the Protestant Committee were able to adopt

nearly all of their suggestions. If, at the conference between the sub-committees of the Roman Catholic and Protestant Committees which we understand is soon to be held, a substantial agreement is arrived at concerning the more important points at issue, it will be a comparatively easy matter to secure the passage of these desired amendments.

Physiology and Hygiene.—In response to a petition from the W. C. T. U. of the province, the Protestant Committee decided at the recent meeting to make Physiology and Hygiene subjects for the examination for teachers's diplomas. A text-book upon this subject is to be named, and the McGill Normal School was requested to report upon the work that is being done in its classes in this connection.

The minutes of the February meeting will appear in our next number.

McGill University.—Mr. Paul T. Lafleur has been appointed lecturer in the Arts Faculty of McGill University.

Provincial Association of Protestant Teachers.—A meeting of the executive committee of this Association was held at the McGill Normal School on Friday, the 19th inst. It was decided to call a special meeting of the Provincial Association of Protestant Teachers for the 26th and 27th of March next, to decide upon what action is to be taken upon the proposed amendments to the Pension Act of 1880, and upon the other points entrusted to the Committee of Conference, appointed at the Cowansville meeting.

The Educational Weekly, which has gained a high reputation under the editorial management of Mr. John E. Bryant, has recently changed editors. Mr. Bryant retires and is succeeded by Mr. T. Arnold Haultain. In his retiring address, Mr. Bryant points out that the *Weekly* is an independent organ without any Government connection.

The Canada School Journal, which has been issued as a Weekly for some time, is to appear once in two weeks for the future.

The Teachers' Association of the City of Quebec has been meeting regularly during the winter. The members organized themselves into a class in the art of Teaching, and lectures have been given on Saturday afternoons.

The Secretary of the Department of Public Instruction has been delivering lectures to the classes in the Normal School, and on Friday, the 19th instant, he read a paper before the Teachers' Association in connection with the McGill Normal School upon "Teachers' Reading Circle."

All specimens intended for the Educational Exhibit must be at the Department of Public Instruction, Quebec, on or before the 1st March.

CLIPPINGS.

MCGILL UNIVERSITY—MEETING OF THE CORPORATION.

A meeting of the Corporation of McGill University was held on Wednesday, 27th January. This being the first meeting of the year, the annual report to the Visitor and the reports of the Library, Museum, Observatory and Normal School were presented, and will be printed as soon as possible for circulation.

The report to the Visitor, in addition to the usual statistics and details respecting the present state of each of the faculties, refers to the loss sustained by the University in the death of Sir Francis Hincks, to the financial condition of the University and more especially to the termination of a number of the subscriptions given in 1880-81, to the need of a dining hall and of a building for the Faculty of Applied Science, to the special course for women, the endowments solicited for the principalship and the Hebrew chair, and to the public grants to the University.

The total number of students in McGill College is 564; Morrin and St. Francis colleges 34, and that in the Normal School 77.

The Library now exceeds 25,000 volumes, independently of the professional library of the Medical Faculty, which has about 10,000 volumes. The Peter Redpath Museum has received many important donations, and has added to its appliances a valuable lantern microscope by Newton of London. It has also acquired, through the liberality of Mr. J. H. R. Molson, the collection of minerals of the late J. G. Miller, Esq., of Ottawa, one of the largest and most valuable ever accumulated in Canada.

The Observatory reports, in addition to its ordinary meteorological and time work and instruction given to students, the completion of the laborious and difficult observations and calculations for determining the exact longitude of Montreal—a very important and practical contribution to Canadian science, and in which the University has had the aid of the officers of Harvard University.

The revised regulations were presented to the Corporation, and ordered to be printed. The latest edition is that of 1874, so that large amendments and additions have had to be made in that now to be issued.

The Principal presented a notice of motion with reference to

the annual University lecture, with the view to render it more useful than heretofore.

Regulations were reported by the Faculty of Arts, and passed, respecting the classes for the third and fourth years in the special course for women, and for the granting of degrees in Arts to women, in the same manner and with the same privileges as in the case of men, except in the matter of eligibility to election as Fellows. In connection with this it was stated, in the annual report, that the Governors had secured the services of Mr. Paul T. Lafleur, B.A., gold medalist of this University, and now of the Collegiate Institute, Ottawa, as assistant to the Professors of English and Logic, with the title of Lecturer, and that they had in view the appointment of a laboratory assistant in Chemistry.

The meeting of the Vermont State Teachers' Association, held at Burlington the last week in January, was one of universal interest, as will be seen by reading the report of the meetings. The leading educators of the State were present, including Gov. Saml. E. Pingree, Hon. Justus Dartt, Pres. M. H. Buckham, Prin. Edward Conant; A. E. Leavenworth and A. H. Campbell of the Normal Schools; C. N. Sims, LL.D., Chancellor of Syracuse University, N.Y.; H. M. Willard, Principal of Vermont Academy, Saxton's River; Principal A. L. Hardy, of St. Johnsbury Academy; and many other representative educators of the State. The papers were able and eminently practical, and the discussions spirited. The first great step to be taken to improve the Vermont schools is for the State to adopt the *town system* in place of the *district system*. Governor Pingree, Superintendent Dartt, President Buckham, and Edward Conant, were chosen a committee to secure legislation to promote this reform.

CORRESPONDENCE.

To the Editor of the RECORD.

SIR,—Many important problems affecting schools are being wrought out in this province; but between the workers of the desk and the workers of the legislative hall there is a great gulf fixed.

May it not be that the experience of those who are puzzling their wits in an honest effort to apply the rules which from time to time are issued, would reflect upon the work of those who frame them some measure of practical light? Teachers should say through the RECORD what is needed, what is wrong,—particularly this year when the general convention has not been held.

As to the inspection of High Schools and the adoption of a prescribed course of studies, there is now no further question. Both these principles have been added to the growing list of accomplished facts, and they now constitute important features of the educational reform which is going on in our belated province with steady but reluctant progress. But in the application of these principles various questions of detail have arisen. I ven-

ture to treat a single point. I will try to show that an important saving of time can be effected without sacrificing the course of studies by simply modifying its application.

Class teaching is the universal plan in schools. Economy of labour is its main advantage over individual instruction. Theoretically twenty or thirty pupils of about the same degree of attainment can be taught together with as little labour as can five or six. Practically the case is not far different. Hence the number of classes, not their size, (within limits) determines the amount of work in a school room.

It is found in large graded schools that to teach the classes of a single grade is sufficient work for one teacher. In most of the graded schools and academies of this province, however, two or three teachers are employed to take charge of the five grades provided for in the course of studies. Hence two or three grades are frequently assigned to a single teacher. It follows that full justice can not be done to the work and that any practical device for lessening the number of classes, without increasing their size beyond practical limits, would be useful in such school. Such a device I beg to offer.

Take the case of a graded school in which there are sixty pupils doing the work covered by the model school and academy courses. There are five classes of twelve pupils, more or less, in each subject. Take also two subjects, A and B, and suppose that A is taken up as a new subject of study in the first year of the course, and B in the second.

Now, let the study of A be omitted in the first grade for any year, say '86 and in '87, let it be taken up with the pupils of the first and second grades together, and let these pupils continue together through the course, a new class being formed every two years. And let the study of B be taken up in '86—a year in advance of the usual time—by first and second grades in the same manner. The grades may still be kept quite distinct so far as marks, &c., are concerned, and the course of studies remains intact.

I have taken a special case not a general one, but it illustrates my principle. To show that it is practicable I may say that I have applied it with success. I am aware that in certain cases it gives rise to irregularities into which it is needless to enter here, but it effects what is more or less a saving of time.

Such a regulation as this would sanction the principle:—"The pupils of any grade may be examined in any subject with those of the next lower or next higher grade." And to maintain a due balance of work in each grade such a proviso as this could be added: "But they must take the examinations of the lower and of the higher grade in an equal number of subjects."

Something has already been said upon this subject, but no satisfactory issue has been reached.

H. H. CURTIS.