

examiner for grading will always take the teacher into his confidence, and if he believes her conscientious will consult her as to the pupils she deems fit to advance. A good plan, and one which has worked satisfactorily in some of the towns of the province is, to have the grading done by the teacher into whose room the pupils are to pass, in conjunction with the teacher of the room, subject always to the approval of the trustees. This deprives the teacher who gets the pupils of the luxury of grumbling.

The greatest drawback to good grading is the pressure of numbers from the lower grades for which room has to be made in the next higher. To do this the standard for grading has to be lowered and many pupils are thereby permitted to grade who are not at all fitted to do so. Much time has consequently to be spent by the teacher who receives these pupils in working them up, to the great detriment of the proper grade work, and the hindrance of those pupils who are fit to go forward with the work of the next grade.

This evil can only be removed either by providing more teachers or by giving to each teacher fewer pupils, which amounts to the same thing. A teacher in most graded schools is not considered to have work enough to employ her unless she has an enrolment of sixty pupils and often a greater number. An enrolment of forty pupils is sufficient for any graded school. This would insure better work and make the schools more expansive in case a greater number of pupils than usual fails to grade.

#### THE WORLD MOVES.

From late English papers we learn that the British Consular reports from different parts of the world show that British manufactures and exports are handicapped in competition with those of France and Germany, on account of the exclusive adherence to the English nomenclature of weights, measures and prices. Nearly all the countries in the world except the English people have adopted already the simple *metric*, *decimal* or *world* system. Customers find it more convenient, when there is little difference between English and German manufactures, to order the latter as the quotations are more clearly intelligible to them.

Now we find a commercial congress of representatives from the leading commercial centres of the empire is called to meet in London, for the purpose of discussing trade and cognate questions. One of the points in the programme, which is to engage the attention of this congress, is the introduction of the *metric* system. In Britain, Canada and the United States it has been legalized (but not popularized) for some years, and finds a place in arithmetical text

books—towards the end. The duty of the hour is to place it at the beginning of the arithmetic, and to drill the younger class in the weights and measures themselves and in calculations with them. Those who move first will have the pleasure of leading a movement which will soon be compulsory within the Empire and the United States.

#### Educational Value of the Typewriter in Schools.

In a recent number of *Education*, the editor, Wm. A. Mowry, Ph. D., of the Boston School Board has an article in which he very clearly and forcibly sets forth the educational value of the typewriter. He declares that from personal experience and observation, he "has no hesitation in saying, that one good type-writer in every room of say fifty pupils, in a grammar school or high school, will prove an important time-saver, and that by its use the ability to write correctly and rapidly the English language will be acquired in far less time and with much less effort than by other means." This may seem somewhat surprising to those who have not yet dreamed of its introduction in schools, except as a preparation for office work, or for copying school programmes, examination papers, etc. But Dr. Mowry proceeds to fortify his statements from the testimony of educational experts. A few of these are appended:

"The habits of care, neatness, accuracy and skill necessary to a successful manipulation of the typewriter enter into the intellectual make-up of the pupil, and re-appear in whatever he may undertake to do. One of the most obvious advantages is a more perfect mastery of the English language. If he uses the typewriter, the student must give attention not only to spelling, capitalizing, punctuating, sentence-making and paragraphing, but also to the weightier matters—thought and style. Poverty of ideas and infelicities of style are more apparent on a printed page than when disguised in poor chirography or venerated with elegant penmanship."—*Gen. Thomas J. Morgan*.

"I think that typewriting should be taught in public and private schools. Not that it is probable that every one who learns would take up typewriting as a business, but spelling, punctuation, capitalizing, paragraphing and, greater still, prose composition, could be a dozen times better taught with the machine than without it. I am confidently looking forward to the time when school boards throughout the country will appreciate this fact, and the typewriter be universally adopted for this purpose. And even from the money-getting standpoint, I remember that Charles Read is reported to have said in a certain essay, 'I advise all persons to have their boys and girls taught shorthand and typewriting.' A stenographer who can typewrite his notes would be safer from poverty than a great Greek scholar."—*The North American Review*.

"It is the testimony of educators who have tried it that, no other device in the hands of the pupil contributes so much towards a knowledge of correct business English. Its use calls immediate attention to business forms, to the correct