

QUESTION 17.—The grounds which exist for believing that pre-occupation of the mind with right principles would fortify it against the admission and practice of evil.

(1.) *The mind is never unemployed.* Even in the case of the youngest child, however few its ideas may be, it is constantly passing and re-passing these before the mind. A great part of our life is spent in reflection, in thought, &c.

(2.) Our present feelings and thoughts will depend on the objects of our previous pursuits. Whatever we have been reading, thinking of, or doing, gives the tone to our present thoughts. If we have spent our time in reading of nobler examples of patience and benevolence, in that channel, too, our thoughts will run.

They tend to familiarise the mind with that which is lofty and good, and so have an influence on our thoughts and actions.

(3.) *One feeling resists another by pre-occupation.* If thoughts and principles holy and good have been implanted, the mind will naturally repel all that is vulgar and bad.

(4.) *"Like attracts like"* is a principle which holds good in the physical world, and has an equal influence in a moral sense. The mind naturally picks out for itself those things or objects with which it is familiar.

Looked at the other way, it is evident that if the mind is allowed to follow its own inclination it will take an evil course. Neither does it want the presence of contaminating influences to do this.

Some Jesuits on the Continent on one occasion were particularly careful in rearing youths to protect them from the evil influence of the world outside. They were not allowed to have the slightest connection with any one without the walls. And yet after they entered the world their previous seclusion of life did not prevent them from becoming debased in character.

The fact was, their minds had not been previously fortified against evil by implanting.

REMARKS.—Here again there is evidence of haste and hurry, because the time is lapsing. But it is not wise in an examination paper to crowd in crudely digested matter; it is far better to do well what is done, as this would of itself indicate what the writer could do if there was time.—*Papers for the Schoolmaster.*

3. QUESTIONS ON SCHOOL MANAGEMENT IN AN ENGLISH NORMAL SCHOOL.

1. Explain "average," and give illustrations from school registers.
2. Clearly set forth the "approximate" and the "exact" methods of obtaining yearly averages.

3. What checks does a good system of registration supply on the accuracy of the returns? What other means will you adopt to show that your registers are accurate and truthful?

4. What "general principles are applicable to all school arrangements?"

5. How do reading and arithmetic differ in relation to a child's progress? By what expedients in classification will you provide for this?

6. Distinguish between "exercises of attainment," and "mechanical operations," and show fully the differences these require in classification, with the reasons thereof.

7. State the advantages of physical exercise, and give the conditions which should be sought in connection therewith.

8. Why should school be made attractive to children? Give some of the means by which a teacher may make it a happy place.

9. To what may fretfulness, irritability, pugnacity, and such like, often be traced in school? Trace the effects of these things physically and morally.

10. Write a theme on "Humility."

11. State briefly the importance and the dangers connected with "trusting," "confession," "praise," and "censure."

12. Write an essay on "Nothing is little or trifling in education that tends to give a bias to the mind," or, "on the function of action in the culture of the feelings and disposition."

13. Write out the section that contains "Boisterousness is highly unbecoming."

14. What is the relation of authority to the training of the will?

15. Illustrate Locke's remark: "Be careful that it is obstinacy."

16. What is the sphere of repetition?

17. What grounds exist for believing that pre-occupation of the mind with right principles would fortify it against the admission and practice of evil?

18. What do you understand by "principles" in the preceding question? What hindrances exist to the implanting of such principles?—*English Papers for Schoolmasters.*

4. TRAINING FEMALE TEACHERS IN DOMESTIC DUTIES.

There exists a prevalent but erroneous impression that in Eng-

lish normal schools this branch of instruction is overlooked. The mistake probably arises from the fact that the range of subjects taught is thought to be so wide, or so purely intellectual or technical, that more practical and common subjects are displaced. Such is not the case. DOMESTIC ECONOMY, the common term applied to this class of instruction forms a *distinct subject*, and is treated as such both in the arrangement of the Training College and in the examination for certificates of merit. For the information of such of our readers as may be interested in this branch, and in illustration of the *character* of the teaching, we subjoin the *actual questions* which, at the recent examination, formed what is termed the "Domestic Economy paper."

SECTION I.

1. Compare the advantages of linen, cotton, and woollen clothing, with regard to durability, health, and economy.

2. To what extent should cutting out be taught in a well ordered school? What expedients would you adopt in order to give the children practical instruction in this art?

3. What ought to be the yearly cost of clothing for a girl between fourteen and fifteen years of age, the daughter (1) of a mechanic, or (2) of a day labourer? Support your opinion by a detailed estimate.

SECTION II.

1. Prepare a table of diet for school children between ten and thirteen years of age. Explain the advantages of the various substances which you would use, having regard to economy, and the health and strength of the children.

2. Explain the reasons why meat, intended for the table, should be boiled slowly. Under what circumstances may rapid boiling be allowable?

3. How may the following articles of food be prepared, so as to be both economical and palatable?—Oatmeal, rice, sheep's head and fish.

SECTION III.

1. Give directions for washing woollen articles, and for getting up fine linen; and, as far as you are able, give intelligible reasons for the process which you recommend.

2. Mention some faults commonly committed by laundry women, the causes to which they are attributable, and the effects they produce upon the appearance and quality of clothing.

SECTION IV.

Prepare full notes for lessons on *two* subjects selected from the following list:—

Duties of a nurse-maid, or

Kitchen-maid;

Causes that predispose to typhus fever, or other prevalent diseases;

Symptoms of scarlet fever, or of croup, and simple methods of dealing with them until medical assistance can be obtained.

The different modes in which small savings may be turned to good account.

QUESTIONS IN REGARD TO INFANT SCHOOLS.

The following questions have special reference to INFANT SCHOOLS. Candidates who answer the questions in this section satisfactorily, and who afterwards pass a satisfactory probation in keeping Infant Schools, will have a special stamp added to their certificates when issued.

1. What means have been devised to teach infants the means and movements of common domestic process,—such as washing, baking, ironing, &c.?

2. Write the notes of such a lesson as would be intelligible and interesting to infants on *catching cold*, what it means, and how to avoid it.

It must be obvious that to pass this examination, a very considerable amount of knowledge must be possessed both theoretically and practically. A portion of the questions have to be answered on the spot, in writing, without any reference, and that correctly and precisely.—*English Educational Record.*

5. TEACHING THE LETTERS.

Looking in the last number of the *Teacher* for hints which would be useful in the details of the school-room, for the methods of teaching particular branches, etc., I wondered that the teachers did not write out more of their successful experiments for the benefit of others. Then I asked myself if I had any thing of value which I could add to the common stock. And I resolved to give an account of a plan for interesting the "little ones" who are taking the first steps in the steep pathway which leads up the hill of science. The plan has worked well with me this present term.