

## TREE ON THE HILL.

The following is a good test for the memory. Teach it to the little ones by dictation. It is also a good subject for a drawing lesson, the first line of every stanza suggesting a new addition to the picture.

On yonder hill there stands a tree;  
Tree on the hill, and the hill stood still

And on the tree there was a branch;  
Branch on the tree, tree on the hill, and the hill stood still.

And on the branch there was a nest;  
Nest on the branch, branch on the tree, tree on the hill, and the hill stood still.

And in the nest there was an egg,  
Egg in the nest, nest on the branch, branch on the tree, tree on the hill, and the hill stood still.

And on the egg there was a bird;  
Bird on the egg, egg in the nest, nest on the branch, branch on the tree, tree on the hill, and the hill stood still.

And on the bird there was a feather,  
Feather on the bird, bird on the egg, egg in the nest, nest on the branch, branch on the tree, tree on the hill, and the hill stood still.

—Teachers' Institute.

## CLASS EXERCISES IN NUMBER.

"The class exercises outlined here are given only suggestively, to be amplified or condensed, omitted or repeated, at the discretion of the teacher; their purpose being, mainly, to show what kind of oral work may advantageously supplement the practical work for the children.

By means of such exercises as the following, each of which has its definite purpose, it will be found that memory is cultivated, imagination stimulated and observation trained; sight, hearing, and touch are exercised, and thus a harmonious development of the child's powers is attained; the habit of attention, more or less sustained, is formed, and prompt action in obedience to command is acquired, as also a ready expression of thought.

1. The teacher calls upon Johnnie to come and find out what she has in her right hand. Johnnie finds "a marble." Jennie finds "two marbles" in her left hand. "Would you rather have Jennie's marbles or Johnnie's? Why? Who would rather have mine [showing a handful]? Why?"

2. "How many more marbles has Jennie than Johnnie? What can I do so that Johnnie and Jennie will each have the same number of marbles?"

3. "Ned, bring me one little girl; now bring me one little girl again. How many times did Ned bring me one girl? [Putting arms around them and bringing them close together]. How many are there. [Sends one to her seat]. How many did I send back? How many are left here?"

4. "Hold up as many hands as I do. Hold up twice as many. Who can show me this many [two] pencils? Show me half as many."

5. "Now, let me see all the little heads bowed down upon the desks. Shut your eyes tight. Listen! [Claps twice]. Wake up! Who can tell me what he heard? How many claps?"

6. "Who would like to play blindman? Well, blindman, feel these pebbles and tell me how many there are." She tests him with numbers, from one to three, and then with a large number, calling out the expression "many pebbles."

7. "Clap your hands this many times. [Makes two rings]. Clap once for each star I make. [Makes ten stars, and covers them quickly]. Tell me, without seeing, how many stars I made. How many times you clapped."

8. "Show me as many counters as you have heads; arms; chins; cheeks."

9. "Who knows of something that has one wheel? Two wheels? Three wheels? Two feet? Four feet? More than four feet?"

10. "How many eyes has a cat? What has one eye? [Needle]. How many ends has a pin? Name them. How many wings has a bird? A fly?"

11. If Nellie earns one penny making lamp-lighters to-day and one penny to-morrow, how many will she have? If you had two pencils, and lost one yesterday and one to-day, how many would you have left?"

12. Nellie, find two blue stars [paper]. Jennie, find one red, one blue, and one yellow star. Walter, find three different colored stars."

13. Who can touch two different things? Three different things?  
14. "I hear the clock ticking, a bell ringing, and will writing on his slate. How many sounds do I hear? Who can tell of two different sounds? — From Appleton's "Numbers Illustrated."

## AN INCIDENT.

Ten little children who had never read a word in their lives, were grouped in front of a blackboard. After a word or two of greeting, the teacher said: "Now each one of these little folks may tell me one thing he wore to school." "I wore a coat," "shoes," "apron," "I had on a hat," were some of the replies. "How many wore hats?" All the hands came up at this. "See the little hat I have," said the teacher, holding up a doll's hat. Then the children talked about it. One child went to the closet and brought another hat. This the teacher held in her hand, and said: "You may tell me what I hold up." "Hat," came the chorus of voices. Each child then said the word. All said it in loud tones. All whispered it. "Now the crayon will whisper it," and, turning to the board, the teacher wrote the word "hat" in a bold hand. She wrote it again and again, sometimes large and sometimes small, calling on the class to tell each word or touch the object. "Now I want all the children to close their eyes. When you open them tell me what you see." Just a touch of the crayon and a hat was drawn on the board. "Open your eyes." Every child in the class was ready to say: "I see a hat." Then the teacher wrote the sentence on the board. After reading it many times, the children were told to point out the word hat on the board. Those who found it first were sent to their seats, and the slow ones given a little extra drill. — *Edith Goodyear in Carolina Teacher.*

## QUESTION DEPARTMENT.

Is there a course of study a young man might take up and still remain at his usual business? If so please answer, giving full particulars of said course.

[These will be answered in next number].

1. Christmas this year falls on Saturday. Does Christmas vacation begin on Christmas Day or on Saturday, 18th December?

Christmas vacation begins this year on Saturday, Dec. 18th. (See Regulation 19:2).

2. Is there to be a session of Normal School this coming winter?

The next term at the Normal School begins Jan. 3rd, 1887, and closes on the last Friday in May. (See Reg. 37:1-2). The sessions of the Normal School will thereafter be annual.

3. Why could not a Provincial Teachers' Reading Union be found (for the reading and study of professional work) something after the manner, or as a branch of the Chautauque Teachers' Reading Union? In the latter, teachers having followed up the required course for the year, and filled the memoranda, get a certificate, to which, after another year's reading, is affixed a special seal.

We think the idea is an excellent one, if the course of reading should embrace one or two professional works, with other subjects which would add to the knowledge of those who teach. The success of teachers, their power to interest their pupils, largely depends on what they read. If that reading be light and frivolous, school work will be tedious and irksome, if good and useful books are read, the scholars will become sharers in them. An organized effort, such as our correspondent suggests, would be of great advantage if properly sustained and carried out.

1. In what state is sulphur, chalk, brax, and alum found? How manufactured?
2. Can the sulphur of Italy be due to the volcanoes there? Is it found anywhere else?
3. What is the cryolite of Greenland?
4. What kind of mineral is cobalt? asbestos? Where are they found? What used for?
5. In the expression "He is my brother's friend," How should the last three words be parsed?
6. He is a friend of my brother or Brothers, Which is correct? How should the underlined words be parsed?

J M E.

If a teacher wants to rise in his profession he must pull himself up. He will never be pushed up. Hard work tells. The unsuccessful man waits for something to turn up. The successful man makes something turn up. — *Teachers' Institute.*

HYDROPHOBIA is said not to be known in Lapland. To determine whether this was due to any peculiarity in the dogs of that country, or to some other cause, two dogs were brought to Paris, and inoculated by Pasteur. They both contracted the disease.

OPENING EXERCISES.—Opening exercises should be conducted in such a way as to be impressive, interesting, and elevating. If the teacher is interested in the opening exercises and feels their importance, the scholars will. If it is customary to read from the Bible every morning, always select such verses that are characteristic for their beauty and simplicity, and further, select something that will teach some moral idea you are trying to impress. Sometimes a short psalm is selected, and the children repeat it, clause for clause, after the teacher. In other schools the scholars are divided into sections, and short, beautiful quotations are given by the members of different sections on different mornings. Sing once or twice on opening, and let the singing be of a devotional character. Avoid reading by course; do not let the exercises become monotonous, or they are useless. Do not be afraid of making a comment on what the scholars may repeat or you may read. Have the scholars understand that there is a purpose in the exercises, a meaning in everything you may do or say, and the room will become deathly still as the children will wait in expectancy for their teacher to begin, instead of the weary sigh and restless movement that is often heard at that time. — *Teachers' Institute.*

HOW SHOULD A COUNTRY SCHOOL BE GRADED?—

It was formerly, and may still in some places, like resolving order out of chaos to attempt such a thing as grading a country school. The smartest boy had ciphered through his arithmetic, another had gone half through, another had skipped around and done what he could, one took up book-keeping, another wanted algebra and so on. But the experiment need but be tried to show that very successful results may be attained in grading. It will be necessary to have about five grades in a so called ungraded school; the A grade comprising the 5th reader, A arithmetic, A geography, A grammar, and such other studies as the teacher may see fit to introduce; the B grade, comprising the 4th reader, B arithmetic, B geography, and B grammar; the C grade, comprising 2nd and 3rd readers, C arithmetic, C geography, and language work, and so on down to the chart class. There will be crossing of grades to be sure, a great deal at first, but by patient, persistent work, almost every child can become identified as belonging to some grade, and it will be his joy and pride to keep up with that grade, to take up any study that the others may, and to pass out with them at the close of the year. — *Teachers' Institute.*

THAT was a truthful and suggestive reply made by Dr Raymond, the late Principal of Vassar College, to one who said to him, "I should think it would become very wearisome, this necessity laid upon you of going over and over again the same lessons year after year, the road must prove dry and dusty beneath your feet, and the scenery tiresome in its constant repetition." "This is because you are not a teacher," was the reply. "The interest of a student is in new truths; the interest of a teacher is in new minds." Here there is, indeed, endless variety. No two minds are precisely alike, as are no two faces. The modes of dealing with these, of securing attention, awakening interest, presenting truth, etc., require to be constantly varied in order to meet this perpetual variety in the minds addressed. Minds, not less than books, are the objects of the teachers' study, and are certainly not less interesting in their endless phases, wondrous unfoldings, and boundless possibilities. — *Can. School Journal.*

WERE I to pry for a taste which should stand me in stead under every variety of circumstances, and be a source of happiness and cheerfulness to me during life, and a shield against its ills, however things might go amiss and the world frown upon me, it would be a taste for reading. Give a man this taste, and the means of gratifying it, and you can hardly fail of making him a happy man; unless, indeed, you put into his hands a most perverse selection of books. You place him in contact with the best society in every period of history,—with the wisest, the wittyest, the tenderest, the bravest and the purest characters who have adorned humanity. You make him a denizen of all nations, a contemporary of all ages. The world has been created for him. — *SIR JOHN HERSCHEL—Address on the opening of the Eaton Library, 1833.*

It is estimated that there are in Britain between 4,000,000 and 5,000,000 able-bodied men, and that the machinery in the three Kingdoms is capable of performing more work than 400,000,000 men. That is more than all the able-bodied men in the world. Through the application of steam and the improvements in machinery, Britain's productive power is increased a hundred fold.