

the inspector gets only a shadowy idea of the attainments of the class, and none whatever of the proficiency of individuals. He is unable to tell whether the same individuals constituted the class at his former visit, or whether those present fairly represent the whole class. A stormy day may keep three-fourths of the pupils away, and the standing of the few present may most unfairly be taken to indicate that of the whole school. Nevertheless, he enters his record, ranging from "very bad" to "excellent," and goes his way, neither people nor trustees being a whit wiser as to the condition of their school. There is little in this to promote that feeling of community of interest between people and inspector that is essential to a successful and harmonious working out of the details of the school system.

These examinations are beneficial to teachers by inciting them to greater industry and to better modes of instruction; by securing due recognition and preferment for the meritorious teacher, and probably the rejection of the useless one.

Finally, as a system of uniform and promotion examinations cannot be successfully carried out in any county without the hearty sympathy and co-operation of a very large proportion of its teachers, it may be safely assumed that in any county where these examinations are in vogue, the teachers are, as a body, earnest, active, intelligent and enthusiastic, or determined to become so. B.

HOW TO TEACH MORALITY.

Assuming that the school-room is the place to impress lessons of morality upon the minds of children, there yet remains to be solved a question as to the most effective method of making such lessons impressive.

Teachers, as well as other people, are apt to let their enthusiasm at times run ahead of their reason. This is no less true in giving moral instruction than it is in any other branch of the teacher's work. Many enthusiastic and well-aiming teachers, in their eagerness to cultivate the moral character of their pupils, go so far as to make a "hobby" of this one point. The children are quick to discover the defect, and the result is a loss of influence on the part of the teacher. The chief mistake is one made not so much in public schools as in private ones, and is the abominable habit of continually "lecturing" to the school on "Character," "Manhood" and such high-sounding subjects. There are many teachers who would not feel as though they had finished a day's labor unless they had taken an hour at the close of the afternoon session to harangue; saying, in all probability, the same thing they have been saying all the year, while the pupils, warned by the appearance of the "old gentleman" before them wearing a long face, prepare for the solemn occasion by closing their books, heaving a sigh or two, and settling themselves down to an hour's moral nausea.

Such a method of feeding the moral nature is defective, and does not accord with the laws of moral growth, but displays a lack of skill in teaching, and an enormous amount of unpardonable ignorance of human nature. Whenever pupils begin to grow impatient with a teacher's talking, then common sense would tell him to stop. Never talk to pupils on such matters unless they are willing to hear you. Otherwise your words fall flat and dead at their feet.

Shall we, then, dispense with character-building in our school-rooms? Positively, no. What then shall we do? Only teach moral truths and true worth with renewed zeal, but with more skill and better judgment. Let us remember that there are a right time and a right way to do everything. Nothing is of so much importance as to demand prominence on every occasion. Do not stuff pupils with any subject to that extent that you create within

them a distaste for it. A man may be cut off from the benefits of the most nutritious and pleasant-tasting food, by being crammed with so much that he grows sick of it. When a man has once acquired a distaste for food, it is of no more use to him. Likewise when a pupil has been subjected to an overdose of moral physic, his stomach grows weak, and he sickens at the idea of having the dose repeated.

The only sure way of impressing manliness of character on the mind of children is, not by giving undue prominence to that point, but by teaching it incidentally. Do not let a pupil know that you are making a special effort to elevate his idea of life. Let him be unconscious of the fact. If you have any moral worth in you, rest assured that your pupil will discover and duly appreciate it. If you have not, then never undertake to cultivate moral principles in others by means of empty words. Be what you would have your pupils be; do what you would have them do. Stand firm for the right and against the wrong; shoot no empty cartridges; strike only when necessary, and you will never lack followers among your pupils. They will have to respect you, love you, obey you, and try to do like you.—J. O. Taylor N. E. Journal of Ed.

Examination Questions.

UNITED COUNTIES OF DUNDAS, STORMONT AND GLENGARRY. — UNIFORM AND PROMOTION EXAMINATION, NOVEMBER 28th, 1884.

ARITHMETIC.—CLASS II.

(Continued From Last Week.)

(FULL WORK MUST BE PUT DOWN. NO VALUE FOR ANSWERS ALONE.)

- Express in figures:—Nine hundred thousand and ten; Sixty thousand one hundred and one; Write in words:—980; 70206; 478432.
- Add together the following numbers:—946085; 37989; 4865; 937906; 409085; 787; 10006.
- Work the following examples in subtraction:—

8045268	10080542635
8062934	9990819086
- John owns 49876 acres of land, and Charles owns 301101 acres. How many has one more than the other?
- Multiply 895968 by 9. Divide 94648 by 11.
- Multiply 876402 by 17. Multiply 104065 by 7908.
- A rancher has 845 sheep, which altogether weigh 35986 lbs. He sells 198 of them which weigh, 8909 lbs. How many sheep has he left? What do they weigh, and how much would that average per sheep?
- Put down the signs of addition, subtraction, multiplication and division, and give the names of the first two.
- A man has \$1200; he buys 9 cows at \$32 each, a span of horses at \$120 each, and 42 sheep at \$5 each. How much has he left?
- Divide the difference between 8406520 and 3972481 by 89. Values—10 each.

ARITHMETIC.—CLASS III.

(FULL WORK MUST BE PUT DOWN. NO VALUE FOR ANSWERS ONLY.)

- Write down in figures—Twenty millions fifteen thousand and ninety; express in Roman numerals—809 and 1884; write in words—90806050.
- Multiply 506400 by 90809; divide 5143134 by 7002.
- Find the G. C. M. of 18996 and 29932; and the L. C. M. of 3, 6, 18, 17, 42, 64.
- From the sum of $8\frac{1}{2}$ and $5\frac{1}{8}$, subtract the difference between $8\frac{1}{2}$ and $5\frac{1}{8}$.