

not know *what he found*, or you do not know *its name*. Then the word to be written must be the *name of something*, or it must be a *noun*. The word small shows *its size*, and black *its colour*. I will write the word dog after black, and we now have—*James found a small black dog*. What kind of a word is dog? *It is a noun*. Can you put some other word in place of dog? *Cat, Bean*. These words are *nouns*.

I have now shown you a new kind of words. What can you tell me about the words of this class? *They cannot be used alone*. They must be placed *beside nouns*. Name some words of this class. *White, green, blue, rough, smooth, long, short, good, bad*—and these words may be used with *nouns*. Yes, and because we join them with nouns they are called **ADJECTIVES**,—a word which means added to, or placed beside.

You may now write on your slates all the Adjectives in your reading lesson.

J. B. C.

### PRACTICAL EDUCATION.

MR. EDITOR,—Having read your remarks in the *JOURNAL OF EDUCATION* for April in reference to the *Chemistry of Common Things*, I have procured a copy of the book. It supplies me with just the sort of information I have long desired to have, in a compact and connected form, and I propose to carry on a regular series of oral lessons with my pupils on the subjects treated of. Last summer, I gave oral lessons on plants. For years I have devoted considerable private study on the structure and growth of plants, but I would like to obtain some simple and reliable book on the subject, in which the information is given in a form adapted for oral lessons. If you know of such a book, you would confer a favour upon myself, and other teachers, by giving information of the same through the *JOURNAL*.

Respectfully yours,

H. M. McK.

*How Plants Grow*, by Professor Gray, will supply any teacher with the sort of information required for systematic oral lessons on plants. This work is one of the prescribed text-books for the Public Schools of Nova Scotia. It is an excellent text-book. PART FIRST contains four chapters simply and lucidly written:—

How Plants grow, and what their parts or organs are.

How Plants are propagated or multiplied in number.

Why Plants grow; what they are made for and what they do.

How plants are Classified, Named, and Studied.

PART SECOND consists of a Popular Flora for beginners.

There is a growing desire among the teachers of the Province to qualify themselves for thorough and practical work in the schools under their charge. If we believed that such a desire was necessarily promotive of vain and mistaken ambitions and aims, and tended to hinder solid work in the standard branches of reading, writing, and arithmetic, it would be our duty to discountenance any attempts to introduce into the Common Schools such subjects as those referred to by our correspondent. But we do not, we cannot believe that such knowledge, skilfully and judiciously imparted, can produce other than the happiest, the most profitable results upon every department of School work. We entertain great respect for the opinions of those who would advocate the placing of legal restrictions upon the curriculum of common school studies. The course pursued by some teachers in the Province has given just occasion to those who realize most fully the fundamental importance in a system of Education of the standard branches, to rebuke that hankering after display in great subjects, while the rudimentary branches were hidden to occupy but a secondary place. Justice compels us, however, to say that the number of teachers who appreciate fully the importance of giving the first position to the instrumentary branches, and who subordinate their instruction to sound views of common school work, is rapidly on the increase. Such teachers should not, in our view, be hampered by legal restraints, if they, in harmony with the desire of their Trustees, endeavour to give their pupils, when prepared for it, the benefit of instruction in more advanced branches.

Every good teacher knows that a skilfully given course of oral lessons, on subjects connected with the mineral, vegetable, or

animal kingdoms, is one of the most powerful means that can be employed for awakening and stimulating the minds of his pupils. The increase of mental power thus begotten enables these same pupils to make far greater progress in the instrumentary branches themselves, than would be possible if all the hours of the School were given exclusively to the study of them. This is the lowest view of the subject, but it more than justifies the position the best teachers assign to branches of economic science in the common schools. These studies appeal to the natural curiosity of children, to their lively desire of knowing about things. Lessons in these branches are admirably adapted to call out and direct (i. e. educate) the powers of observation, and to sharpen and exercise in a pleasant way the faculty of discrimination. To learn *how to observe* and *how to distinguish things correctly*, is the greater part of education, and is that in which people otherwise well educated are apt to be surprisingly deficient.

An oral lesson a day in some branch of economic science, skilfully given, would be of incalculable service to the pupils of any School. The "Chemistry of Common Things" and "How Plants Grow" are text-books which any earnest Teacher can easily master. One is the natural supplement of the other, and the subjects treated of in each ought in our opinion, to receive careful attention in all our Schools, especially those situated in the agricultural districts of the Province. The practical character of the instruction which they contain is a matter of the greatest interest to those who desire to see the children of the Province fitted to enter wisely upon the labours of their callings. One of the most direct means of ensuring the prosperity of any department of human industry is to enable and dignify that industry by elevating it into the region of thought, and study and science. Surely it is not too much to expect from our Public Schools that they will by the impartation of sound practical knowledge, do much to check that superficial dignity which in the choice of a profession, leaves so many to pass by the noble employments of the farmer and the artizan. But if lessons on subjects lying at the very foundations of these branches of industry are to be studiously avoided in the School room, and the attention of the young wholly devoted to abstract studies, we are casting away practical means which might be used to secure the prosperity of the people. Once let the young clearly see that every lawful occupation to be truly successful must be carried on in conformity with laws and principles inflexibly established by the Author of All Knowledge, and that these laws and principles can be searched out and reduced to a science, and we have done more to dignify labour, and to enlist the energies of cultivated minds in some one department of its service, than can be effected in any other way.

### HALF-YEARLY EXAMINATION OF THE C. B. COUNTY ACADEMY.

WE learn that the last half-yearly examination of the High School, at Sydney, C. B., was an occasion of peculiar interest. The examinations of the three lower departments of the Academy, under Mr. D. McIntosh, Miss A. Harrington and Miss Archibald, took place on Thursday, April 29th, and according to the *C. B. News*, "exhibited fair average progress on the part of the pupils." In the High School, in charge of H. C. Creed, B. A., the examinations occupied Thursday afternoon and two sessions on Friday. As it was known that Mr. Creed, who had been Principal of the Academy for three years and a half, was about to leave the place, and would that day close his labours there, a larger number of the parents and visitors were present than have heretofore attended on such occasions. Classes were examined in Algebra, Analysis, Arithmetic, Astronomy, Chemistry of Common Things, French, Geography, Geometry, Greek, History of England, History of Greece, Latin, Practical Mathematics, and Reading. With few exceptions the pupils acquitted themselves very creditably throughout, particularly in History, Astronomy, Latin and Reading. The readiness and accuracy with which most of them answered the large number of questions asked on the different subjects, showed that both they and their teacher had been diligent and pains-taking. In reading, both singly and simultaneously, the school was particularly worthy of commendation. At the close of the examination, four original compositions were read, all of which elicited great praise.