

"Friday afternoon exercises," a leading and progressive teacher wrote this: *If I were teaching in a country school I should make my Friday afternoons the happiest half-days of the week. With this object and that of instruction in view, success will surely follow. Pupils may be led to do much work, under the impression that they are playing. Among the many things that you may do, the following are presented as examples.*—

1. Have a pronunciation test. Prepare and put on the board at least ten words commonly mispronounced. Do this soon enough to enable the earnest pupils to consult the dictionary.

2. Devote twenty minutes to "spelling down," using words commonly misspelled.

3. Have a chart or map exercise.

4. Read a short sketch, and have pupils reproduce the thought orally or in writing.

5. Give out work, either orally or from the blackboard, requiring work in addition, subtraction, multiplication and division combined. Teach squares of numbers.

6. Let each pupil give a sentiment from a standard author. If possible, induce the pupil to develop the thought in his sentiment. (Language lesson.)

7. Put "queer queries" on the board for investigation. Do this a week in advance. It will stimulate observation. Parents will become interested.

8. Require pupils to answer rapidly ten questions about current events, dates, places, persons, &c. Number the answers from one to ten, and criticise as in a written spelling lesson.

9. Give a practical lesson in civil government.

10. Conduct an exercise in false syntax. This work is very practical. Require pupils to correct sentences without giving the grammatical reasons. In this way you can do much to teach the true use of the verbs, *teach, lie, sit, lay, set*; the true use of the past tense and past participle of irregular verbs; and also to discountenance many vulgarisms. It is better to do this than to teach the list of Presidents of the United States.

11. Require older pupils to write, fold properly, enclose and address a letter of some kind.

The above are among the things that pupils can and will do. You cannot expect to bring about all these results at once. It is an easy matter to state *what* to do. But it takes time and patience to learn *how* to do these things. When the very young pupils grow weary, let those of them who prefer it go home. You need not hope to secure the willing co-operation of all your pupils. If half of them try at first, you may feel encouraged. Giving sentiments is a pleasant exercise. Every teacher should own an Emerson or a Longfellow calendar, and place it in his school-room. If you know anything in addition to the above that adds interest to the above suggestions, please to let the teaching fraternity hear from you. If the plan of having "Friday afternoon" exercises impresses you favorably, don't fail to attempt it, no matter how small your school, nor how unruly, nor how limited your supply of books and appliances, nor how brief your experience. But of one fact you may be assured: Unless you are willing to do much extra work out of regular school hours, you can hardly hope to win.

## Educational Notes and News.

Andrew McColloch Esq., M.A., Head Master of Theold High School, has met with a sore bereavement in the loss of his wife, who died on the 5th inst.

There are now in London 187 ragged schools, in which are gath-

ered upwards of 60,000 children most of whom were taken from the lowest state of poverty.

There is a school district within seven miles of the Massachusetts state house in which there are about twenty teachers, and not five of them ever studied to teach, ever read a work on psychology, ever owned a book on the science or art of teaching, or subscribed for any educational publication.—*The American Teacher*.

Lord Shaftesbury recently received from old scholars of the ragged schools of London, a presentation as a token of gratitude for his devotion to the ragged school movement. With the address, which was handsomely illuminated on parchment, and framed, were offered six copies of H. Julian Hunt's "Light of the World," which the donors asked the noble earl to distribute among his children.

The Commission of Education reports that there are 18,031 young women now studying in the various colleges of the country. This is certainly a small proportion when the advantages offered by the female colleges are considered. It is likely, however, that the next few years will witness a rapid increase in the number of female collegians.—*The Current*.

On Monday, in reply to a deputation from Aberdeen urging the extension of the system of university training for teachers intended for the elementary schools, Mr. Mundella fully acknowledged the importance of the question, and expressed his conviction that the matter was one for careful consideration in the future. He urged the necessity of giving the students an opportunity of mingling with men destined for other professions, so as to give them a wider range of knowledge and prevent them sitting down in one groove.—*School Guardian*.

A meeting of the Convocation of Toronto University was held in Moss Hall on the 9th inst., to discuss the College Federation scheme. About forty alumni were present. After discussion the following motion, submitted by Dr. Hodgins as an amendment to an amendment was carried: That this Convocation emphatically disapproves of any alteration of the basis of union originally agreed upon as accepted by the University of Toronto unless and except the amendments thereto be submitted to and accepted by the Senate and Convocation of Toronto University.

The annual closing Examination of the Prince of Wales College and Normal Schools, Charlottetown, P. E. I., took place a week or two since, His Honour, Governor McDonald, presiding. For the first time in the history of the College, diplomas were to be given. To obtain one of these, a student needs to attend at least two years, and to make at the end not less than an average of 75 per cent. of the attainable number of marks. These marks are given on seven subjects, as follows:—English and English Literature, Latin and Latin Composition, Greek and Greek Composition, French, Algebra, Geometry, Trigonometry, Physical Science, History. Young ladies would be allowed the diploma without a knowledge of Greek or Trigonometry, nor was Greek necessary to a male student intending to prosecute the study of science. Two had gained this diploma, Gordon Laird and Preston Tuplin, each of whom had an average of about 90 per cent. Professor Anderson explained that inasmuch as the Theological Faculty of Pine Hill Seminary, Halifax, had full confidence in the character of the training given in this College, they had agreed to accept such a diploma in equivalent to a pass B. A. degree in Dalhousie or Fredericton Universities in the subjects above named, so that a student wishing to pursue Theology in Pine Hill would, with this diploma, only be obliged to attend lectures in Arts on Philosophical subjects. The prizes were distributed to the successful competitors by Gov. McDonald.

On receiving a presentation from his old ragged school pupils, Lord Shaftesbury said he cordially accepted for himself and his children that testimony of the affectionate respect of his old ragged school children, gifts which would be prized in his own family as heirlooms. The ragged-school movement he regarded as a special interposition of Providence to check a state of things which, if it had gone on, must have laid London waste, or by this time have made it a most miserable place for its inhabitants. He congratulated the meeting, not only on the change for the better in the condition of the ragged class, but also on the change in the view taken by those whose duty it was to improve the condition of neglected children. Paying an eloquent tribute to the devoted labours of the ragged-school teachers, after their own day's work was done, in unventilated rooms, amid poor degraded little beings, who shocked every moral and physical sense of those who had come to their assistance, he described the progress of the good work from the time when half a dozen devoted men and women initiated the