

ASTRONOMY MADE EASY.

Hi-diddle-diddle,
The Sun's in the middle,
And planets around him so grand
Are swinging in space,
Held forever in place,
In the zodiac girle or band.

Hi-diddle-diddle,
The Sun's in the middle,
And Mercury's next to the Sun;
While Venus so bright,
Seen at morning or night,
Comes second to join in the fun.

Hi-diddle-diddle,
The Sun's in the middle,
And third in the group is our Earth;
While Mars with his fire,
So warlike and dire,
Swings around to be counted fourth.

Hi-diddle-diddle,
The Sun's in the middle,
While Jupiter's next after Mars;
And his four moons at night
Show the speed of the light;
Next golden-ringed Saturn appears.

Hi-diddle-diddle,
The Sun's in the middle,
After Saturn comes Uranus far,
And in ancient or queer
Lead astronomes near
To old Neptune, who drives the last car.

EXAMINATION QUESTIONS.

[There are many subjects with which we should like to deal more fully in the JOURNAL if our space were not so limited. Among these is the subject of Examination Questions. They are suggestive, indicating the outline of a teacher's work. The following questions, selected from the grading examination papers set to standard VI in Mr. C. E. Black's school, Kings County, are worthy of careful attention, as they show the practical character of the work, and indicate desirable methods of treating subjects.—Ed.]

ARITHMETIC.

1. If a man travels 560 miles in 124 days, in how many days will he travel 138 9/11 miles?
2. Divide twenty-five by fifteen-thousandths, and multiply the quotient by thirty millionths.
3. How many square feet in the walls of a room 20 ft. long, 18 ft. wide, and 14 ft. high? How many square feet in the ceiling? How many cubic feet of space in the room?
4. What is the value of a pile of wood 32 ft. long, 11 ft. high, and 6 ft. wide, at \$4.75 per cord?
5. How many square yards in a walk 6 ft. wide, that surrounds a lot which, inside of the walk, is 16 rods long and contains one-half an acre?
6. A merchant sold a bill of goods at 20 per cent profit; the purchaser fails and pays 80 cents of the dollar; what per cent. does the merchant lose?
7. Sold a house and lot for \$8,000 and gained 20 per cent.; what was the cost?
8. What is the exact interest on \$6,000 from Jan 1st to June 5th of the same year?

GEOGRAPHY.

4. Which of the five grand divisions of the world contains the largest proportion of fertile soil?
5. In what countries is agriculture most extensively and thoroughly carried on?
6. Name some products of the soil which require but little cultivation. Among what people are these found?
7. Name some countries noted for beautiful scenery?
8. Name and locate six great cities of the world, in order of their size?

CANADIAN HISTORY.

1. Give a brief sketch of the different branches of the Government of Canada? How are members elected? What determines the number from each Province?
2. Name the various periods of Canadian History, with dates?
3. Mention the names of five prominent persons of the first period, and state what each did?
4. Mention in their proper order the principal settlements made during the second period, and state by whom each were made?

5. Name six prominent statesmen of the present time?

COMPOSITION AND GRAMMAR.

1. Name the principal and subordinate elements of the sentence, and illustrate each by a sentence composed by yourself, underlining the subordinate words.
2. Give a satisfactory definition of a verb, and show how it applies in the sentence, "John is good."
3. Write a sentence in which the semi-colon must be used.
4. Write a sentence containing a quotation within a quotation, using quotation marks correctly.
5. Do verbs agree with their subjects in number and person in the following sentence, "I run, we run, they run?" Why?
6. What is meant by agreement in grammar? Illustrate by three sentences.
7. Correct the following, where necessary: (a) This is the ladies room. (b) I doubt if this will ever reach you. (c) Every one has this in common. (d) I did not speak yesterday so well as I wished to have done. (e) The author felt that clergymen, more than those of other professions, will study the treatise. (f) They were all persons of more or less consequence. (g) Let's you and I go. (h) For the benefit of those whom he thought were his friends. (i) The disease spread all over the country. (j) I never saw anything like it before.

THE TRAINING OF TEACHERS.

The profound significance of the teacher's profession is not yet properly recognized. Many men, of considerable intelligence even, think that school education covers too narrow a field of life to have facts and principles capable of constituting a science, and that teachers of common schools are but day-laborers, having no professional standing, and hence needing no professional training. On this account, our normal schools will have many trials to meet, and many difficulties to overcome, before reaching the position towards which they are struggling.

As yet, our advanced high schools and colleges do not supply these schools with a sufficient number of students whose thorough literary attainments warrant a more exclusively professional course of studies. In fact, our normal schools are necessitated to do this preparatory academic work themselves. In this way they render themselves liable to the charge of being only academies with a quasi professional annex.

Although the course of studies as now arranged is not very satisfactory to us, and will need, in our judgment, some important changes, yet we have felt constrained to approve of it on account of our great anxiety that the graduating year should be given more fully to the work of professional training, taking up the whole history and science of school-teaching, and illustrating in detail the psychological ground of every method by a greatly enlarged course of practice in the model school. Such practice, in our judgment, is very essential. Indeed, it sustains the same relation to the normal school studies as a moot-court does to a law-school. Here theory finds verification; here principles pass into direct conscious application; here science makes its transition to art; here the furnished scholar learns to handle with vigor his whole armor, as a page when he became a belted knight and entered the tourney. The teacher needs scholarship, of course, but he needs something more: he must have knowledge, and, at the same time, thoroughly master the art of imparting it. To this end our normal schools were established; in this direction they steadily tend. In the above plan, however, no one thought for a moment of not holding with firm grasp the essential truth that professional knowledge cannot exclude scholarship. Evidently, he who knows not the subject to be taught can never be a master of the method of teaching it.

It is plain that all our teachers cannot have the benefit of a professional training in our state normal schools. The number is too great for us to expect this. It is important, therefore, that they use every opportunity within their reach to advance their

professional skill and skill. Well-conducted teachers' institutes are exceedingly valuable for this purpose; indeed, in our judgment, indispensable. It is not out of place here to mention in brief some of the benefits derived from these institutes. Teachers, especially in our country districts, are much isolated. They need the inspiration gained from association. Engrossed with their daily routine of labor, and deprived of all chance of any frequent consultation with others of their own vocation, their work is in danger of becoming a monotonous task, lacking all incitement to that professional zeal which prompts to new exertion and sweetens every toil. These yearly conventions serve, in a great measure, to keep up the *esprit de corps*, and to give rest and recreation so much needed and so valuable, while each teacher feels the support of, and enjoys communion with, the profession at large. Again, by means of the pointed instruction of experienced educators, many difficulties are removed, better methods suggested, troubling mistakes corrected, false tendencies thwarted, and new inspiration aroused. Through valuable lectures and addresses, educational interest is awakened, and the warm sympathy of large communities gained in behalf of the schools. Parents and teachers and directors come face to face, and the duties and responsibilities of each are more clearly understood. It would be a fatal mistake not to encourage these institutes in every possible way.—E. E. Higbee, Supt. of Schools for Pennsylvania.

WE WOULD educate the girls in such a way that they can step beyond the walls of their homes and make themselves useful. They should be made familiar with horticulture in all its departments; bee-keeping can be made very profitable; the care and rearing of poultry are within their scope; besides, a score or more of other useful accomplishments—by which a woman educated—practically educated—in all these things, can earn enough to hire all the help she needs, both indoors and out, and often bring still more to the family treasury than her husband can from his farm, besides the comforts and luxuries thus obtained from her enterprises; and what is of vastly more value to her and her household, she will get the sunshine and open air, retain perfect health and reason, live a long, and useful life, rear her family in comfort, who, and the world, will rise up and call her blessed. Does this seem like an idle dream? Those who are interested in the coming generations of women who will live upon the farm, can leave no more enduring monument to their memories than a school well established for their education in all those things that will make women something more than mere drudges or machines—make them noble, useful women in the highest, truest sense.

THE *Woman's Journal* has been emphasizing the well known fact that female teachers greatly preponderate in this country. To so great an extent is this true, that, in respect of elementary schools, those cities are the exceptions in which male teachers are employed, save as principals, or teachers of some special branch, say, German. Taking the ten cities of Baltimore, Boston, Brooklyn, Chicago, Cincinnati, New Orleans, New York, Philadelphia, San Francisco, and St. Louis together, there are 12,719 public school teachers, of whom 11,540 are women. The average percentage of male teachers in these cities is 9.

THE *Educational Times* says that "the friends of education have much reason for rejoicing in the fact that a large number of the memorials which are to render her majesty's jubilee memorable will take an educational form. Technical schools, colleges, and endowments of professorships will be, in many cases, the visible signs by which contemporary English loyalty will be evidenced to unborn generations."

LEARNING a language from its poets is like studying botany in a garden of double flowers.