

### Educational News.

The school board of Toronto has abolished the system of giving prizes. Diplomas will be given at the end of the school year.

Tenure of office during good conduct is rapidly becoming the rule in American schools.

Free text-books are supplied in some American towns at a cost not exceeding forty-five cents per annum for each pupil.

The parliament of Norway has abolished the study of Latin and Greek in the high schools of the country.

There are now 140 cooking centres giving instruction to 30,000 girls in connection with the common schools of London.

Montreal has two of the departments of the common schools devoted to cookery.

The same question is agitating Halifax. The leading people seem to be all in favor of it, except a very few, who fear the small additional taxation.

### PRIMARY DEPARTMENT.

#### Course of Study for the Kindergarten Training Classes for 1897.

For study of first year: "Mother and cossetting songs." General study of the whole, but *special* preparation of the following: Nos. 1, 3, 8, 17, 20, 27, 33 "Education of Man." The four sections dealing with "Unity of Law," "The Following Method," "Studying Nature with the Child" and "Connection of Contrasts," will be those on which questions will be set, and careful illustration required. Three additional papers will be set, respectively, on the "Gifts," "Occupations" and "Miscellaneous." A short story, with distinct purpose, will be required, introducing a child and an animal and appropriate environment.

Those taking the second year will, in addition to the above, have also the following "Mother Songs": Nos. 5, 11, 13, 20, 21, 39, 40, 41, 46. In addition, a clear knowledge of "Frebel's Philosophy," as given in the introduction to the "Mottoes and Commentaries," will be required. "Symbolic Education" will furnish the questions for another paper.

The following books will be required: \* "Symbolic Education," Blow, \$1.50; \* "Mottoes and Commentaries," Blow, \$1.50; \* "The Student's Frebel," Herford, 75 cents; \* "Primary Methods," Hailmann, 75 cents.

The usual specimens of work done will be required. The examiner will also test efficiency of candidates by a short oral examination and observation of ability in the

management of the kindergarten. Let it be borne in mind that all this examination is not so much to find out what the candidate *knows*, as to ascertain her ability to deal with little children in such a way as shall develop orderly habits, neat handwork, joyous activity, and all those qualities that make excellence of *character*.

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\* Published by D. Appleton, 72 Fifth Avenue, New York.

\* D. C. Heath & Co., 110 Boylston Street, Boston.

\* Schermerhorn & Co., New York, where any school appliance or educational works can be obtained.

### Weaving and Number Work.

Weaving seems one of the most perfect systems that could have been devised for teaching children to count and to calculate. Words are nothing to a child; it is what he sees and what he does that he remembers. He may be told a hundred times that "two and two are four," and he may even learn to repeat it, but had it been announced that "two and two were five," he would have given the statement the same credence. But when he can realize number "corporeally," so to speak, the impression is a mind picture, and has become lasting. And since number is inherent in this occupation, it is impossible to use it and exclude the science of numbers, thus making weaving of more value mathematically than any other occupation. We have here the means for teaching the elements of arithmetic, as in paper folding we teach the elements of geometry. First, we have the unit, "over one, under one," then "over two, under two," and so on. When the mats of simple principles have been woven, the combinations of numbers included in them is easy to the child. The mat becomes his slate, or blackboard, on which he weaves out his tables in addition, subtraction, and multiplication, or simple problems, the strip "over two" meaning as much to him as the figure "two" to a child in the primary school. The mental training in calculation, which this combining of numbers gives, is invaluable. Weaving may be considered, too, as bearing the same relation to number lessons with the gifts that drawing does to the laying of forms in sticks and rings, being more abstract than counting with the blocks, and less abstract than figuring. The numerical progression in the ordinary "school" of weaving is, first, simple numbers "over and under one, two, three, and four strips"; then combinations of numbers, two and one, three and one, four and one, two and three, three and four, etc.; then papers woven in a diagonal direction, familiarly called "steps"; then patterns in repetition and alternation, and so on through designs for oil cloths and tile floors, borders and symmetrical figures, all built on the most exact arithmetical foundation. *Frebel's Occupations.*