

did not get first place. The results were disappointing, and may serve to show that in the teaching of patriotism, the real object is often lost sight of. To illustrate from a few answers :

(a) "I would have some one come and preach patriotism to the children on Empire Day, or I would do it myself."

(b) "Have some of the parents make a speech, and by this means show their loyalty."

(c) "I would first become full of patriotism myself."

(d) "We must give lots of instruction in that subject called morals and manners."

(e) "It is not in the power of the children to fight for their country in South Africa, but they can be made to see that they may be to their district, town, or city, what those boys were to their country—upholding the right." (This is part of an excellent answer.)

2. "It is said that very many children leave school without any taste for good literature. How would you try to guard against this in your school?"

The questioner had in mind that one very good way is to put into the hands of children good, interesting reading matter suitable to the years of children, even if the teacher has to make some sacrifice of his own books and time to do it. Many answers expressed this or similar views. Some plans that might well admit of question were named by others :

(a) "I would get the children to criticize and see the defects in some literature."

(b) "I would let them pick out and study all figures of speech."

(c) "I would not let them leave a passage in a book until they had thoroughly understood its meaning."

3. What are your plans for teaching writing so as to secure neatness and legibility?

A page, or sometimes two or three pages of answer, in a loose, scrawling, almost illegible handwriting could not convince the examiner that children would profit much by precept without example. The following plans are worthy of mention :

(a) "I would have a writing match every month, stimulating improvement and further excellence by letting the pupils compare their writing with that of past months, and encouraging them to make copy-books worthy of preservation."

(b) "At first I would allow the children to write only one line at a time, practising each letter on a separate piece of paper. After they were able to do one line at a time well, I would allow them to do two lines, then three, and so on."

4. How would you teach the table of long measure to a class of beginners?

This question brought out some very satisfactory answers. The processes of developing successive steps in the table, by allowing the pupils to make their own measurements, were carefully stated. But many thought that beyond rods it would not be advisable or possible to make measurements, and would leave these longer distances to be *imagined* by the pupils. That is not good teaching, nor is it at all necessary. Pupils who are old enough to study long measure are quite capable of undertaking to measure a furlong or mile along the road with a little direction from the teacher, and their knowledge of these distances would then be accurate.

5. How would you endeavor to secure punctual and regular attendance?

Nearly all the answers were in the following vein : "I would talk to the parents. I would show them how valuable an education is to their children. I would make them see how the school suffered if the attendance is irregular," etc. But here is a teacher who does not believe altogether in moral suasion : "I fear the only way regular attendance can be obtained is by law. * * I have talked to parents in vain. They will seldom deny themselves to send their children to school, that is in some cases. Others are quite reasonable. But I find talking about what they miss is of very little use. I believe the only cure is compulsion."

The same blunders in syntax and spelling of words are pretty sure to occur year after year in examination for teachers' license. Thus : "I would try and get assistance," instead of "try to get." "Let each pupil do it for themselves," instead of "for himself." "I would learn them how to do it," instead of "teach them ;" and occasionally one sees the past participle doing service for the past tense, as, "I seen him do it." The word "lots" is altogether too frequent. "I would give them lots of time."

The following is a list of words that were misspelled by candidates : Discreet, discipline, until, affect (confused with effect), uncourteous (for discourteous), beginning, grievous, copy, writing, principle, sparingly, exercise, spirit, ennoble, impartiality, analysis, corporal, skilful, judgment, scrawls, too, rote, occur, there, tear, truancy, intellects, debauchery, dividing, average, assigning, catkins, privilege, occasion, imagination, preceding, accidentally, resemblance, definite, lose, receive, hidden, aroused, consider, amount, tendency, unnecessary, principal, draped, dependent, measurement, vigilance, opportunities, legible, except (for accept), helpfulness, welfare, interest, pronunciation, obedient, instil, library, existence, led, indispensable, temperament.