be needed again immediately below, instead of confining to tabular work their use for this purpose. An imitation by way of example will show what is meant:

The rupil is very liable to remember longer, and I think it may be safely said he will """ what he gets from observation and what he has found out for himself.

It may seem hardly credible that anything so utterly absurd should occur often enough to be worth mentioning. But it has in fact appeared in the manuscript of different candidates, year after year. Possibly some one teacher is to blame.

Too frequent, also, is the meaningless use of the word "now" at the beginning of a statement or an argument, especially in formal demonstrations in arithmetic.

Abbreviations quite proper in their place, to save time and space, are sometimes used by candidates where they are very much out of place. For instance:

From any pt. on the circumference of the lips the sum of the lines drawn to the foci is equal to the sum of the lines drawn from any other pt.

Here the word "lips," inadvertently written for "ellipse," which was properly spelled in the preceding sentence, would have been easily detected if the candidate, an applicant for grammar school license, had taken the trouble to read over what he had written. His curious blunder in spelling, together with the unnecessary abbreviation and the faulty arrangement of phrases, marred a good answer without really detracting from its value as an answer. The patient examiner deducts nothing for such faults, his work being rather to test knowledge; but perhaps he sometimes wonders why he should not give special credit for form and style, where excellent, as well as for neatness and legibility of writing.

Another fault, in comparison with which all the others mentioned are but trifling, is more prevalent than one would like to suppose. It is the more or less dishonest attempt to use words without knowing their meaning; and thus, if successful, to hide a want of knowledge. Of course, it often does succeed. The examiner is deceived, as is intended. Memory takes the place of knowledge; the words of some one who knows are given, and the answer is correct. But sometimes the attempt fails, and the fraud is detected.

Rarely, the unknown word is seen to be used at hazard, in some well remembered connection; as

in the case of the candidate who wrote, "Negotiable Note is a note written on Negotiable Paper."

More frequently it is found in some form of words imperfectly committed to memory. "I promise to pay, or order, John Smith one hundred dollars," is no unfamiliar rendering of the form for a promissory note. Text-book definitions are often twisted out of all meaning, revealing the fact that they have no meaning for the candidate. An example from a Class I paper will suffice, though others quite as nonsensical might be given :

An ellipse is a curve struck from two centres, called the foci, and the line suspended between the foci is always constant and equals the major axis.

The obvious remedy of this state of things is not simply to forbid pupils memorizing definitions without knowing what they mean, but to impress upon them the essential dishonesty of such a pretence of knowing. And, unless one object is to detect and punish rote work, examiners might do well to avoid as far as possible giving questions that can be answered by rote.

Grade I. Arithmetic.

BY PRINCIPAL P. O'HEARN.

The prescribed arithmetic for Grade I of the Nova Scotia Course of Study includes only the fundamental operations in which the results do not exceed twenty.

The first thing to be done in arithmetic in a Grade I class is to teach the pupils to count—not merely to be able to say one, two, three, etc., in their proper sequence, but to be able to associate one, or two, or any small number with a group of objects.

To begin, draw on the blackboard, on the left, one object. About six inches to the right, and at the same height on the board, draw two objects about an inch apart; six inches farther to the right three objects at the same distance apart from one another, and so on until you have six sets of objects —each set separated from the next by six inches, having one object in first, two in second, and six in the last, and all the sets in the same straight line and at the same height on the board.

Point to the one object on the left and call it one, to the next set and call it two, and so on, calling the last group six. After repeating this several times, point to one of the groups and ask its name. The correct answer would be a numeral corresponding

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