

**What Can Be Omitted.**

He who makes two blades of grass grow where one grew before, is a benefactor of his race. But the way to get room for the second blade is to pull up the weeds that take the place it ought to have. Mr. A. E. Frye has been pulling up a few geographical weeds of "comparatively worthless knowledge upon which fully three-fourths of the pupil's time is wasted." Notice "fully three-fourths"! That is a good deal of time to throw away "wasted;" isn't it too bad? Teachers are paid to do "wasted" work. "Time"! precious time! For what time is more precious than the few years of school life, between seven and twelve? We can better afford to waste time when we get old, but what punishment should boards receive who by legislative command require pupils and teachers to waste their time? But this is preaching enough for to-day. Here are the items:

1. Book definitions of natural forms of land and water.
2. Heights of mountain peaks and ranges; lengths of rivers; names of unimportant peaks, ranges, rivers, capes, peninsulas, etc.
3. Answers to the countless text and map questions which the teachers neither know nor care to know.
4. All details of relief that do not affect the general rainfall and drainage; and all details of coast lines which do not affect climate, or are of no commercial importance.
5. All systems of construction lines which are not discovered (by the pupils) in the general directions of coast lines, or in the trends of highlands.
6. Lists of products—export and import—except those of chief commercial value.
7. Names of the hundreds of towns and cities which are not of commercial, capital, or historical importance.
8. Area of countries, states, and groups of states together with exact political boundaries of the same.
9. Population of cities and countries, and statistics of races, governments, and religious denominations.
10. All knowledge that is poured in merely for examinations, and which the pupil is not expected to remember after he leaves school.

What have our readers to say concerning this? Our columns are open for replies.—*The School Journal*.

**Singing in Public Schools.**

The Wisconsin *Journal of Education* admits that in some respects the schools of the United States seem to be behind those of England. Special reference is made to vocal music, from which we quote: "Professor McAllister said his attention had been especially

attracted to the singing in the Board Schools and to the excellence in scientific instruction. Instruction in the former is very thorough, the 'Tonic Sol Fa' system being universally used throughout England. So far as my observation went, the results are very striking. Universally the children sing well, and in the higher standards difficult part music was sung by the children at sight quite readily. The English people, I think, value this training quite highly. It is a feature of the schools which more than any other reaches the home, and is having a marked effect upon the general culture of the great mass of the people."

**The Primary School-Room.**

DRILL TO CONNECT LANGUAGE WITH IDEAS OF POSITION AND PLACE, AND TO DEVELOP ATTENTION OR SPONTANEITY OF OBEDIENCE TO THE TEACHER'S COMMANDS.

The class is brought to the position of "attention." The teacher then gives the following orders, which are repeated until they are uniformly and simultaneously performed. Whenever some of the pupils appear to be getting fatigued the exercise should be suddenly changed, and nothing comes in better than a "physical exercise song" or a "motion song." They can hardly be too many or too varied in any primary department.

*Exercise 1.* Raise your right hand as high as the shoulder. Extend the forefinger. Let it point straight up—to the *zenith*. Let it point straight down—to the *nadir*. Let it point straight to the front—*level*. (Repeat with the left hand).

*Exercise 2.* Raise and extend the forefinger of your right hand. Place it on the middle of the palm of the left hand. On the top of the left thumb. On the fore finger. On the little finger. On the middle finger. On the middle of the back of the hand. On the nail of the thumb. On the middle joint of the middle finger. (Repeat right hand motions with the left).

*Exercise 3.* Raise your right hand. Raise your left hand. Put them on the desk, one touching the right side, the other the left side. Move the right hand from the right side to the left of your desk. Move them both to the middle. Move them to the front. Move the right hand from the middle to the right end. From the right to the middle. From the middle to the left. Move the left hand from the left to the right. (Repeat right hand motions with the left).

*Exercise 4.* Point your right hand towards the zenith. Make it *vertical*. Point it to the nadir. Make it *vertical*. Point it to the front. Make it *horizontal*. Point it to the right. Make it *horizon-*