

You cannot get rid of the figure 9 by multiplication, and scarcely by any method. One remarkable property of this figure is, that all through the multiplication table the product of nine comes to nine. Multiply by what you like, and it gives the same result. Begin with twice nine, 18, add the digits together, and 1 and 8 make 9, three times nine are 27; and 2 and 7 are 9. So it goes on, up to eleven times nine, which gives 99. Very good; add the digits; 9 and 9 are 18, and 8 and 1 are 9. Going on to any extent, it is impossible to get rid of the figure.—*North Carolina Teacher.*

The right use of language with voice and pen must be early learned by experience. Theory in language rarely makes practice. The correct use of language has to come from practice, and usually the habit of correct use of words, phrases, and sentences must be formed before the child is twelve or fourteen years of age. We can scarcely begin too early to prove the child's sentences for him by watchfulness of his expressions. Grammar is excellent in its place, but the correct use of language must precede it.—*American Teacher*

The New Brunswick Educational Institute convened in St. John this week. The attendance was large, upwards of two hundred names being enrolled in the membership list. Instructive papers were read and ably discussed making all the sessions very interesting. A motion to have the school terms commence the first of May and of November, as was the case previous to November 1885, was carried unanimously. Dr. Rand, late Superintendent of Education for New Brunswick, was made an honorary member of the Institute. Judge King, Senator Boyd, Mr. Ellis, M. P. P., etc., were in attendance and gave interesting addresses. Judging from the newspaper reports the Institute this year was a decided success.—*Harvey Observer.*

Sometimes teachers put their questions out with so much explosiveness that when the name of a pupil is called he feels as if he had been shot at and not missed either. Not long ago we witnessed a performance of this sort. The teacher said, "Mary, how do you reduce a common fraction to a decimal?" Mary bounced out of her seat, caught her breath, looked at the ceiling, at the teacher, down her nose and at the ceiling, at the teacher, down her nose and at the floor, gasped, and was about to say, "I don't know," when the teacher said in a very pleasant and quieting tone, "All think how to reduce a common fraction to a decimal." This gave Mary a chance to think too, and in a moment her countenance brightened and her answer was ready.—*Indiana School Journal.*

In an address in "The Secondary Education," delivered before the Haverford College alumni, and which has just been published, Francis G. Allinson, Ph.D., takes the ground that if a boy is to stop school at the age of sixteen, his last four years of instruction must be different from those of the boy who is to enjoy four or six additional years of training. "Even with us," he adds, "we constantly hear complaints of an education which actually unfits boys and girls graduated from our High Schools for the careers for which they are destined." He does not enter into a consideration of the justness of these complaints, but says that a like complaint is urged in Germany with great force.—*The Current.*

Inquisitiveness is the child's instinct. It is also the key to the philosopher's success. We ask a thousand questions no man can answer. Is it wrong to ask them? If only one in ten thousand can be answered, is it not well that the ten thousand were asked? Thousands are asking, cannot the air be navigated? Is there not some way of telegraphing without wires? May not the heating and lighting of our houses be done without so much expense and trouble? Will not the time come when the speed of railroad trains will be increased to a hundred miles an hour? Inquisitiveness is the key to the secret place that contains the answers to all these questions.—*N. Y. School Journal.*

We still find some teachers who "already take more educational papers than they have time to read." We beg to say that we do not believe a letter containing such a statement. The editor of this journal is a very busy man outside of the editorial chair, more busy likely than nine-tenths of his readers. But in addition to this he manages to get through with his editorial work and read his exchanges, more than fifty in number, three of them being weekly, and three semi-monthly, and yet he survives and enjoys it.

Should this item reach the notice of any one who has been tempted to say that he already takes more educational journals than he has time to read, we give him Punch's advice, *Don't*. If you don't want to subscribe just say so; don't prevaricate. It won't help us and it will be against you.—*Educational News.*

The report of Dr. Robin, Principal of the McGill Normal School, for the past year shows that the total number of admissions to the Normal School has been 78, 4 to the academy class, 32 to the model school class, and 42 to the elementary school class. Of these, 8 are men and 70 women; 36 are from the country and 42 from the city of Montreal or from its immediate neighborhood. The final examinations were taken by four members of the academy class, 29 of the model school class, and 38 of the elementary school class. Of these there are recommended four for academy diplomas, 28 for model school diplomas, and 34 for elementary diplomas. In addition to the ladies and gentlemen who have taken the regular course of training in the Normal School, six university graduates have passed at least one month in studying and practising the art of teaching, five of them in the McGill model school and one in Bishop's college school, Lennoxville, and who have passed a satisfactory examination in the theory of education.

The following quoted from Dr. Withers in Worcester's Unabridged, is an amusing exemplification of the varied powers of the little verb *get*:—*I got on horseback within ten minutes after I got your letter. When I got to Canterbury, I got a chaise for town; but I got wet through before I got to Canterbury; and I have got such a cold as I shall not be able to get rid of in a hurry. I got to the Treasury about noon, but first of all I got shaved and dressed. I soon got into the secret of getting a memorial before the board, but I could not get an answer then; however, I got intelligence from the messenger that I should most likely get one the next morning. As soon as I got back to my inn, I got my supper, and got to bed. It was not long before I got to sleep. When I got up in the morning, I got my breakfast; and then I got myself dressed, that I might get out in time to get an answer to my memorial. As soon as I got it, I got into the chaise and got to Canterbury by three, and about tea-time I got home. I have got nothing for you, so adieu.*

Now, we pity that teacher who has taken upon himself the work of instructing, and has not the good of those to be instructed as his aim. We deny that he is a teacher. He is a day laborer in a school-house. To teach is no child's play; to bear recitations is a small thing. We, therefore, beg every one to ask the question, "Have I been teaching?" Study well that word, for in it you think you have honor, dignity, and fair renown, but by it you shall be shamed. Dishonored be he who takes the children's bread and casts it to the dogs. The end you espouse is not for to-day only, but day after day, week after week, year after year, and age after age, your honor or shame will spread on the scroll of time. The end is the developing of a mind, a soul—that spark in man which fades not, but grows brighter and brighter, stronger and stronger, to our reward, or weaker and weaker, and darker and darker, to our eternal shame. Your work, therefore, is grander far than rearing pyramids, than exploring Africa's jungles, than holding the sceptre of nations—the grandest work on earth. Heaven knows no grander. What is there more noble or more sublime than shaping men and women, than shaping nations—yea, than shaping worlds?—*S. A. Wagh, Franklinton, N. C.*

The Annual Convocation of Alma Ladies' College, St. Thomas, took place on the 30th ult. The attendance was large and the occasion seems to have been one of unusual interest. Degrees and standings were conferred in the Collegiate Department, and Diplomas and other honors in the Fine Arts, Music and Commercial Departments. At the close of the exercises, Principal Austin delivered a practical and timely address on the subject of "A Canadian College for women." The speaker pointed out the fact that with all the universities of our country open to women, the number of young women attending them may be counted by the dozen, and that for every one enrolled in them, probably one hundred go to the ladies' colleges. One reason for this fact he found to be that these colleges for women are working, with limited means and inadequate equipment, it is true, in the line of popular demand for education adapted particularly and specially for woman's duties and sphere of life. Another reason why these schools are so well attended is because of the home life afforded within their walls. And a third reason why these schools are thronged to-day is found in the fact that Christian influence pervaded them. The speaker proceeded to point out some of the essentials in any school that is to furnish these three influences in their highest perfection for woman's education. First, it must be a voluntary school as distinguished from a State or Government school. Secondly, whilst inculcating in most positive and earnest manner the cardinal facts and doctrines of Christianity and bringing these to bear in every