the pupils that to-morrow they will be expected to *write* ten words of the lesson assigned yesterday, besides spelling orally the lesson assigned to-day. And so on. It will be noticed that this method combines the *written* and *oral methods*, with some features of the new *reading method;* and that it includes a continual *review.* If the pupil cannot learn to spell under such a method, he will learn under no method whatever: for thoroughness is its very watchword. There are educational principles underlying it that are vital in importance, and that may be discovered by all who give the method a trial.—*Philadelphia Teacher.*

Test Problems in Arithmetic.

1. How many yards of carpeting, 1 yard wide, will cover a floor 22 feet long and 12 feet wide?

2. How many gallons of water will a tank hold that is 22 feet long, 21 feet wide, and 10 feet deep?

3. I sell peanuts at 8 cents a quart and double my money. What do they cost a peck?

4. How many square feet in the floor of a room 12 feet 6 inches long, and 10 feet 8 inches wide?

5. What will 4 cwt. 3 qr. and 18 lbs. of sugar cost at $8.00 per 100 pounds?

6. How many square feet in the walls of a room 14½ feet long, 12 feet wide, and 8 feet high?

7. From the sum of 2 tens + 8 twelves, take the sum of 2 fours + 4 twos.

8. If by working 8 days of 10 hours each, 240 pairs of boots can be made by 6 men, how many pairs of boots can be made by 15 men in 12 days, of 6 hours each?

9. For how much must I give my note so as to receive $720 at the bank, time being 1 month, and rate 6 %?

10. A and B go into business Jan. 1, 1883. A puts in $800, B puts in $900, and April 1, they take in C, who puts in $500. They find, Jan. 1, 1884, they have gained $1600. What amount of the gain will each man receive?

ANSWERS.—1. 29⅓ yds. 2. 34,560 gallons. 3. 32 cts. 4. 133⅓ sq. ft. 5. $39.44. 6. 424 sq. ft. 7. 100. 8. 540 pairs. 9. $723.98. 10. A $616⅔; B $693⅓; C $289⅓.

Twenty-five thousand square miles of land have inundated in Hungary by another hurricane. At Mako, on Saturday, 11th inst., the water washed over the dykes and destroyed a number of bridges. The laborers on the dykes fled, but were driven back by the soldiers.

EDUCATIONAL OPINION.

Those who, from years of residence and observation, are capable of forming a sound judgment, unhesitatingly affirm the common school systems of the States to be palpably inferior to those of the Provinces, while the higher schools and colleges, even in Boston and a few other favored places, are but little superior. —*Halifax Critic.*

A curious book indeed, is an algebra, published shortly before the war by D. H. Hill, then Professor of Mathematics in Davidson College, North Carolina, and afterwards a Confederate general of celebrity. Professor Hill was "sectional" in his feelings, as the following problem, one out of many like it in animus, demonstrates: "A Yankee mixes a certain number of wooden nutmegs, which cost him one quarter of a cent a piece, with a quantity of real nutmegs worth four cents a piece, and sells the whole assortment for forty-four dollars, and gains $3.75 by the fraud. How many wooden nutmegs were there?—*Ex.*

What do teachers read, and what is the extent of their reading? Many read too little, a few read too much, others read nothing. Excess is better than deficiency. Nothing is more degenerating, monotonous and unbearable to a bright, active pupil, than a teacher whose general information and literary horizon are bounded by the texts of the school. A person that has never been electrified by good literature cannot develop in children a correct estimation of an Irving or a Longfellow, or stimulate the noblest elements of child life. The teacher who reads with care can often enliven and fix, with happy illustration or anecdote, an otherwise dull recitation, or with an appropriate quotation fire to white heat a generous impulse. Question teachers as to what they have read, and drive from the ranks those who, in these days of good and cheap books, have read not at all or have feasted and corrupted their minds with the frivolous and impure.—*Western School Journal.*

"I commend to you the school-teacher who cares for atmospheres, impressions and tone quite as much as for text-books, tasks, and for accuracy in recitation. I ask you to help him when he tries to make his school-room a place of neatness and brightness, with plants, flowers, pictures, statuettes, window and wall hangings, and whatever besides may give ideas of taste, of purity, of restfulness, and which will fill his soul with images and memories to go with him to the end of life, a source of inspiration and a safeguard against evil." "We have been in school rooms that were thus ornamented and beautified from month to