

strongest incentives to interest in school work and regular attendance. The value of such examinations in making pupils ready writers and keen thinkers—able to think and express themselves on the moment—would be of inestimable advantage to them in life. Such examinations are not heart-breaking and fatiguing tests; they are a part of the school work, and are welcomed every Friday afternoon as an exhilarating tournament where each scholar has an opportunity to cross lances with his mates, in a test of scholarship, speed and accuracy.

Second. To return to our papers: If an examiner comes upon a "wordy" paper, double the length it should be, with writing so bad that it is difficult to decipher, poor spelling, slovenly composition, he naturally discounts the prolific promises of the student-teacher to do great things for his pupils.

The following could be re-cast to advantage and put in half the space, or less:

The pupil is very liable to remember longer, and I think it may be safely said *will* remember longer, what he gets from observation and what he has found out for himself than though the teacher told him a fact.

A clear, direct statement without "padding" is what an examiner likes to see.

Third. The following are some improper words or expressions: "Learn" for "teach." "Effect" for "affect." The use of a plural pronoun referring to a singular antecedent. "I would give each pupil a flower and tell *them*, etc." This is a very common error. "Ungrammatical" for "not grammatical." (Ungrammatical is not found in the dictionary). "Timidness" for "timidity," "unmagnetic" for "not magnetic," "ill attention" for "inattention," "recourse" for "resource," "setting" for "sitting," "gotten" for "got," and so on. A too frequent tendency to use hyphenated words, as "mis-spell," "them-selves."

The following on "How I would teach good reading," shows considerable confidence in one's self, but the language belongs to the corner grocery, not to the schoolroom:

I would give my pupils lots of sample reading that they may know what good reading is.

Candidates should avoid "big" words and use the simplest words possible. The examiner would not then find himself disentangling such expressions as

Children will become disinterested in their work. Corporal punishment has been greatly deprecated; it calls up the greatest amount of antagonism.

Fourth. A great many papers were absolutely free from errors in spelling, but the following list shows words misspelled, many of which come up in nearly every examination for teachers' license:

Tobacco, knowledge, addition, allotted, divide, correspondence, separated, rosy, feel, engineer, associates, detached, individually, speech, errors, until, simultaneously, specimens, sentence, severely, basis, grammar, occasions, piece, emphasis, desirous, diphthong, practical, business, extreme, expel, dozen, all right (not alright), organization, opportunity, practice (noun), maxim, misconduct (without hyphen), indelibly, disapproval, thorough, lose, pronunciation, cleavage, occurrence, led, senses, ridicule, rob, noticeable, coincide, principal, censures, consonants, proceed, exaggerate, permanent, privilege, judgment, allotment, fibres, deprecate, ideas, mathematics, effervesced, peculiarities, amount, seem, arrangement, forty, fields, corporal, mimicking, emergency, wilfully, development, occurred, potato, gauged, gaseous, tendency, manual, carelessness, inflammable, too, necessary, perceive, deficient, pasteboard, prefer, disappeared, beginning, sphere, sentence, dismissal, getting, Swedish, enunciation (not annunciation), opposite, unnecessary, applies, indispensable, operation, rivalry, boundaries, monasteries, controlling, preceding, dissect, narrative, benefitted, effect.

### A Resemblance.

The school-room was quiet save for the noise  
Of pencils, as over the slates they flew;  
The school had a visitor that day—  
The local inspector had come to stay  
A short time, to see the tots at their work;  
And no one seemed inclined to shirk,  
But each was trying his best to do,  
When the teacher noticed one little maid  
Whose gaze from the lesson before her strayed  
To the visitor's face, and lingered there;  
Little maid Marian, the pride of the school,  
Who never had disobeyed a rule.  
There she sat as one entranced,  
Till the guest, conscious of her childish stare,  
Laid his hand gently on her golden hair  
And looking at the eager, upturned face,  
Kindly asked, "What is it, my little girl?"  
Caressing the while a golden curl.  
Then with breathless voice and cheeks glowing red,  
"Please, sir, I've the nicest grandpa!  
And you look just like him!" the little one said.—*Sel.*

A reminiscence by Sir Joshua Fitch (at the Assistant-Masters' dinner): The trustees of a stagnating grammar school sought an interview with members of the Endowed Schools Commission, stated their case, and asked advice. "To what do the trustees themselves attribute the decay of the school?" one of the commissioners inquired. After hesitation and consultation, a trustee humbly suggested: "Perhaps we had better send the commissioners a photograph of the headmaster!"