

Educational Notes.

The recommendation of the Committee of Weights and Measures to the British parliament was in favor of the establishing of a general metrical system to be legalized at once, and to be rendered compulsory after the expiration of two years.

Twenty years ago the male teachers of England formed 43 per cent of the whole number of teachers, now they are only 28 per cent. During that period the whole number of teachers increased 350 per cent.

"The obscuring mythic halo of romance which in the minds of some devotees still clings to the magic word kindergarten must vanish before the kindergarten can take its rightful place. * * If the kindergarten is to rise from its lowly position of nursery adjunct, to the pinnacle in the educational world which truly belongs to it, its training teachers, its students, and devotees of every description, must meet the demands of recent scientific pedagogy. * * It is possible to sweep away the misty envelope of sentimentality and symbolism from the old time kindergarten and make it an active, telling integer in the ordinary public school, and not a mere superficial yoke fellow, sending on its lovely transforming force and spirit into the regular grammar grades." *Frances B. Gould.*

"It is the first business of education to be interesting, and it is the first business of an educator to find means of some sort to interest the student, not to assume it to be the student's duty to be interested in the work set for him to do. In order to do this he must show himself to be in sympathy with the student, recognize his limitations without talking about them, and be content with such work as the student will do willingly, and will not run away from on the first opportunity. It is his business to cultivate curiosity and not to suppress it; to make things attractive and easy and not repulsive. Both physiological and mental food is no less nutritive because easy of digestion, and nothing whatever is gained for either by making it more difficult." *Paul Dabear.*

We heartily endorse these sentiments. What a difference it would make in our school rooms if teachers were able to interest their pupils! How easy to govern. Worry would no longer tire out the teacher's energies. He would have strength enough left for out of school work, to prepare to make his school work interesting to his pupils. There is but little mental growth without interested attention. With it no time would be wasted in vain endeavors to secure a good attendance.

There are two schoolrooms side by side. In the one every seat is occupied every day. The pupils and teacher are interested and therefore happy. The teacher does much of his work out of school and therefore his work in school is easy.

In the other schoolroom the teacher works very hard and is worried, but his boys are not interested, nor does

it occur to him that it is his duty to work along the lines of least resistance. Take the early roads in this country he goes straight ahead over hills and down into valleys, but has little to show for it beyond the weariness of the toilsome journey. Many of the seats are vacant in spite of the many notes to parents.

There is no work that pays the teacher so well as that spent in devising methods for making the next day's lessons interesting to his pupils.

PRIMARY DEPARTMENT.

The Value of Stories.

We should not like to be without "story time" in the primary room. We urge the telling of stories, not merely for the entertainment they afford, but for three very good reasons. First, an ethical truth is best impressed upon little children, when in the guise of a story. Second, stories are useful in furnishing training in reproduction of thought, a power which is necessary to all advanced work. Third, by means of the telling of stories, children may be introduced to literature, their tastes being to a certain extent cultivated in the right direction.

Reproduction of short stories is an exercise that may begin with the first days of school. Two or three days after the story has been read, or told, the teacher, by means of judicious questions, draws the whole narrative from the class. By and by, writing takes the place of oral, but, however it may be done, it is a valuable training for future work.

In reading, or telling stories, it is a good practice to associate the name of the author with the story. Occasionally we may tell them something of their lives.

Choose the best stories you can find. Charles Kingsley, Hans Andersen, Jean Ingelow, Mrs. Thaxter, Julia Dewey, Edward Everett Hale, Kate Douglas Wiggin, Aesop, and Grimm's, are few of the many good stories for children.

With little children, telling a story is very much better than reading. It is not necessary to have a great supply of stories, as those they have heard half a dozen times are generally asked for in preference to new ones. Of course, when we require a story teaching some particular truth, we have to search for it. It is a good plan to keep a list of stories told and read during the term. These, if arranged under different heads, are then ready for future use. *Toronto Educ. Journal.*

"Be such a man, live such a life, that if every man were such as you, and every life a life like yours, this earth would be a paradise." *Phillips Brooks.*

Mottos should adorn the walls of the school room.