

ST. JAMES PARK, P.O., Dec. 22nd, 1885.

TO THE EDITOR.—In a late number of the JOURNAL Mr. J. R. Brown is said to claim that he had a pupil who obtained a higher mark than any in Lambton or Middlesex. Would he or you kindly state how many marks his best pupil obtained and give his name. One in this county (East Middlesex) obtained 678 marks. His name is W. Woodhull, Lambeth P.O.

Yours etc,

A. GREENS.

Miss Doyle, who has so efficiently taught the Roman Catholic Separate School in Whitby for the past eight years, has left for Detroit, Mich. Before leaving she was presented with a beautiful and costly dressing-case by her pupils, and the School Board also showed their appreciation of her services by giving her a cheque for \$25. During her stay in Whitby Miss Doyle made many warm friends. Her pupils all expressed, and, indeed, showed great sorrow when she was leaving. Her hosts of friends here join in wishing her all prosperity and happiness.—*Whitby Chronicle*.

Mr. J. Tait, English and Commercial master in the Collingwood Collegiate Institute, left for Tacoma on the 22nd ult. Prior to his departure he was presented with a purse and an address by the Institute students. He was one of the teachers in the Sunday school. The scholars there presented him with a gold-headed cane. He was also connected with the Sons of Scotland and the St. Andrew's Society, who assured him of their loss of so valuable a member by the presentation of a purse and an illuminated address.

On the day closing the Duart Public School, the teachers unexpectedly received presents from the pupils. Mr. D. McKillop, teacher of the senior department, a valuable gold ring, and Miss McKinnon, junior teacher, a pair of beautiful vases. The school has been conducted in a thorough and very agreeable manner, the teacher being highly respected and very successful. All were very deeply affected at parting with their teachers. Mr. McKillop goes to study law, and Miss McKinnon to her home near Collingwood.—*Dutton Enterprise*.

Thousands of children in our public schools are from the poorer classes, and the time soon comes when they are beyond the reach of the books or teachers. It becomes a vital question, What kind of an education will best fit them for the lives they will probably lead? Since the time is short, and there is much to do it is a sin to waste it in studying what will do but little good. A proper course of study for an ungraded or intermediate school is a moral debt the present generation must pay to the one just coming on the stage of action.—*Teachers' Institute*.

Teaching, more than statecraft or the mastery of production and trade, ministers to the edifying and progress of society, and is entitled to a foremost place in the procession of industries. Considering the relative value of the great officers of society, and their historic achievements in the march of events, our guild can accept no inferior honors, and is entitled to the emoluments which are awarded to the benefactors of the race. To the teacher it transforms duty into privilege; it smooths the asperities of the day and sweetens the bitterness of ingratitude.—*Southern Journal of Education*.

We had occasion, two or three years ago, to make note of the fact that a score or more of Yankee girls, graduates of normal schools, had gone to South America, under a contract with the government of the Argentine Republic, to take charge of normal schools, young ladies' seminaries, etc. The report comes back that these young ladies have conducted themselves in a most exemplary manner, and are regarded with the greatest admiration by the government and by the people. The only complaint is that several of them have violated their contracts with the government, and have become the wives of prominent Argentines. It is said that the men in the Argentine Congress are warmly in favor of larger importations.—*Ohio Educational Monthly*.

The Collegiate Institute Board (Collingwood) have been fortunate in securing the services of Mr. T. H. McGuirl, B.A., to fill the place lately vacated by the resignation of Mr. Tait. Besides being a graduate of Queen's College, Kingston, Mr. McGuirl is the holder of a first-class provincial certificate, of a certificate from the Military School, and was for some time on the staff of the Dominion Business College. At present he is Commercial Master in the Sarina High School. He comes with the highest testimonials, and his classes received the warmest encomiums from the High School Inspector. [We clip this from the *Collingwood Bulletin*. The *Sarina Observer* reported last week that Mr. McGuirl had accepted a position in Guelph Collegiate Institute. Wherever he goes he has the best wishes of the CANADA SCHOOL JOURNAL.]

## Practical Methods

[NOTE. We have opened this department for the discussion of best methods of teaching subjects that present difficulty in teaching, especially by young teachers. We desire to obtain the experience of teachers who may have found successful plans and are willing to impart them to others.—ED. C. S. JOURNAL.]

In No. 46, Dec. 17th, we gave notice that the subject for discussion in this number would be "The best plan for marking writing lessons." The correspondence thereon has been much smaller than we anticipated, which is due, no doubt, to the fact that examinations, holidays, and removals have so occupied the time that teachers could give no attention to it. We need not again refer to the importance of this department,—it must be obvious to all, and shall only request that our friends will contribute to the general good by sending us their opinions in time to have them appear in the appointed number of the JOURNAL.

### PLANS FOR MARKING WRITING LESSONS.

My school is ungraded and I find much difficulty in securing careful writing in consequence of having to take one class while the other is writing. I have, however, adopted the plan of getting the writers to cease work about eight minutes before the end of the half-hour appointed for the exercise, and call them out to exhibit their copy books in class. I then point out to each any errors I observe and, having adopted ten marks as the standard, give as many as I consider the copy is worth, keeping a record in my class book. General improvement, cleanliness, and absence of blunders secure the highest marks.

RURAL TEACHER.

Instead of writing the whole page in the copy book I require my pupils to write only half of it, and go on to the next copy. When they are through the book in this way I desire them to commence it again, doing the other half page. In this I expect to see a decided improvement on comparison with the previous half page. At some convenient time after the lesson, generally after school, I examine all the copy books, note errors and malformations, and mark on each copy the value, deducting the number of errors from the standard, ten. For neatness and cleanliness I have a special mark, viz., A, very neat; B, neat; C, careless; D, soiled, &c. A well-written copy, free from blots and errors would be marked 10 A; three errors, with a blot, 7 D, &c. I find the special mark has much influence in cultivating neatness and care. In the class record at the end of the month I add five marks to the sum of the daily judgments for each A, and take off one mark each for the other letters, in the alphabetical order. Thus a pupil having written 15 copies in the month with, say, 95 marks, 10 A's, 3 B's, and 2 C's, the record would be  $95 + (10 \times 5) + (3 \times 4) + (2 \times 3) = 163$ .

ALPHA.

MR. EDITOR.—Will you please help me in your "Practical Methods" in a matter that puzzles me. I have a large second book class and find that I cannot have each scholar read *individually* in the reading lesson in the time appointed for that lesson. Some complain of it and do not improve. Can you suggest a plan, or obtain it from some of the readers of your valuable paper, for getting out of the difficulty? I do not think it sufficient for each pupil to read only a few words, and when we practise much simultaneous reading the class seems to grow tired of it. I give my name but do not wish you to publish it, call me

Wellington Co., Dec 22nd, 1885.

STELLA.

It is probable that many besides "Stella" have found it hard to give every pupil a fair share of reading in a large class. We shall be pleased to discuss this matter in our issue of January 28th, and hope that those who have hit upon a good plan will favor us with their experience.

### SUBJECT FOR JANUARY 28TH.

How to secure a suitable amount of individual reading in a large second or third class, in half-an-hour's lesson.