

it would be necessary to compare this with the others. What I can say of it is that it was readily adopted by the other boards of the county. It has and does answer a purpose, a good purpose. It has raised the character of the Perth Board, which now has the reputation of being strict. Candidates and others bear testimony to this fact. It leaves little or no room to partiality on the part of examiners. It has removed from the minds of candidates suspicions of favouritism. Examiners can easily point out to candidates mistakes, and shew them the reasons why they did not obtain a higher number of marks. Candidates exhibit a keen desire to know the number of points they make. The successful ones go home rejoicing, and with just pride shew the large number of marks obtained.

A LOCAL SUPERINTENDENT.

2. RULES AND REGULATIONS FOR THE DISTRIBUTION OF THE PRIZES IN THE COUNTY OF LANARK.

1. No Candidate for Teachers' Certificates shall be permitted to compete [except for Prizes in Composition,] who holds a Normal School Certificate or a certificate from any County Board marked "A First Class with Honours."

2. No Candidate shall be permitted to compete for any Prize who has been, or is at present, a Grammar School Teacher or an assistant Teacher in any Grammar School.

3. No Candidate shall be permitted to compete who is not engaged in teaching a Common School in the County of Lanark, or is not prepared to declare himself or herself ready to do so upon the first favourable opportunity.

4. Candidates must be, if Males, at least seventeen; and if Females, at least fifteen years of age.

5. Any Candidate, discovered, during the examination, in the act of communicating in any way with any person, except the examiners, or who shall have in his or her possession, during the examination, any book or books, shall be immediately disqualified from obtaining any prize.

6. Any Candidate found guilty of any fraudulent act in reference to the examination shall incur the risk of public exposure, and the forfeiting of any Certificate he or she may hold or obtain.

7. Candidates who shall obtain prizes in any one year, shall not be admitted to compete for the same prizes in any subsequent year.

8. If called upon, the successful Candidates shall sign the following declaration:

I, a successful Candidate for prizes offered by the Municipal Council of the County of Lanark, do declare that I have conformed in every particular to the rules and regulations prescribed by the examiners.

9. The foregoing rules and regulations shall be read to the Candidates previous to the examination.

Should other rules be adopted they will be made known previous to the examination.

LIST OF SUBJECTS FOR COMPOSITION.

1. What is Education—Moral, Physical and Intellectual? and what are its benefits and importance?

2. Write a letter to the Trustees, describing the mode of discipline and school organization which you intend to adopt.

3. Punctuality.

4. Give a description of the great Rivers of Canada.

5. Sketch the life of Jacques Cartier.

6. The influence of Printing on Civilization.

7. Life of Christopher Columbus.

8. Agriculture.

9. Write a letter to the Trustees containing the following applications:

a. For Repairs of School House.

b. For supply of Library Books and Apparatus.

c. For a supply of Reward Books—giving reasons and particulars in detail.

10. The importance of forming Good Habits.

11. Life of Arthur Wellesley, Duke of Wellington.

12. The Influence of Example.

N. B. A Special Prize will be given to Normal School Teachers, or to Teachers who hold a certificate from any County Board marked "A" first class, as these, by Rule No. 1, are allowed to compete in Composition.

SPECIMENS OF QUESTIONS USED AT THE LANARK CO. EXAMINATIONS.

SCHOOL ORGANIZATION, ETC.

Class I.

Time 45 Minutes.

Marks.

(10) 1. How would you define physical education?

(10) 2. In arranging a system of teaching, what points should be especially attended to?

(10) 3. Should the school-room be used as a place of confinement or "keeping in," as a punishment? State the principle involved.

(15) 4. May a person be highly instructed and badly educated? Establish your position by proof and example.

(10) 5. What is the best method of preserving the attention of a class?

(15) 6. What do we learn from observing nature regarding the best mode of imparting knowledge to children?

(70) Maximum.

(50) Minimum.

The marks for each question will be given with the questions for the next examination.

ARITHMETIC.

Class I.

Time 45 Minutes.

Marks.

(10) 1. What would be the proceeds of a note for \$1,000 due in 90 days, if discounted in Bank, at 6 per cent. interest?

(15) 2. A commission merchant is to sell 12,000 lbs. of cotton, and invest the proceeds in sugar, retaining $1\frac{1}{2}$ per cent. on the sale, and the same on the purchase—cotton selling at 7 cents and sugar at 5 cents per lb.—what quantity of sugar can the merchant buy?

(25) 3. A, B, and C, form a partnership for twelve months. A and B at once advanced \$2,500 each as their part of the capital. At the end of three months C advances \$3,000, and B withdraws \$1,000. The profits are \$1,600; what is the share of each?

(25) 4. How many ounces of gold, 23 carats fine, and how many 20 carats fine, must be compounded with 8 oz. which is 18 carats fine, that the compound may be 22 carats fine?

(25) 5. Three pipes of equal size will fill a cistern in 13 hrs. 40 m. In how many hours would 5 such pipes fill a cistern, whose capacity is $2\frac{1}{2}$ times that of the first one?

(100) Maximum. (70) Minimum.

3. STUDY OF MENTAL ARITHMETIC.

To the Editor of the Journal:

SIR,—I noticed an article that appeared in your last month's *Journal*, in which the writer strenuously advocated the importance of mental arithmetic being made a separate branch of study, and claimed that its practical utility should place it on a level with the most important subject that is taught in our schools. I fully agree with him in saying that the innovation which he urges, if judiciously taught, would be productive of the most beneficial results. But after a careful perusal of the article, I was equally impressed with the necessity of paying especial attention to those subjects that have an immediate bearing on composition. I might particularize English Grammar. Judging from the tone of the letter, I should suppose that the writer is a very quick and accurate calculator, but his application of syntactical rules and the loose style of his writing, detract very much from his merits as a model teacher, which I presume he professes to be.

It is not my intention to intimate that a teacher should be an elegant writer, but he should certainly possess sufficient common sense not to allow such a hasty attempt escape his hands. I cannot suppose that the errors originated from anything but the most abject carelessness, as they are of a kind that can be easily detected, and any ordinary fifth-class scholar can make the necessary emendations. But this carelessness that is so glaringly exhibited is, in my opinion, a fault more to be censured than ignorance. The latter we can endure if there is a hope of improvement, but for the former there is no extenuation whatever. Carelessness in a man is a fault that should receive our unqualified condemnation, as it makes him an object in whom we can repose no trust, and in a child it is a fault that should be speedily eradicated, without hesitating at the means employed in its accomplishment; but unless the teacher is a perfect example of its correlative, the reformation of the pupil will be exceedingly slow.

When we receive a favor from an individual, we should estimate its value as much from considering its importance to the giver as its own intrinsic worth, but if it is delivered with the same spirit that the Jersey men present their gifts—"You may have it; I don't want it"—we do not, somehow or other, feel like admitting the favor in any very obsequious terms. And this is precisely our