

Mr. Keogh used the convention as a class, and by questioning its members secured a number of thoughts on the subject, "Thanksgiving Day." These he wrote on the board as given, that they might be rearranged and serve as an outline for a written composition, to follow the oral expression of ideas.

Mr. Keogh favoured completing each paragraph as it is written, rather than going over the whole composition afterwards. Pupils may read their compositions and a joint composition may be worked out on the board afterwards. Call attention to the excellences and defects. Have pupils write the compositions at school. It is well to have pupils form plans of their own, occasionally select their own topics, and write compositions independently.—*Educational Journal*.

—REVIEW QUESTIONS.—How is commerce between distant nations generally carried on? Which class of vessels is more dependent upon winds? What sometimes prevents a sailing vessel from making a direct course? Where is the region of trade winds? Why so called? In what direction do they blow? Are they *east* or *west* winds? What are monsoons?

What is the direction of the winds of the Temperate Zone? Of the Torrid? Which blow more steadily? Voyages from the Atlantic ports of United States to Europe. What zone? What winds?

Voyage from Atlantic ports of United States and Europe to Asia and Australia. Through what belt of winds must the ship first pass? What belt follows? What belt south of the trade winds?

Suppose a vessel, bound from Portland, Maine, to Calcutta, arrives in the Indian Ocean in December, will she find the monsoons favourable or unfavourable? If she goes from Calcutta to, Cape Town, in what months will she make the quickest passage?—*Popular Educator*.

—THESE notes on the teaching of arithmetic, from the *Educational News*, are by W. H. Maxwell, Superintendent of Schools, Brooklyn.

1. Arithmetic furnishes the most valuable field in the entire curriculum for training the reasoning powers, and is also of the utmost practical utility. These two objects should be kept constantly before the mind of the teacher.

2. Since the practical side of arithmetic furnishes abundant material for disciplinary purposes, all rules and problems should be eliminated from the class-room.

3. Long and intricate examples should not be used, particularly in primary grades.

4. Concrete problems should always accompany abstract work, but should, in the primary grades, be simple and easy of solution, and never in advance of the undeveloped reasoning powers of the children.