

portance of attending school regularly. Of the thirty cases of tardiness in the building, (enrollment four hundred and twenty-five), I found that, with two or three exceptions, all were the result of carelessness, or indifference. I talked to them earnestly upon the subject and tried to awaken a school pride. I showed them the evils resulting from tardiness, and related anecdotes, illustrating the importance of punctuality. The result was, that the next month the same pupils were not tardy again; the same thing was true with respect to absence. Each succeeding month I pursued the same plan. If a pupil was tardy through carelessness, I required him to make up ten times the time lost. I had also a picture which went from room to room, remaining

for one week in the room which the previous week had the highest per cent. of attendance, and punctuality combined. I also gave to this room some interesting oral exercise, related a story or read something pleasing from a book. As a final incentive, I gave a half holiday to those pupils who had been neither absent nor tardy during the month.

The result was, that during the last month, with an enrollment of four hundred and thirty, in a manufacturing town, with children in every condition of life, there was but one case of tardiness, and ninety-seven per cent. of attendance. A child was accounted tardy unless he was within the room at the last tap of the bell.—*H. G. Snyder, in Western Journal of Education.*

EDUCATIONAL INTELLIGENCE.

—Charges of favouritism and irregularity having been preferred by one of the Ottawa Public School teachers against the City Inspector, the Commissioners appointed by the Ontario Government to investigate their truth have ascertained that the answers in arithmetic and natural philosophy were furnished to the candidates at the recent teachers' examination. Such a practice is most reprehensible, since every examiner, as well as every one who has ever passed an examination, knows that the possession of the answer constitutes a most important aid to the correct solution of a mathematical problem. In a neighboring county, at the same examination, one of the examiners is said to have furnished candidates with the question papers the evening before, a violation of both express and implied instructions which calls for instant dismissal of the offender, if the offence is capable of proof. It is to be hoped that an official inquiry into the truth of this report will also take place.

—A meeting of the Thames Teachers' Association was held in Ridgetown on Saturday, the 6th inst. The meeting commenced about half-past ten, the President, Mr. Bryden, in the chair. The secretary being absent, Mr. McDiarmid was appointed to act. After a few formal remarks from the President, J. A. Walker proceeded to open

the discussion on 'Reading.' He spoke of the importance of cultivating a clear and distinct articulation, and instanced several common faults into which the careless reader was very likely to fall. He thought it a grievous fault that learners should be required to read lessons which they could not clearly understand, and looked upon it as a very bad principle that teachers should hurry pupils from one book into another before they could read the first expressively and intelligently, thinking by this means to curry favor with the parents. He recommended that the lessons be read first for correct articulation and then for correct expression, and that the teacher should thoroughly explain all difficult passages. He looked upon the fifth book as altogether too difficult for the use of Public Schools, owing to the amount of historical and scientific matter which it contains, and thought some means ought to be devised by which we could obtain a better class of text-books. Mr. F. B. Harrison (Inspector), also spoke of the importance of pure articulation, and thought the pupils should be taught the sounds rather than the names of letters. He said that the meaning of every word should be explained to the class, and recommended synthetical analysis for larger pupils as useful in procuring correct punc-