

# SUMMER SCHOOL OF SCIENCE

FOR ATLANTIC PROVINCES OF CANADA

Session of 1914 at Charlottetown, P. E. Island, July 7th to 29th

NATURAL SCIENCES, LITERATURE, ETC., TAUGHT. SPECIAL ATTENTION  
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## SPASMODIC SCOLDING.

Principal Creelman of Sydney, N. S., Academy, has a sound word to say to parents. The marks made in the quarterly examinations are published in the "Sydney Post," and in commenting on this report the Principal says: "The grumbling of a pedagogue does not make very fascinating reading. But this foreword is written for the parents of our Academy pupils, and to those parents especially whose boys and girls are not studying as they should. You'll not find these surnames in the following list *because they have not passed*. If you are encouraging and enthusiastic over school matters with your young person, it will do wonders. But a spasmodic scolding is worse than useless, as there always emerges from the curtain lecture the sullen specimen." "The spasmodic scolding" when the marks come out is too often the only notice that parents take of their children's school work. Idle children learn to accept this as they would a thunder shower. It will soon be over, and then they may be as idle as they like again. The assurance of intelligent interest at home in every day's work exercises a steady pressure that pushes many a lazy child to diligence.

A level lot is 50 by 120 feet in extent. A cellar is dug on the lot 25 by 60 feet and 3 feet deep; the earth from the cellar is spread evenly over the lot. The walls of the basement are 8 feet high from the bottom of the excavation. How far above the new level of the lot is the top of the basement. Solve mentally

[Did you find the product of  $50 \times 120$ , or of  $25 \times 60$ , or both? It is not necessary to do so. Look for a simpler way.]—WESTERN TEACHER.

We smile at languages that, like the Russian, use few vowels in proportion to the number of consonants, yet there is a common English word that has seven consonants and only one vowel. What is it?

## PRACTICAL EXAMPLES IN ARITHMETIC.

W. D. MILNER.

The regular work of the school-room will often present many opportunities to teach percentage in an effective way, and such problems are more likely to be interesting to the pupils than problems that are simply made up for the occasion and have no real meaning. For example: Many teachers give written spelling lessons. Suppose that on a certain day there are forty pupils present and ten papers are perfect.  $\frac{10}{40}$  of the papers are correct;  $\frac{10}{40} = \frac{1}{4}$ , which is 25%.

The pupils ought to give the answer to an easy example like the above very quickly, but it seldom happens that the problems are presented in as simple form as the one given. More often the number of pupils present is thirty-seven or forty-three, or some other odd number, and the number of correct papers is sure to change constantly, so that the problems will present a great variety of combinations. For example: If there are thirty-seven pupils present and twenty-nine papers are correct, to find the per cent of correct papers:  $\frac{29}{37}$  of the papers are correct.  $\frac{29}{37} = 78\text{+per cent}$ .

After the pupils become familiar with this kind of work, the form may be changed by giving the number of incorrect papers and asking the class to find the per cent of incorrect papers. Then, when this, also, is familiar, another step may be introduced by giving the number present in the class, the number of incorrect papers, and asking the class to find the per cent of correct papers. This will require a little more thought. For example: Suppose that the number of pupils present is forty-two, and that eleven papers are incorrect, to find the per cent of the correct papers:  $42 - 11 = 31$ , the number of correct