

### Famous Boys.

A Swedish boy fell out of a window and was severely hurt, but with clenched lips he kept back the cry of pain. The King Gustavus Adolphus, who saw the fall, prophesied that that boy would make a man for an emergency, and so he did, for he became the famous General Bauer.

A woman fell off the dock in Italy. She was fat and frightened. No one of the crowd of men dared to jump in after her; but a boy struck the water almost as soon as she, and managed to keep her up until stronger arms got hold of her. Everybody said the boy was very daring, very kind, very quick, but also very reckless, for he might have been drowned. The boy was Garibaldi, and if you will read his life you will find these were just his traits all through—that he was so alert that nobody could tell when he would make an attack with his red-shirted soldiers; so indiscreet sometimes as to make his fellow patriots wish he was in Guinea, but also so brave and magnanimous that all the world, except tyrants, loved to hear and talk about him.

A boy used to crush the flowers to get their color, and painted the white side of his father's cottage in Tyrol with all sorts of pictures, which the mountaineers gazed at as wonderful. He was the great artist Titian.

An old painter watched a little fellow who amused himself making drawings of his pot and brushes, eased and stood, and said: "That boy will beat me someday." So he did, for he was Michael Angelo.

A German boy was reading a blood and thunder novel. Right in the midst of it he said to himself: "Now, this will never do. I got too much excited over it; I can't study so well after it. So here goes!" and he flung the book out into the river. He was Fichte, the great German philosopher.

### Grading.

Grading on the results of terminal examinations was abandoned two years ago in the Halifax schools. Dartmouth has now followed the Halifax plan. Principal Miller, in advocating the change, gives the following arguments:

This subject has received a great deal of attention on my part for some time. Many serious objections are advanced by educationists to the methods of grading by written examinations. I give a few of the principal ones:

I. It puts a premium on "cranning," *i. e.*, memorizing the words of the lesson, as distinguished from true study which seeks to disregard the words used in the book, and to get a clear, accurate and sensible idea of the matter treated; the pupil by this method being required to compose sentences in which to reproduce the matter of the book. It is not an uncommon thing to have a pupil repeat verbatim a paragraph of history or geography and to have very confused ideas of the

real meaning of the words and sentences used. To know his lesson off by heart is still considered a criterion of a good student by others as well as pupils.

II. It is an unfair test at which the best pupils do not always succeed, nor the poorer ones always fail. A nervous, excitable child, under these conditions, will be beaten at the terminal examinations by one who is inferior in mental ability and scholarship, but who, because of freedom from nervousness and anxiety about the result is able to do his best, while the former is not.

III. It necessitates two weeks of heavy exhausting night work on the part of the teachers, in addition, and a prolonged mental strain on the pupils whose fate during this time is hanging in the balance, whether they will succeed and win a place in the next higher grade, or will fail.

IV. It is an incubus, always looming up in the distance, robbing school life of all pleasure and driving the machine at top speed, to the injury of both teachers and pupils.

V. It is wholly unnecessary, grading can be and is successfully done without any of the worry and strain attending written examinations.

### Every One Should Learn to Sing.

No teacher is justified in saying of any voice that it is not worth cultivation. Rather he should say he has neither the patience nor the time requisite for developing a poor voice.

Experiment has proved again and again that a poor voice may be so improved by careful training, as to be pleasing to its possessor and his friends; certainly an unpromising voice, coupled with the ambition to become a singer, will often outstrip a naturally brilliant voice whose owner is careless and indifferent. Of course, "everyone" cannot become a professional singer, but as in every other calling, there is always "oom at the top," and the more the art of singing comes to be understood by the rank and file of men and women, the more intelligent will be the criticism from the audiences of church, concert hall, and theatre; then a higher standard of public singing will surely be demanded, and much of the shouting that is now applauded will cease to pass muster before people who themselves know something of voice production. \* \* \* \* \*

Perhaps such universal education seems chimerical, and so it is so far as the present adult generation is concerned, but with but very little difficulty it could be brought about by means of our public schools. Granted that so called singing is already taught in all the schools, and since the introduction of the Tonic Solfa system, excellent work has been accomplished in educating the ear and in teaching the reading of music which must be productive of untold good in opening up a wider and better field of music for practice, but this is not enough. Of what value is it to teach children to sing songs, either by rote or scientifically reading them, if they have no conception how to sing them after the notes have been learned? I contend that the Tonic