

be learned in the using of them, while the pupil supposes he is learning addition. Now, Mr. Editor, I have tried to put the matter briefly, that each reader may fill in details for himself. At some future time I may trouble you with another communication of this kind.

Yours truly,

W. MOORE.

GREEN BAY, MANITOULIN ISLAND.

In primary work in arithmetic, teachers have to give exercises in Simple Addition for class work. It is usual to write the questions on the blackboard at random, and the answer has to be ascertained by the teacher by private calculation or worked out with the class. The latter plan is better for general exercise, but when rapidity with accuracy is cultivated, a ready knowledge of the answer is desirable. The following plan may be found useful—the writer found it so—for the answer can be seen at a glance. It is this:—Arrange the exercises for 3, 5, 7, or any odd number of lines that may be required, taking care that the digits of every pair, added vertically, will make 9. The odd line will give the answer when treated as follows:—For every pair of lines composed of such complementary figures take 1 from the units in the odd line and place the figure representing the number of pairs, to the left of the same line, thus,

57684 Here the top line is the odd one, and there is one pair
31460 whose digits added vertically make 9. Take 1 from the
68539 unit figure of the odd line, and place 1 to the extreme left
157688 of the line and it gives the answer, readily perceptible to
the teacher.

Sharp pupils may also perceive it unless the exercise is varied, which may be done by making any other line the odd one, and placing a secret mark to distinguish it; thus,

83624 In this exercise the second line is the odd one, marked by
37456 a period. The first and third make one pair, and the
16375 fourth and fifth make another = 2 pairs. Take 2 from
24806 the unit 6 (= 4) of the marked line, and place 2 to left of
75193 same and you have the answer. In 7 line there are 3
237454 pairs, in 9 lines 4, &c. The reason for this simple arrangement is too obvious to teachers to need explanation.

After a little practice it will be found that the exercises can be given rapidly, and the answers known at once. In fact, when the number of lines is determined, and the odd line written, the answer is known before the exercise is filled in. An expeditious method like this saves time, which may be devoted advantageously to another class.

SEXEX.

TORONTO.

Educational Notes and News.

Mr. Joseph McLain, late of Forestville, is now teaching the Lynn Valley Public School.

Georgetown is calling out for a High School. It claims to have the necessary material.

"Capital punishment," said the boy, when the schoolmistress seated him between two girls.

A bright story in grammar is told of a little school-girl. "Quarrel," she parsed, "is plural." "Why" "Because it takes two to make one."

School matters are alive in Lindsay. Agitation in behalf of a new High School building was strong a short time since; now they want a Kindergarten.

Mr. M.—, reading Virgil—"Three times I strove to cast my arms about her neck, and—That's as far as I got, Professor." "Well, Mr. M.—, I think that was quite far enough."

The pupils of Blyth Public School have sent several drawing designs to the Colonial Exhibition. The schools of Huron have not responded to the invitation from the Minister of Education as they should have done.—*Free Press*.

It is poor economy to employ a cheap teacher because he is cheap. Get the best, no matter if the services of such come high. That is the personal experience of all men of intelligence who have had to do with the selection of teachers.—*Central School Journal*.

Mr. Jamieson, who had charge of the Talbotville School during the past nine months, has been appointed Head Master of Merrifton Public School. Mr. Thomas Hughes, formerly a teacher in Elgin

county, but for the last two or three years a teacher in Manitoba, has returned to Elgin county, and has been appointed to succeed Mr. Jamieson in the Talbotville School.

Ideas before words; principles before rules; the judgment before memory; incidental information before systematic; reading before spelling; the sounds of letters before their names; and, on the whole, nature before art.—*A. R. Craig*.

"The judicious exercise of approbation is of the first importance in promoting obedience and in cultivating in the bosom of the child affectionate and cheerful feelings. Let your smiles animate his heart and cheer him on in duty.—*J. S. C. Abbot*.

The vacancy in the junior division of the Ailsa Craig Public School, caused by the resignation of Miss Jackson, has been filled by the appointment of Miss E. Sproat, of Lucan. Miss Jackson earned the approval of the villagers generally in her management of the school.

The National School of Oratory, Philadelphia, intends to have a six weeks' session at Grimsby Park this year, commencing July 1st. Teachers who wish to avail themselves of the benefits of a course in elocution will find this a desirable opportunity. The fame of the institution is so well spread abroad that we need make no remarks. Particulars respecting classes will, doubtless, be published.

The Minister of Education has issued to school officials in Ontario "Hints and Suggestions in School Architecture and Hygiene, with Plans and Illustrations." The book has been prepared by Dr. J. George Hodgins, M.A., Deputy Minister, and will be found valuable, as it contains a large amount of technical information, gathered from reliable sources. We shall probably refer to it again in a future issue.

The Convention of East Victoria Teacher's Association will be held in Lindsay on May 13th and 14th. The programme is said to be good. The Association is now in a flourishing condition. West Victoria Convention will be held at Woodville on 6th and 7th May. The annual meeting of Ontario Teacher's Association is to be held in Port Perry on Thursday and Friday, May 6th and 7th. A very interesting programme has been prepared. East Grey, 21st and 22nd inst., with Mr. J. J. Tilley and local attractions.

It is our duty to take every thing into the schoolroom that belongs there, and to keep out everything that does not belong there. The question of choosing is the question of the hour. If everything should be introduced into a course of study that is asked to be put there, the school-day would fill the entire twenty-four hours. Wisdom in arranging a course of study in accordance with the demands of the most enlightened experience is what is greatly needed.—*School Journal*, (N. Y.)

The following is a list of the students from Victoria and Ontario Counties in attendance at the Collegiate Institute, Collingwood:—Mary Annis, Jessie McDuffie, D. C. Smith, L. Annis, R. Nesbitt, Woodville; J. C. Rodgers, Wm. Rodgers, S. Irwin, — Berkarley, Cambray; F. Brien, Lindsay; M. Brown, Fingerboard; J. Givens, R. Johnson, Cannington; J. Douglass, Victoria Corners. There are also several from Muskoka. The total attendance is about two hundred and seventy-five. There is a first class of about forty.

The teacher should see that the pupil understands the meaning of the words of the lesson, and the thought expressed in the sentences. Pupils should be required to analyze each sentence and paragraph, and point out the prominent ideas. They should be required to study the reading lessons. They should spend a part of the time on the reading lesson that they now spend on grammar and arithmetic. The better they know the subject of the reading-lesson, the better they can read it. We go through the book too rapidly.—*Dr. Edward Brooks, Pennsylvania*.

The annual examination of the Innerkip School, was held on Thursday, April 1st. The pupils were examined by their teacher and Mr. Brown. All the classes did well. The history and grammar classes deserve special mention. Lunch was served up at noon in first class style by the ladies of the section. At the close of the examination, Messrs. McBeth, Brown, and the Rev. Mr. McKinley delivered short addresses in which they complimented Mr. Richardson, the teacher, on the high standing of the school. All present were convinced that Mr. Richardson is an efficient and painstaking teacher.

The teacher owes it to himself and his profession to read educational literature. If we go into a lawyer's office and find there the latest decisions and reports of judicial and law-making bodies, we conclude that he is up in his profession. If we enter a doctor's office and find on his table late medical journals, and upon his