

guage lesson and no error is passed without being corrected. One of the most noted educationists of Europe, when visiting the Berlin schools, is said to have made the following statement which in the main expresses the truth: "On the whole, Berlin has a system of public schools of which she may be proud, and is proud, too. I have left every building with a quiet jealousy, not on account of the splendid rooms, but on account of the thorough and peaceful work of civilization which is accomplished in them." But I hear you call a halt and I obey. J. B. H.

Berlin, March, 1880.

#### Foreign Exchange Table.

Our teachers should take care to correct the tables of commercial values of foreign coins given in their text books. Some of these tables are from ten to twenty years old and are positively misleading at present. Many foreign coins change from year to year. During 1889 the following coins appreciably changed: Florin of Austria, silver dollar of Bolivia, Colombia, Ecuador, Peru, and the Central American States, Bolivar of Venezuela, rupee of India, silver yen (or dollar) of Japan, dollar (or peso) of Mexico, rouble of Russia, mahhub of Tripoli.

Canada and the United States having the same par of exchange with Great Britain will practically for the time being have the same par of exchange with foreign countries. For 1890, the present year, the Director of the United States Mint estimated, and the Secretary of the Treasury proclaimed, the values of the standard coins of the nations of the world, to be followed in determining the values of all foreign merchandise imported after January 1, 1890, as exhibited in the following table. By comparing this table with the tables in the "Arithmetic", we will notice: 1st, The great change in the values of foreign coins since the compilation of the "Arithmetic"; 2nd The changes of many names and even coins during the same period: Belgium, Switzerland, Spain, Italy and Greece have assimilated their monetary units in value to that of France. In South America there is a group of states which have adopted a common unit, although as in Europe, they may not have adopted a common name, namely Bolivia, Central America, Colombia, Ecuador, and Peru.

Country	Monetary Unit	Gold Value
Argentine Republic	Peso	\$0.96.5
Austria Hungary	Florin	34.5
Belgium	Franc	19.3
Bolivia	Boliviana	69.8
Brazil	Milreis	54.6
Canada	Dollar	1.00
Central American States	Peso	69.8
Chili	Peso	91.2

Country	Monetary Unit	Gold Value
China	Tael, Shanghai	1.03.1
	Tael, Kaikwan (customs)	1.14.8
Colombia	Peso	69.8
Cuba	Peso	92.6
Denmark	Crown	26.8
Ecuador	Sucre	69.8
Egypt	Lb. 100 piasters	4.94.3
France	Franc	19.3
German Empire	Mark	23.8
Great Britain	Pound ster.	4.86.6.4
Greece	Drachma	19.3
Haiti	Gourde	96.5
India	Rupee	33.2
Italy	Lira	19.3
Japan	Yen, gold	99.7
	Yen, silver	75.2
Liberia	Dollar	1.00
Mexico	Dollar	75.8
Netherlands	Florin	40.2
Newfoundland	Dollar	1.01.4
Norway	Crown	26.8
Peru	Sol	69.8
Portugal	Milreis	1.08
Russia	Rouble	55.8
Spain	Peseta	19.3
Sweden	Crown	26.8
Switzerland	Franc	19.3
Tripoli	Mahhub of 20 piasters	62.9
Turkey	Piastre	04.4
United States of America	Dollar	1.00
Venezuela	Bolivar	14

If this table is put on the blackboard in the school-room each pupil should be required to copy it neatly on a piece of paper of the size of a page of the "Arithmetic," and insert it following the obsolete tables.

#### Professional Training.

We visited a training school in the East recently in which a class of very bright and well-educated young women, some of whom had been teachers, and all of whom had graduated from high schools or academies, were being trained in methods of teaching. The teacher of the class was a lady of culture and of unusual teaching ability, and of unquestionable devotion. Both the teacher and the class were capable. The recitation hour was devoted to the following topic:

The class were to assume that the children they were teaching in their schools had learned all the numbers from one to ten inclusive, by the combination and separation of objects into groups. They were also to assume that the children had learned all the figures for these numbers to 6. The question was, "What would be your method of teaching these children the figure six?" The entire recitation hour was devoted to the answering of this question, the students writing their answers, which were handed to the teacher when completed. When the papers were all in the class was dismissed. Some of these