

INFINITIVE PHRASES USED AS ATTRIBUTES.

1. Our greatest ambition is to succeed in our efforts.
2. He seems to be grateful.
3. She is to go at a moment's notice.
4. The work is to be done at once.
5. To be great is to be good.

CLAUSES USED AS ATTRIBUTES.

1. The greatest folly of the student is that he attempts to accomplish too much in a short time.
2. This is where they met before.
3. Hamlet's exclamation was, "What a piece of work is man!"
4. The latest theory is that the earth is a sphere.
5. The rebellious boy's defiant remark, "I won't submit to your discipline."

NOTE.—The prepositional attribute phrase construction is one of the most difficult, perhaps, for the student, but in teaching it the teacher should use adverbial constructions at the same time, so that the pupil may see the difference for himself; as,

He is in the room tells where he is, and is adverbial of place.

He is in good health tells the condition he is in, and stands for the adjective healthy.

When it is difficult to decide whether a prepositional phrase is adjective or adverbial, the teacher may require the pupils to substitute a word for the phrase which will convey the same meaning, and if a correct word be substituted, it will generally decide the question in the mind of the pupil. For instance, in the sentence "He was in doubt about the solution," by substituting *doubtful*, which is an adjective, the meaning becomes clear, and the prepositional phrase is disposed of, just as the word *doubtful* would be if it were put in its place.

H. F. S.

TEACH PUPILS TO OBSERVE.

Young pupils may be trained to observe carefully the common things around them by having such problems as the following given them from time to time, with the regular arithmetic work. But one problem should be given at a time, and that at the season of the year when the animal may be secured and examined by the pupils. The teacher should do no "telling," but encourage pupils to examine for themselves:

1. How many wings have three bees?
2. How many wings have five flies?
3. How many wings have four butterflies?
4. How many wings have seven mosquitoes?
5. How many wings have two potato-bugs?
6. How many legs have six flies?
7. How many legs have three spiders?
8. How many legs have five bumble-bees?
9. How many legs have two crawfishes?
10. How many legs have three turtles?
11. How many legs have four fleas?
12. How many legs have seven tomato-worms?
13. How many toes have three boys?
14. How many toes have two hogs?
15. How many toes have nine horses?
16. How many toes have six hens?
17. How many toes have three dogs?
18. How many toes have five cats?
19. How many fingers have four girls?
20. How many ribs have two men?

I have used similar problems in different communities, and have ascertained that even old people, who have been surrounded by these animals all their lives, do not know how many wings a bee or a fly has, or how many legs a butterfly or a spider has. Most people do not know whether *thumbs* are fingers or not. (Direct them to the dictionary).

C. M. PARKER.

GRADING COUNTRY SCHOOLS.

How should a country school be graded? JAMES R.

By a country school we suppose is meant the ordinary district school, consisting of but one room and employing but one teacher.

It was formerly, and may be still in some places, like resolving order out of chaos to attempt such a thing as grading a country school. The smartest boy had ciphered through his arithmetic, another had gone half through, another had skipped around and done

what he could, one took up book-keeping, another wanted algebra, and so on. But the experiment need but be tried to show that very successful results may be attained in grading. It will be necessary to have about five grades in a so-called ungraded school; the A grade, comprising the 5th reader, A arithmetic, A geography, A grammar, and such other studies as the teacher may see fit to introduce; the B grade, comprising the 4th reader, B arithmetic, B geography, and B grammar; the C grade, comprising 2nd and 3rd readers, C arithmetic, C geography, and language work, and so on down to the chart class. There will be crossing of grades to be sure, a great deal at first, but by patient, persistent work, almost every child can become identified as belonging to some grade, and it will be his joy and pride to keep up with that grade, to take up any studies that the others may, and to pass out with them at the close of the year.—N. Y. School Journal.

Educational Notes and News.

Petrolea has built a new ward school on Eureka street. It cost \$2,500.

A fine new school building has been built in S. S. No. 16, Woodhouse, Norfolk.

Mr. A. Bridge has resigned his position as head teacher in the Delhi Public School.

Mr. H. Forester has been re-engaged as principal of the Springfield schools for 1887.

The Pembroke Public School has been closed owing to the prevalence of diphtheria.

All the teachers in the Central School, Goderich, have been re-engaged at their present salaries.

John Paton, who is teaching in Campbellton this year, has been engaged for the Largie school for 1887.

McLean & Wilson, architects, have prepared plans for a new \$2,000 schoolhouse, to be erected at Pain Court.

Mr. D. Bentley has been re-engaged as teacher, for 1887, at the Birnam School, Warwick, at an increased salary.

Mr. E. W. Bigg has been re-engaged as principal of the Parkhill High School at the same salary as before, \$850.

G. B. Watson, B.A., Ph.D., has been appointed Modern Language Master in the Woodstock High School.

Mr. Colin Johnston has been engaged to teach for another year in S. S. No. 5, Ekfrid. Salary same as last year.

The present teachers of Napier School, Mr. W. H. Shrapnell and Miss E. Lightfoot, have been re-engaged for 1887.

The trustees of School Section No. 4, Adelaide, have engaged Mr. Roberts, of East Williams, as teacher for the ensuing year.

The Public School trustees have re-engaged F. M. Hicks as principal of Wycombe School for 1887, at an increased salary.

Misses Ruth Dibb, Selena McWhorter, and Jennie Sinclair, have been added to the staff of Public School teachers at Petrolea.

Mr. J. F. Kennedy, principal of the Dundas schools, handed in his resignation as teacher and principal at the last meeting of the Board.

A. Nugent, B.A., ex-Mathematical Master of Woodstock H. S., is one of the managers of the International Commercial College in Ottawa.

Mr. Gilbert has been re-engaged as principal of the Parkhill Public School, with Miss Cluness, Miss McLeod, and Miss Shoults as assistants.

Miss Sutherland, formerly of Horning's Mills, has been engaged in the Shelburne Public School in the place of Miss Wright, who has resigned.

Mr. Joseph Martin, teacher, who has been seriously ill at his home in Aylmer for several weeks, has recovered and again taken charge of his school in Bayham.

Mr. J. G. Carruthers, principal of the DeCewsville Public School, has been appointed headmaster of the Cayuga Public School, in the place of Mr. J. A. Morphy, recently appointed jailer for Haldimand County.

The *Plaindealer* is advocating the establishment of a Model School at Ridgetown. Well, if Ridgetown will undertake the task, Chatham School Board and the Chatham teaching staff will gladly