

one means 1 ten. This I made plain by calling attention to its being at the left of the other 1. It was a different 1 from the other.

I piled up my bundles on the table, with the ends toward the pupils. I had a pen box in which I made nine holes. I put down one bundle by the box and put in the holes two straws, and asked the pupils to write the the figures on the board.

1 bundle and 2 straws—12
1 bundle and 3 straws—13
1 bundle and 5 straws—15

Then I repeated it over and over. Then I reversed the operation. I wrote 15 on the board, and then asked them to lay out the straws the 15 represented, and so on. Then, by slow stages, I went on to lay out two bundles and three straws. They caught the idea, and so we went on happily and brightly.

Every number up to one hundred was written and represented. I will confess that, although I had taught children for six years, I never had so much pleasure before in writing numbers—never, it was perpetual pleasure.

Then I wrote seven on the board, and they took up 7 straws; then I wrote six and they took up 6 straws. How many in all? They said 13. But I want them in tens when it is possible, I said. So they took up a bundle in one hand and three sticks in the other.

So we went into addition. Thus we took up 14 and 17, 36 and 42, 37 and 45, etc. Take this last case. They laid out 3 bundles and 7 straws, and then 4 bundles and 5 straws. How many have you? 7 bundles and 13 straws. But I want them in 10s. They then said 8 bundles and 3 straws. Then we took up subtraction. I gave them one bundle and four straws, and said take away one bundle and three straws, etc. They did this with ease. The figures were put on the board in every case. Then I wrote the figures and they did the concrete work. Then I would call on a pupil to give a problem, and I would solve it with bundles and single straws stuck in the box. Now, I gave them this to do correctly: John has 24 straws (they laid out two bundles and four straws on their desks) and he gave me one 1 bundle and 8 straws. This puzzled them for a minute, but they soon solved it by untying one of their bundles. Then I gave them more, until the plan was firmly fixed. Then I wrote on the board 24—18. A pupil said: I take one of the two 10s and untie it, and so have fourteen; taking 8 leaves 6. What must I put under the line? 6 was the answer. Then I gave them other concrete examples, and had them represented on the board.

I feel that my class have clear ideas as far as they have gone. It dispenses with borrowing. I say I have not enough straws, so I take one of the bundles and open it—remember there is one less bundle.

The only objection I see is that it takes time.—Miss A. W. S., in the Teachers' Institute, New York.

Notes and News.

ONTARIO.

Mr. Tilley, the energetic public school inspector for Durham, has devised a system of promotion examinations, which on its first trial recently proved a perfect success. The method adopted was as follows:—The questions, prepared by the inspector, were printed, and the required number of copies were sent to one trustee in each section. Each teacher presided on examination day at a school that was not his own, and the parcels of questions were not opened till they were brought to the presiding teacher in each section by the trustee who had them in charge. The examinations were held on Friday, and by Tuesday the answers, properly classified, were all in the hands of the inspector. Not a single parcel of questions went astray and there was only one slight mistake made in the whole county. The number of candidates was 650 and the number of those who passed in the various divisions was over 400.

Out of 120 students who went up for examination in Queen's College this year seventy-eight were plucked.

The Synod of the Presbyterian Church in Canada for the Hamilton and London district resolved with apparent unanimity to memorialize the Ontario Government and Legislature with a view to securing a different footing for the Bible in the public schools of the Province. At present the Bible may be read as a devotional exercise, the pupils of those parents who object to their being present being allowed to absent themselves. What the body above referred to want is to get the Bible introduced in all schools as a

class book leaving it open to the dissatisfied minority in any locality to protest against its use. Since the adoption of the resolution to memorialize the Government one member of the Synod has written a public letter in which he admits that he did not approve of the motion but refrained from voting against it through fear of being misunderstood. It would be interesting to know how many others were averse to allowing the resolution to pass. At all events the confession of even one member very greatly weakens the force of the movement and detracts from the weight to which a memorial from such a body would otherwise be entitled. Simple as the change proposed may seem, it is really very important, and it is not likely to be assented to by the Legislature without further agitation of the question.

The representation of the Greek tragedy, "Antigone," at University College a few days ago was a great success in almost every respect. The management of the affair fell very largely into the hands of Professors Hutton, Pike, and Ramsay Wright, and of Mr. Vines the assistant to Prof. Hutton. The extemporized stage and "properties" suited the play admirably, and the various actors rendered their roles well, some of them displaying a good deal of histrionic ability. The music, to which Mendelssohn has set the play, was well executed by Mr. Torrington's orchestra, the adaptation of the score to the Greek text having been skillfully accomplished by Prof. Ramsay Wright. The audiences were large and appreciative on both nights of the representation, and those who wished to understand something of what was said by the different characters had an opportunity of gratifying their curiosity by purchasing, as a libretto, Campbell's admirable translation of "Antigone" in English verse. There is good reason to believe that the Toronto attempt to reproduce a genuine Greek play was even more successful than the one made some time ago at Harvard.

On Saturday, April 29, the Minister of Education presented the prizes to the successful competitors amongst the students in the Ontario School of Art, for the session of 1881-2. The prize list is as follows:—I. Drawing from the antique: 1. John D. Kelly, Dartmouth, Ontario—Gold Medal, given by the Education Department; 2. Donald McNab, York Township—Silver Medal, given by President of the Ontario Society of Artists; 3. Diploma to Arthur Alexander, Toronto; 4. Diploma to George Reid, Wingham; 5. Diploma to G. W. Atkinson, Oshawa; 6. F. C. V. Ede, Markham. II.—Shaded Drawing from the Flat, diplomas to: 1. G. Bridgman, Toronto; 2. D. McNab, York; 3. Miss Elizabeth Delaporte, Toronto; 4. Miss F. G. Lambo, Toronto; 5. Miss M. Grundy, Yorkville; 6. Samuel Wright, Toronto. III.—Design, diplomas to: 1. Henry Blatchley, Toronto; 2. Miss A. Grundy; 3. Miss F. G. Lambo; 4. Miss Ida Banting, Summerhill, Ontario. IV.—Mechanical, diplomas to: (1) J. S. Phillips, for architecture, and (2) R. F. Nie, for machine drawing. Diplomas were also awarded to a number of students for proficiency in more elementary work.

The last number of the *College Times*, published by the "Boys" of Upper Canada College, contains a pleasantly written sketch of the Hon. Adam Crooks, the first of a series of sketches of "Our Old Boys." The *Times* is well got up and neatly printed.

The contract has been let for the erection of a new wing to the Milton Model School. Accommodation will be provided for three additional departments.

Mr. A. M. Taylor who for about four years was first assistant in the Clinton model school, has been appointed head master of Ingersoll model school. Mr. Taylor is a very young man for the position, but his success as a scholar and a teacher has been such as to justify the appointment. He holds a first-class, and is an under graduate of Toronto University. He is spoken of in the highest terms as a teacher by the local press, and much regret has been expressed at his departure from Clinton.

Mr. S. F. Passmore, late assistant in Orangeville high school, has been appointed head master of Port Dover high school.

NOVA SCOTIA.

The Annual Convocation of Dalhousie College for the conferring of degrees &c., was held in the Legislative Assembly Room on the 26th ult.

It is announced that the Council of Public Instruction has authorized the establishment of County Academies (on the usual conditions) at Windsor for the County of Hants, at Kentville for the County of Kings, and at Port Hawkesbury for the County of Inverness.