

during the morning session can be looked over in from fifteen to twenty minutes, and about the same time and exercise are given again in the afternoon. With this daily practice, children from nine to twelve years of age may be able to do examples of eight addends and nine columns, prove it by subtraction and also by casting out the *nines*, one in long multiplication, seven figures in the multiplicand and four in the multiplier, prove it by casting out the *nines*, short division with 15 figures in the dividend and divided by 7, 8 or 9 and proved by multiplication and long division with four figures in the division and ten in the dividend, proved by casting out the *nines*. With daily practice, most pupils from nine to twelve years of age may do all these examples and prove them in from fifteen to twenty minutes. This can and should be done before pupils take up written arithmetic.

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— James Russell Lowell gave what should be the purpose of all educational effort, when he said at Harvard the other day, "Let it be our hope to make a gentleman of every youth who is put under our charge, . . . a man of culture, a man of intellectual resource, a man of public spirit, a man of refinement, with that good taste which is the conscience of the mind, and that conscience which is the good taste of the school." But that should be not only the work of the university, but of the secondary and elementary schools as well; and more particularly their work. The spirit of the teacher is more than his method, and that woman is the most valuable in the school-room who fills it with "sweet reasonableness"; not she who, with patient, conscienceless drill, meets successfully the periodical examination tests. To be sure, the order of the martinet is better than disorder, and there is nothing to be said complimentary to a poor method of teaching. At the same time, we must not let the champion of order and method forget that child-humanity is in process of development and infinite in the number of faces it presents; and that, unless there is behind the instruction a benevolent spirit and one that despises show, order soon becomes arbitrary and method stultifies.

— A lecture on a "A Jubilee Code of Education," was delivered on the evening of the 4th inst. at the Free Library Lecture Hall, Wolverhampton, by Mr. J. Saunders, ex-president of the Wolverhampton Teachers' Association. The lecture, which lasted upwards of an hour and a half, was listened to with unflagging attention, being of a most original and witty character. The lecturer advocated the abolition of annual examinations—their effect in the past has been to conduce to pressure, to interrupt calm and regular mental growth, and to breed an invincible repugnance to instruction. "Root-pruning," as a last resource is proper and lawful;