

sives. (c) The minimum percentage required in the examination of any subject has been slightly raised, though the advantages arising from this are probably more than counterbalanced by the greater facilities for cram, which enables many students to obtain their grades of scholarship long before they are old enough to be licensed to teach. (d) The professional training obtained at the Normal School. (e) Larger grants for Grade A teachers.

In discussing "Attendance" the Superintendent makes an excellent suggestion which we hope to see carried out, viz.: that the names of all children of school age in the section be entered in the annual returns.

The Compulsory Attendance Act is generally of no effect except in Halifax. By an amendment asked for by the City School Board, every child between 6 and 14 years of age is required to attend school every day. If he is absent five days without proper excuse his parents are directly called to account.

The lowest rate of direct taxation is, in Halifax city, \$.40; the highest in Guysboro, \$1.45. The average for the province is \$.55. The difference is more apparent than real. Where property is assessed at its full value the rate will be low, when property is assessed below its value the rate will appear to be high even when the schools are poorly supported.

The suggestion to compel recalcitrant sections to support schools suitable to their needs and ability is a good one, but no arbitrary rate should be fixed. The school commissioners, by the advice of the Inspector, could determine the amount required.

Another valuable suggestion refers to school libraries. The school with a good library would be the intellectual centre of the section. It should therefore be allowed to assess itself to provide for standard works of reference and literature, to be managed by the teacher as librarian and trustees as a board of directors.

Much attention is given to the course of study. It is claimed that for the average student it is not too difficult; that if any over-pressure exists it is always the fault either of the parents, trustees or teachers.

The Prayer of the Nation.

God give us men ! A time like this demands
Strong minds, great hearts, true faith, and ready hands.
Men whom the lust of office does not kill ;
Men whom the spoils of office cannot buy;
Men who possess opinions and a will ;
Men who have honor, and who will not lie ;
Men who can stand before a demagogue
And scorn his treacherous flatteries without winking.
Tall men, sun-crowned, who live above the fog
In public duty and in private thinking !

—J. G. Holland

Exercise in Spelling.

The head of a leading business college in the Maritime Provinces deplores the wretched spelling of the students of the public schools. In the following list of words which he gave to a class, mistakes were the rule rather than the exception, and several students misspelled nearly every one of them. And yet every word is a common one. Is it not time that teachers removed this reproach which has become too frequent. They labor to remove it, but there is evidently a lack of thoroughness in teaching spelling, as the REVIEW has frequently pointed out. There should be practice and review of misspelled words, continued patiently and persistently day after day, week after week, until it is no longer possible for the pupils to make mistakes :

Seize, insolvency, chattels, maturity, mercantile, millinery, miscellaneous, negotiable, transferable, operator, promissory, proprietor, purchasable, receipt, recommend, redeemable, remittance, dependence, saleable, schedule, seizable, courtesy, business, abridge, accessible, truly, separate, apprentice, recede, artisan, auditor, auctioneer, caterer, superintendent, glazier, manual, machinist, achieve, knack, skilful, nicety, balance, entries, principles, abridge, salary, linen, cambric, annuity, attorney.

To the Editor Educational Review :

DEAR SIR,—As you have invited primary teachers to contribute to the "Busy Work" page, I beg to submit a device which I have tried and I think profitably. Although I am not a primary teacher exactly, yet, as I teach a miscellaneous school, I have primary work to do. Few children in the country schools can add numbers properly. They can add (as they call it) by counting up, but we know how unsatisfactory that method is. I have been teaching my primary children the various combinations of numbers in addition, and for desk work have supplied them with colored sticks with which they make up the various combinations of numbers by placing them in groups side by side. When they have made one combination with the sticks, they write it on their slates, then when they have made the next, they write that down, and so on. By using objects, they understand better what addition is and they also remember better. For example, I have them begin with the combination that produces two, which is of course one and one; then the combinations that produce three—two and one, and one and two; then four in like manner—three and one, one and three, and two and two; and so on until all the possible combinations of number less than ten have been learned. Of course any objects may be used—beads, buttons, pebbles, etc. Bright colored objects, however, attract the children's fancy, I think. I wish to say, before I close, that the "Busy Work" page is a feature of the REVIEW, which I hope, has come to stay.

M. C.