

the word "relation" for that of "position."

Now lead pupils to see not only that there is a relation but also the exact nature of that relation.

(1) The book lies on the desk.

(2) The book moves on the desk.

What difference do you notice between these two sentences? In one sentence the book is at rest with reference to the desk, and in the other it is in motion. Other pairs of sentences are given to justify this conclusion.

The words *on*, *under*, *by*, have the following duties to perform in the sentences considered:

(a) Relation, rest or motion.

(b) Union of ideas.

A number of sentences would now be given as a test of the work already developed.

Conclusion—The teacher gives the term preposition and by the aid of the pupils writes on the board all that has been discovered about prepositions:

(1) Prepositions express relation, sometimes rest in a place and sometimes motion.

(2) A preposition is always followed by a noun or pronoun.

(3) A preposition joins the idea expressed by the object to some other idea in the sentence.

The pupils are now in a position to write in their own language the definition of a preposition, which should be expressed somewhat as follows: a preposition joins a noun or pronoun to some other idea in the sentence and shows the relation between these ideas.

PSYCHOLOGICAL PRINCIPLES.

(1) Known to the unknown: The child's experience has been broken up. A portion of that experience is brought to the foreground and organically connected with new knowledge. The process has been one of noting differences and resemblances and finally of relating and unifying. The goal of attention has been realized.

A large number of particulars have been so related that they may be grasped by a single effort of the mind. See the definition of a preposition.

(2) Concrete to the abstract, exemplified in the relation of the book to the desk, and subsequent conclusions.

(3) Particular to the general.

The above article was suggested by a question set on a Grammar paper at the Xmas term examination, 1901. This paper serves to illustrate further some general principles underlying lesson plans as published in the O.N.C. MONTHLY in December, 1901.

Education Department Calendar, 1902

MARCH.

1. — Inspector's annual reports to Department, due.

Annual reports from High School Boards to Department, due. (This includes the financial statement.)

Financial statement of Teachers' Associations to Department, due.

Separate School supporters to notify municipal clerk.

27. — High Schools, second term, and Public and Separate Schools close.

28. — Good Friday.

31. — Easter Monday.

Night Schools close (session 1901-02.)

APRIL.

1. — Annual meeting of the Ontario Education Association at Toronto.

Returns by clerks of counties, cities, etc. of population to Department, due.

7. — High Schools, third term, and Public and Separate Schools open after Easter holiday.

15. — Reports of Night Schools due. (session 1901-02.)

17. — Examinations in Practical Science begin.

22. — Annual examinations in Applied Science begin.

24. — Art School examinations begin.

25. — Last day for receiving applications for examination of candidates not in attendance at the Ontario Normal College.

MAY.

1. — Toronto University examinations in Arts, Law, Medicine and Agriculture begin.

Notice by candidates for High School entrance examination to Inspectors, due.

Departmental examination papers for the various examinations for past years, can be obtained from the Carswell Co., 30 Adelaide St. East, Toronto.