

### Selections and Reflections.

"We are trying to teach Mary algebra, sometimes without knowing much algebra, and generally without knowing much Mary."—*C. H. Thurber.*

The best teacher is he who by wise suggestion arouses the child's interest in his school studies and who retains that interest by associating pleasure with the overcoming of difficulties.

"I am discouraged; my pupils forget so easily."  
"Yes, because you do the work for them instead of getting them to do it for themselves." When the majority of pupils in a department quickly forget what they have learned it is always the teacher's fault.

The tendency towards more flexible courses of study for high schools is strikingly illustrated in the following programme approved by the principals of the Chicago high schools and probably about to be adopted. A course entitling the pupil to a diploma will consist of three thousand hours of successful study of any subjects selected from the following list:

*Languages.*—English, Latin, French, German, Spanish, Greek.

*Mathematics.*—Elementary algebra, plane geometry, higher algebra, solid geometry, trigonometry.

*History.*—Mythology, ancient history, mediæval and modern history, English history, American history and civics.

*Science.*—Physical geography, physiology, biology (zoology and botany), physics and chemistry, geology and astronomy.

*Commercial.*—Commercial geography, commercial law, commercial arithmetic, book-keeping, stenography, type-writing, economics.

*Miscellaneous.*—Drawing, vocal music, physical culture, manual training, household science.

The importance attached to English language and literature is shown by the fact that half the time must be devoted to them. Principals will be required to arrange programmes and classes so that the brighter pupils may not be unduly hindered in their progress, nor others impelled to advance more rapidly than their health, application or ability will permit.

"In South Australia the University is preparing to train teachers in a department of education and offers to educate the teachers of the state free of cost. The principles and the history of education will be added to the curriculum of the university, and to those who have taken a degree in arts or science, have passed an examination in the department of education and have spent a specified time under adequate supervision in a recognized school, diplomas will be given which will entitle them to teach for life—as long as they are deemed efficient—in the state schools."—*School Review.*

In some respects it is a great advantage to be away from the old forms of civilization and thus to be untrammelled by the traditions of the past. Australia and New Zealand have been teaching the Mother country and the older colonies many valuable lessons in civics and government. The method of training teachers

referred to in the paragraph quoted above will banish many educational evils which could not be so well met in any other way.

The teacher who knows how to teach geography most effectively is the one who is least dependent on good and expensive wall maps. With a globe—even a cheap one, a blackboard map and a skilful teacher, the geography lesson will be the most interesting and instructive lesson of the day.

In the modern school there is increasing reliance on skilful teaching and personal influence. It is no longer sufficient that certain desired results be secured; they must be secured by means that develop and strengthen character. The school must aim to free its pupils from bondage to low and selfish motives, and to this end it must habitually appeal to motives that are high and worthy. It must make effective those natural rewards that attend human effort as a consequence and satisfaction.—*Emerson E. White.*

The increasing attention given to science in modern education is clearly shown in the Central High School of Cleveland. It has a business course with 200 students, a classical course with 500 students, and a science course with 1400 students who devote fully half their time to laboratory work.

### Recipe for a Happy Day.

Take a little dash of cold water,  
A little leaven of prayer,  
A little bit of sunshine gold  
Dissolved in morning air.

Add to your meal some merriment,  
Add thought for kith and kin,  
And then, as a prime ingredient,  
A plenty of work thrown in.

Flavor it all with essence of love  
And a little dash of play;  
Let a nice old book and a glance above  
Complete the well-spent day.

—*Selected.*

There are said to be fifty-five thousand children in London who attend daily the Board schools, and whose heads are crammed with knowledge whilst their little stomachs are empty of food! Speaking once upon the question of education Lord Brougham said:—"I look forward to the time, when every poor man will read Bacon." "I look forward to the time," his companion interrupted, "when every poor man will eat bacon." Feed the body discreetly and the mind will thrive.—*Truth.*

"Remember, boys," said a teacher, who, being still new at the business, knew not what else to say to make an impression, "that in the bright lexicon of youth there's no such word as 'fail.'" After a few moments, a boy from Boston raised his hand. "Well, what is it, Socrates?" asked the teacher. "I was merely going to suggest," replied the youngster, as he cleaned his spectacles with his handkerchief, "that, if such is the case, it would be advisable to write to the publishers of that lexicon and call their attention to the omission."—*Perrin's Monthly Stenographer.*