

answers in presence of the pupils, and point out the errors, faults and imperfections. If this be omitted, the examination will be of little use. And each pupil should be obliged to re write his erroneous answers, with the necessary corrections.

If a pupil be trained in the manner here pointed out, he will know how to go about answering systematically at any examination; and whatever he knows about a question he will put down on paper. He will not be frightened at the sight of a paper of questions; he will be cool through custom; and he will not fill his paper with blots, errors and blunders, through mere nervousness. Let it be always borne in mind that to teach children *the art of answering* is a most necessary part of school work.—*P. W. Joyce, School Foundations.*

The Director of Special Inquiries and Reports for the Board of Education has printed separately a report, by Mr. James Baker, on "Technical and Commercial Education in East Prussia, Poland, Galicia, Silesia, and Bohemia." Mr. Baker touches in detail on the different schools he visited, and thus sums up his conclusions:

In the districts described, the Government, the local authorities, the merchants and employers have worked heartily in unison to forward technical education; and in many places the workmen's guilds, unions and trade societies have joined hands with the authorities. To compel study and intellectual comprehension of daily labour, the employers are enforcing certificates of competence, and encouraging the artisan to aim at a high technique. This widespread education has raised the handicraftsman in the estimation of the nation, and in places of public resort the increased skill of the hand-worker is extolled. The tremendous strides in advance made during the last twenty-five years by the countries I have been describing is irrefutable proof of the enormous aid given to commercial prosperity by this education; and, if in the coming generations Great Britain is to

hold her supremacy, which is already so much threatened, the inhabitants of the smallest town in the United Kingdom must have the opportunity of learning in a scientific manner the trades of the district; and every villager should be trained to study nature with an intelligent eye and to appreciate the beneficent value of the natural products which lie around him.

METHODS IN ARITHMETIC.—To have a knowledge and a good working knowledge of arithmetic is absolutely necessary for the earning of a living above that of the laborer in ninety-nine cases out of a hundred. And as the Public Schools have been instituted for the masses, and not three-fourths of the masses ever receive any other intellectual training, that working knowledge must be given in the Public Schools, and at as early an age as possible.

If the subject be not at fault, I am afraid methods of instruction have been. It is claimed that too much attention has been devoted to the abstract, that the concrete has been neglected, consequently the work is merely mechanical, and does not exercise the reasoning faculties. This is a grave objection and worthy of consideration; or rather, I should say has been worthy of consideration, as I understand in our curriculum that objection is removed.

Has this been the great fault? I think the progressive teacher, and by that term I mean not the faddist, but the intelligent teacher, for many a year has not pursued this method. The concrete with her is ever the means of inducing a knowledge of numbers into the children's minds. But is not there a danger in carrying the use of the concrete too far? Does not the child come to depend upon the object to aid him in the solution of his problem? "If Abram had five apples and he gave four of them to James, how many had he left?" In a problem of this