

PROFESSIONAL EXAMINATIONS.

LINDSAY MODEL SCHOOL, OCT. 1881.

SCHOOL LAW AND REGULATIONS.

1. What are the essential points of an agreement between trustees and teacher?
2. Name the vacations and holidays in Public Schools.
3. Under what conditions may the summer vacation be shortened?
4. For what offences may a pupil be suspended?
5. What business should be transacted at an Annual School Meeting?
6. What should the half yearly report contain?
7. Describe the General Register.
8. What are the regulations respecting (1) presents to teachers, (2) contagious diseases, (3) punctuality of pupils.

HYGIENE.

1. State the chief evils arising from breathing impure air.
2. Describe the structure of the human ear, and tell the rules to be observed in the care of it.
3. State fully the precautions that should be taken to prevent the spread of contagious diseases.
4. What method would you take to restore a person apparently drowned?
5. Name (1) the principal, (2) the accessory organs of digestion.
6. Give at least six rules the observance of which would conduce to proper digestion.

MENTAL ARITHMETIC.

1. Quotient 1250, divisor 12, remainder 8; find dividend.
2. MDL+LXI+XIX.
3. A can do a work in 2 days, B in 3 days. In what time can A and B do it?
4. Exchanged 11 tons of hay for 15 sheep at \$6 each, and 4 sheep at \$5 each. What was the hay per ton?
5. What number multiplied by 9=7236×5?
6. Bought cloth at .27, and sold it at .24; what aid I lose %?
7. $\frac{2}{3}$ of 100 is $\frac{2}{3}$ of $\frac{1}{4}$ of what number?
8. Reduce £3 3s. 3d. to dimes, and divide equally among 23 boys.
9. If $\frac{2}{3}$ of a herring cost $\frac{2}{3}$ of a dime, how many herrings will 90 cents buy?
10. Reduce 15 days to minutes.

EDUCATION AND SCHOOL ORGANIZATION.

1. Construct a time-table for a school of 50 pupils in 1st, 2nd, 3rd, and 4th classes?
2. What Arithmetic should be taught in the 3rd class, and what Geography in the 4th class?
3. How would you begin to teach (1) Dictation, (2) Composition, and (3) History?
4. Discuss the daily marking of recitations.
5. How would you encourage cleanliness, punctuality and honesty in pupils?
6. What rules would you adopt with respect to pupils when not reciting in order to secure quietness?
7. What purposes, besides teaching spelling, may dictation serve? And how may these purposes be accomplished?

INFORMATION LESSONS.

BY JAMES L. HUGHES.

Most teachers make the egregious blunder of supposing that Object Lessons are merely information lessons—or lessons on common things. It is a pity that the name "Object Teaching" should have been given to a system designed to develop pupils instead of cramming them; as it has had the effect of making teachers confine their attempts at reasonable teaching to lessons on common objects. The great majority of the books written on Object Teaching are misleading to teachers. They are simply cyclopaedias of information concerning common things. True object teaching will never make

much progress until this crippling idea is driven from the minds of teachers. Freed from this restrictive application of true principles, teachers would speedily learn that most, if not all, the school subjects can be taught on the developing plan. Pestalozzi discovered no new principles, he applied understood methods to a new and limited department of school work. This does not prevent the use of the same methods in teaching other subjects. While strongly insisting that Object Lessons are not necessarily information lessons, we as strongly urge teachers to widen the range of their pupils' vision by giving them incidentally, and by set lessons, as much general information as possible. We propose to give special attention to this portion of school work in the department of the *SCHOOL JOURNAL* set apart for the purpose of supplying teachers with useful and interesting information on general topics, to communicate to their pupils. It is a good plan to write on the blackboard on Friday evening a list of questions on the current topics of the day, or concerning some important facts not generally known, and require the pupils to find answers to them, by questioning their friends, or by reading. There is no better exercise for directing the pupils to read good books in a proper way. They have a fixed purpose, and without such a purpose reading is often valueless. It will also be found a stimulating exercise to request pupils to state at a certain time some facts, or principles, with which they have recently become acquainted, for the benefit of their classmates. If this be allowed once a week it will lead to a vast amount of useful investigation by the pupils, and will also give the teacher the opportunity of conducting one of the best possible language lessons. Such a lesson might properly be assigned as a composition lesson. Oral composition is not less important than written composition.

DIVING.

All children will be interested in learning how men can exist under water for hours. The accompanying cut and description will aid teachers in giving a lesson on this interesting subject. It will form a good object lesson for the whole school, as many important principles in Pneumatics and Hydrostatics may be explained in connection with it. The cut will form a good drawing lesson if put on the blackboard.

The diver simply puts on a peculiar kind of a suit made of India-rubber, which completely covers him and keeps out the water.



A Man in a Diver's Suit or Armor building a Foundation under Water.

Glass is fixed in the helmet for him to see through. Of course, he must have air to breathe; that is supplied by a hose or tube leading from the inside of his suit or covering up to a boat, where other men are carefully pumping air to him through the hose. His boots have leaden soles, and heavy weights are attached to his suit to enable him to sink. Of course, he does not feel the great weight of the apparatus while he is in the water. In such suits men go under the water to examine and repair ships, recover wrecks, sunken treasures, &c.

The following conversation with a diver is taken from the *Scholar's Champion*:

"How does it seem," said a reporter to a diver of twenty-three years' experience, "to go down into the water, fathom after fathom?"

"Well," was the reply, "the first time a man goes down, he is apt to be considerably scared on account of the pressure. If a man is lowered too fast it will kill him. Divers are seldom or never killed by drowning, but by an unequal pressure. A diver could cut a hole in the lower portion