

ends in view. Noticing that his grown pupils could not grasp and retain a dictated sentence, long enough to write it upon their slates; and that pupils who were copying from the blackboard, copied one word and then looked up for the next, instead of reading a clause and holding it in the mind until all the words of the clause or sentence, were written, he adopted this plan as a means of overcoming the difficulty.

Arranging the class as for oral spelling, a very short sentence, or clause was read or dictated, in natural but distinct tones. The pupil standing at the head of the class then repeated the words exactly as read. If he failed, the pupil next in order attempted to pronounce the sentence, and if successful in doing so, he went above the one who missed, just as in spelling for the head. Each sentence was dictated but once. Sentence after sentence was given to the class, and every pupil tested. The exercise was made a daily one, and continued during the term. Before the end of the term, the dullest pupils could remember and repeat long sentences, with astonishing accuracy. I found it a wonderful help in copying work from the board, and in taking notes of lessons, lectures, etc. Every pupil learned to put his mind on his work and to hold it there. To vary the exercise, the entire class have written sentence after sentence as dictated; then each pupil was called on in turn, to read from his slate, or paper, to spell, indicate punctuation marks and capitals as written. If he failed in any particular, some one below him had a chance to correct and go up. By varying the mode of conducting the exercise, the interest will be kept up.—C., in *School Education*.

It is a fact that many teachers think of nothing educational outside their text-books. If the catalogue of teachers who take no respectable educational paper should be published, it would astonish the world.—N. Y. *School Journal*.

The teacher is, indeed, a bird of passage. To ascertain something of the extent of his migrations, statistics from twenty counties of the state were examined. These counties were selected at random, but subsequent investigations demonstrated the fact that the average number of the changes in them was much less than in the other counties of the state.

In these counties there are one hundred and seventy-seven graded schools, and, consequently, one hundred and seventy-seven principals employed. Of these, eighty-six, or about fifty per cent., changed their locations this year.

Without making detailed examination, the conclusion is that the average for the one hundred and two counties is not far from sixty per cent. There is no evidence that this change is exceptional.

There is no escaping the fact that the teacher who remains in one place for more than three years, is a "star" man. It should be borne in mind that these positions are fairly remunerative, and that they are occupied, generally, by men or women of more than average ability as teachers.

The showing is not encouraging. It is quite otherwise. Whatever gain we are making in educational methods, is largely neutralized by this constant change from place to place. To put a system of schools into fair shape, takes more than a single year. The process of education is a slow one. A principal whose plans have no wider sweep than a brief eight months, cannot have a comprehensive view of his position.

We do not believe that the average principal is so short-sighted yet so soon as he is fairly started in the development of any worthy projects, he hears the inevitable command to "move on," and he drops the half-perfected work, to be succeeded by another with

no understanding of his purposes, nor will to execute them if he had.

What a foolish, extravagant, absurd policy! It comes from the ignorance of the public respecting the true character of school work. And teachers are in part responsible. The community is in sore need of education. Every proper agency should be used to instruct school officers and patrons in such matters. It is the dream of the schoolmaster that the time is coming when he shall lose his migratory character, and have an abiding place among the sons of men. The millennium may usher in the realization of his dream, but to predict an earlier date, from present indications, would be to hazard one's reputation as a prophet.—*Illinois School Journal*.

Prof. H. E. Holt, teacher of music in the Boston schools, says that it has been abundantly shown that from ten to fifteen minutes judiciously devoted to music each day will enable our pupils to acquire during school life the ability to read music at sight as intelligently as they read an English author. It has also been shown that music has a disciplinary value equal to that of any branch taught in our common schools. It remains then for teachers to say whether their pupils shall have the inestimable advantages of a musical education.

Educational Notes and News.

Miss Merva Green, of Chatham, has resigned.

Mr. James McKay, of Lakeside Schools is re-engaged.

Mr. C. Hugill is re-engaged in Falden's School, Oxford.

Miss Kate McDougall is engaged in the Amherstburg Schools.

The Kindergarten system is introduced into the Dundas Schools.

Mr. W. H. Harlton, of the Renfrew Model School, is engaged at \$650.

Mr. C. B. Edwards has been re-engaged in No. 7, London Township, for 1886, at a salary of \$525.

Miss Jamieson and Miss Jennie Hume succeeded Misses Brogden and Lavin in the Galt Public Schools.

Mr. McFarlane of Kirkland, has been engaged to teach in Lorneville Public School for the ensuing year.

Mr. Solomon Jeffrey has been re-engaged to teach Kinsale School another year at an advance of salary.

The Stratford Model School students publish a paper under the euphonious name of *Model School Tattler*.

Mr. Thos. Scott, head master of Lucan school, has sent in his resignation, the reason assigned being ill-health.

The trustees have engaged Miss Beatrice Broad as teacher for the junior department of the Little Britain public school for the ensuing year.

The Lindsay Board of Education has issued a circular approving of an annual convention of High and Public School trustees for the Province of Ontario.

Mr. W. T. Evans, late assistant teacher in the Waterdown High School, has secured the position of mathematical master of the Sarnia High School, at a salary of \$900.

Miss Maggie Thomson, of the Telfer school, London township, has been appointed to an important situation in the Ottawa Provincial Model School, at a salary of \$350 per annum.—*Free Press*.

The town pupils attending the St. Mary's Collegiate Institute will after the 1st of January next, be charged a fee of \$5 per year, while those outside of the town will be taxed \$2.—*St. Thomas Times*.

Mr. Fessenden asked the Napanee School Board, for a grant of money for the purchase of a reference library and laboratory for the High School, and on motion of Mr. McKay, seconded by Mr. Curlette, the Board granted \$100. On motion of Mr. Hall, it was resolved to make an effort, to raise by subscription an additional \$100.—*Napanee Standard*.