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EDUCATIONAL COLUMN.

Edited by Inspector McCormac.

INTRODUCTORY.

In the last Annual Report on the Schools of this Province I made the suggestion that the teachers have an Educational Column in one or more of the Island weeklies in which the latest and best thought on theory and practice, together with other matters of professional interest, could be promulgated.
 Realizing that if there is anything that is more essential than another to the up-lifting of our schools it is the arousing of a more general interest in public education and the securing of public attention to the particular needs of our schools, I have undertaken the editing of an Educational Column in some of our leading newspapers. I hope that I will have the co-operation of the teachers as well as of others interested in the cause of education, for without such co-operation the Educational Column can appear but seldom. School Superintendents, in some of the most progressive countries, conduct Educational Columns in local papers, and, of course, receive valuable assistance from the rank and file of the profession. I think we have a wide-awake, progressive lot of teachers in this province and they can teach each other something. Let us have an interchange of ideas in this column. I think that I am taking upon myself an extra burden in undertaking the management of this column, but if the perusal of the articles which from time to time appear herein shall help the teachers in their work and make them as well as the general public more zealous in the great cause of education I shall be more than fully compensated for the "midnight oil" I shall necessarily burn while preparing these columns.

G. J. McCORMAC
 NUGGETS.

The following sentences spoken by Dr. Benjamin Ide Wheeler in an informal talk to the students of the University of California are just as applicable to pupils in common schools and therefore worth repeating: "It is what goes over into spinal marrow, into real life, that makes us; and what we are going to get out of our university life is not bits of knowledge, not maxims and rules for getting this or that; for learning 'this' or that, for attaining this or that; but, after all, it is this one thing which we talk so much about and understand so imperfectly—it is character. As I grew older I came less and less to respect men of brilliancy, and to tie to men for their character."
 In a university, or else where in the world, heart is more than head and love is more than reason."
 Inspire in your pupils a love for home and country. No boy who loves his home and parents and to whom it is a pleasure to respect and obey his parents, will ever bring grief to his home or dishonor to his family. The love of country is interwoven with the love of home. The love of home makes stronger the love for the government that protects the home."
 Every school should have a set of the smaller weights and measures, the pound, ounce, quart, the foot, inch, yard, the pint, quart, gallon, etc., and these should be constantly employed in teaching the tables. Children will thus see the relations between the different multiples, and acquire some definite ideas of each. For lack of concrete teaching it is common enough to find young people who cannot at their tables correctly, but who yet cannot tell whether the playground is a pole or a furlong, and whether a scuttle of coal weighs a pound or a quarter. The dimensions of the room, and of its doors and windows, should be obtained by actual measurements in which the pupils take part, and the distances to certain well known spots should be familiar and constantly employed as standards of comparison.
 No child should be allowed to write with the left hand unless a physical defect renders the right hand useless.
 Maps hanging on the walls should be rolled up when not in use. If this be done they will last much longer.
 The half yard and quarter square yard is ordinary tables of long and square measure are a fruitful source of difficulty to children, especially in schools where the compound rules are studied before taking up fractions. Teachers may avoid this difficulty by omitting, in the tables, rods, poles or perches; linear or square, and substituting "chains," when the tables will run thus:

22 yards 1 chain.
 10 chains 1 furlong.

484 square yards 1 square chain
 10 square chains 1 acre.

Writing on "The Education of the Imagination," the Finnish author, Vasenius quotes some amusing examples of the breakdown of purely formal knowledge when the imagination is left undeveloped. "If there are nine sparrows on a tree, and you shoot two, how many remain behind?" is a trap which almost invariably catches the precocious arithmetician who is quick at figures, and who promptly answers "Seven." Again: If one man can build a wall in 10 days, working 10 hours a day, in what time can 6,000 men build the same wall? The clever boy answers "in one minute" and does not realize that the 6,000 men would be very much in each other's way.

A QUAIN OLD SCHOOLBOOK.
 "The Federal Calculator, American Schoolmaster's Assistant, and Young

Man's Companion," is the title of a quaint mathematical volume published in Troy, N. Y., in 1802, the author being Daniel Hawley.

Among the general problems at the close of the work are a number that seem peculiar at this day. Among them are these:

"An ancient lady, being asked how old she was, to avoid a direct answer said: I have nine children, and there are three years between the birth of each of them; the eldest was borne when I was 19 years old, which is now exactly the age of the youngest. How old was the lady?"
 "A man, driving his geese to market, was met by a man, who said 'good morning w th your hundred geese.' I have not a hundred geese, says he; but if I had half as many as I now have, and two geese and a half, besides the number I have already, I should have a hundred. How many had he?"
 The last three pages of the book are taken up with what the author calls "coppis," among them being these:
 "When sorrow is asleep, wake it not."
 "Malice seldom wants a mark to shoot at."
 "Better unborn than untaught."
 "He who seeks trouble never misses it."
 "Kings, as well as other men, must die."

MENTAL ARITHMETIC.

Mental arithmetic does not receive in our schools the attention which its importance demands. Too much dependence is put upon the dull work of the slate, too little upon the unaided and alert reason of the pupil. The object of mental arithmetic is to encourage readiness, quickness and accuracy in dealing with figures, to promote alertness in dealing with simple problems, and to accustom by means of rapid and varied oral practice with small numbers, the large problems which have afterwards to be worked out on the slates. Such oral lessons should be so varied as to furnish as many different forms of exercise as possible in concrete as well as abstract numbers, and in fractional parts of money, weights and measures. A good exercise is to occasionally write a long column of figures in the sight of the scholars and require them to name in quick succession the results of each addition, as the teacher points to the several figures in any order. The mode of conducting the lessons in mental arithmetic compels attention, trains the reasoning and should always occupy a large portion of the time during which the arithmetic class is under the direction of the teacher. When we studied mental arithmetic (mental solutions) when we solved problems 'by our heads' not by our slates, arithmetic was the teacher's stronghold. It may be said that we now work everything on the slate, spitting, guessing and rubbing till we spit and guess the answer. An old criticism in arithmetic as taught in our schools is that the work being done is only the guessing of so many riddles, that the child learns the rules in order to perform "a set of sums" and having learned "the trick" he hastens "to cipher out" all the problems under the formula in the same way. There is more truth than dexterity in manipulating figures and finding answers and instead a better understanding of principles.

G. J. McCORMAC.
 St. George's, January 13th, 1900.

OBITUARY.

Passed away to his eternal reward, on Friday, the 12th inst., after a short, but severe illness of typhoid-pneumonia, which he bore with Christian fortitude, Mr. John A. Reid, merchant tailor, of Alberton, in the 71st year of his age. He was fortified by the last rites of the church of which he was a devoted member by the Rev. Donald McDonald, of Tigoish parish, who drove a distance of twelve miles through a raging snowstorm. The deceased was born in Ireland, county of Kilkenny, and came with his parents to Charlottetown when only ten years old. At the age of 19 he went to the city of New York, where he remained 16 years, and from there he came to Alberton, where he has resided for nearly thirty-six years. As a citizen he was highly respected; as a merchant tailor he was successful. His honesty, faithfulness and perseverance brought his own reward. In educational matters he took a deep interest being almost constantly a member of the Alberton School Board. He was hospitable and charitable. The poor and needy always found in him a friend. His social nature was of that genuine character which never flagged, and he never appeared happier than when

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surrounded by the youth of the place, of which he always had a large contingent, and with them the remembrance of him shall always be a green spot in their memory. In his home he was kind, affectionate and indulgent. To his bereaved family we extend our sincere sympathy for the irreparable loss they have sustained. He was followed to his last resting place on Sunday afternoon by a very large concourse of people of all classes, thus fully attesting to the esteem in which he was held by all who knew him.
 Alberton, P. E. I., 16th Jan'y., 1900.
 [Watchman, Guardian, Herald and Summerside Journal please copy.]

It is our painful duty to chronic the death of one of our ancient pioneers of Middleton, Mr. Patrick Mulligan. He was in his 75th year, and was in full enjoyment of health up to a few days before his sad demise. He was stricken down with paralysis about a week before, and on Wednesday the 10th ult., fortified by the rites of the Catholic church of which he was a practical and consistent member, peacefully breathed his last. He left an affectionate wife and one son to mourn their loss. His funeral took place Friday morning to St. Michael's church, Kinkorot and was attended by a large concourse of people.
 To his sorrowing friends and relatives we tender our heartfelt sympathy.

UNDER THE FLORAL BELL.
 Young Islanders Wed in Boston—
 New and Interesting Features of the Ceremony.

Boston, Jan. 10th, 1900.—The people of Prince Edward Island will undoubtedly be happy to hear of a pretty home wedding which took place this evening in Cambridge, one of the Boston suburbs. The contracting parties were both from the picturesque isle in the Gulf of St. Lawrence. The bride was Miss Eunice Matilda Jardine, daughter of the late William Jardine, of Head of Hillsboro. The groom was Mr. Percy Lee Coffin, of Savage Harbor. The happy couple were united in marriage at eight o'clock, at the home of the bride's brother, Mr. W. F. Jardine, 27 Dudley St., by Rev. Scott F. Hershey, of the First Presbyterian Church, Columbus Avenue. The spacious parlor was beautifully decorated with potted palms, ferns and cut flowers, and in the centre of the room was a large and beautiful floral bell. The couple entered the parlor to the strains of Mendelssohn's wedding march, beautifully rendered by Miss Annie Stewart, of Cardigan, P. E. I. During the ceremony the couple stood under the floral bell, which was illuminated with varicolored electric lights that were set to form the letters 'J' and 'C', the respective initials of the bride and groom. When they had been made one the letter 'J' signifying the maiden name of the bride slowly disappeared and left the letter 'C' standing out plainly and shining with renewed vigor.
 The bride looked charming and was attired in delicate white muslin with a long train, her hair was ornamented with orange blossoms and a white satin knot. She carried a large bunch of bridal roses. She was attended by Miss Laura M. Douglass, who wore white muslin trimmed with pink, and she carried a bouquet of roses. Mr. George H. Jardine, brother of the bride, acted as best man.
 There were about fifty persons present, and the gifts received by the happy couple were numerous and exceptionally costly. They comprised silverware, pictures, and other useful as well as ornamental household articles.
 After the ceremony the guests sat down to a very inviting supper, after which a fine vocal and instrumental concert was given. Among those who contributed to the programme were the Misses Sarah, Effie, Alice and Annie Douglas, who formed a quartette and sang many pieces in a very charming manner, among which were "Just One Girl," "Moss," "Afterwards," and "Where the Sweet Magnolia Grows." They were accompanied by Miss Annie Stewart as pianist. The others who helped out the programme were the Misses Edna and Ida Clark, Miss Emeline Jardine, Miss Christina Gunn, Mr. W. H. Jardine, Mr. W. L. Douglas, and Mr. Wellington Clark. Miss Lottie Clark on the piano and Mr. Hope Jardine as violinist, rendered some very pleasing duets.
 Mr. H. P. Ames, of the firm of Hutchings & Ames, Brookline, delivered a very pleasing and appropriate speech in which he made plain the fact of the day not only being the bride's wedding day but it was also her birthday. This accounted for the two cakes, one a birthday and the other the wedding cake. He explained that in the birthday cake had been placed three articles, viz., a ring, a bachelor's button, and a penny.
 To each guest would be given a piece of the cake, and to the ones who would find in their shares the articles mentioned fortune of some kind was to come. The ring carried with it marriage, the bachelor's button a life of single loneliness, and the penny riches. Mr. William Clark was the fortunate winner of the ring. Miss Effie Douglas captured the penny, and Mr. Hope Jardine was the winner or loser, as you care to look on the subject of marriage, as he got the bachelor's button.
 At 11.30 o'clock the newly-married couple were driven in a closed carriage to their future home, 45 Frank Street, Cambridge, amid a shower of rice and a uproar of well-wishing voices.
 (Island papers please copy.)

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