

Changes and Plans at Normal College.

With the additional appropriation made for the annual expenses of the Normal College, it was at first proposed to add a fifth story by raising the roof. This was to have given room for a gymnasium, with dressing rooms adjoining, a laboratory, cooking, modeling and sewing rooms for the Manual Training Class. The Board of Trustees, however, decided that it would be unwise to erect a fifth story before additional security of exit was assured. This plan is, therefore, to be left until the year following.

This summer, work will be commenced on a fireproof staircase of stone and iron down the entire center of the building, where the wooden one now is. This will insure perfect safety, even when the additional story is erected.

Beside this, two class-rooms will be constructed on the ground floor. These may be merely temporary, but it is possible that they will continue in use. In the halls a transverse floor will be laid of the finest hard wood.

The arrangement of the Chapel will be changed. This, we are sure, will seem to many a far more radical change than it in reality is. Our recollections of College are so closely associated with the Chapel that it will seem hard to think of its assuming a new aspect, of the dear shadowy corners accustoming themselves to new ways. But, if the new be better than the old, we must give up the familiar thing for the best. So the platform is to be put at the north end of the Chapel; the seats turned to face that way in the ordinary semi-circle. This arrangement will enable every student in the Chapel to see the speaker on the platform. (Alas, the time-worn excuse of failure to hear the President's announcement will bear no shred of credibility, after this.) And, in this way, one hundred and fifty more can be seated.

On May 16th and 17th, examinations will be held at the College to test candidates for the position of instructor. Three new places have been created. There is to be an additional instructor in English, in Mathematics, and in Pedagogy. The work in these departments has been very heavy, and the need of more teachers has long been felt.

The candidates must have had at least three years' experience as teachers; the Committee reserves the right to appoint any one of the candidates who shall obtain eighty-five per cent. or over. The examination is to assure scholarship. Width of choice is left to give proper weight to experience, general ability, and power of personality.

In English, the subjects in which the candidates will be examined are : Grammar, Rhetoric, Composition, Literature, General History ; Latin—about as far as four years' College work.

In Mathematics, the subjects are : Algebra, through permutation and construction ; plane and solid Geometry ; plane and spherical Trigonometry ; Analytical Geometry of two and three dimensions ; Elementary Calculus, differential and integral, through integration by successive reduction, with practical applications ; Elementary Physics, including mechanics, sound, light, heat, electricity, energy. A general paper to prove knowledge of English Language. (This last paper will have a value of only ten per cent.)

In Pedagogy, the subjects for examination are : History of Education, Methods and Science of Teaching ; Psychology, including Psychology applied to teaching. General paper in English, counting ten per cent.

Prof. Burgess, the recently appointed Professor of Natural Science, will not begin the work of instruction until next fall. The Board of Trustees has decided that it will be better for him to devote the remainder of this term to studying the methods of teaching in the College and elsewhere.

Sarah L. Arnold, whose name has long been a familiar and welcome one in the pages of the *School Journal*, has given us a series of talks called "Waymarks for Teachers." It is a book that is more than ordinarily helpful, because, while it is practical and full of available hints and devices, it has not the suggestion of being mere shell, dry bone of method without the informing spirit. On the other hand, its author is well aware of the difficulties of circumstance and condition which beset the ordinary teacher, and, while showing how to find some higher way of teaching, does not leave her to despair of ever reaching out from her own hardships a little nearer the ideal.

Especially helpful will be found her chapters on "Natural Science Teaching"; these are singularly sane and direct in their method ; Miss Arnold loves nature and desires to make the children love it. Her general chapters on "Discipline," "Moods" and "Manners," etc., will be found suggestive.

Perhaps the best thing we can say for the book is, that, even though its form is entirely different, it has somewhat the same effect on the reader as that inspiring book "The Quincy Methods." ("Waymarks for Teachers," Silver, Burdett & Co.)