

MORAL TRAINING IN SCHOOLS.

There is a great lack of moral training of young people, not only in the homes but in our public schools. The reading of the Bible in the public schools has always been met with vigorous protests, and the ordinary text-books are usually innocent of any moral instruction, except what is taught by inference, and that fails to meet the demand. What is imperatively demanded in our public schools is a regular course of moral teaching, which shall be adapted to the comprehension of all classes of pupils. Because our common school-teaching does not provide for this kind of moral instruction the Catholic denomination seizes upon it as an excuse for opposing it, and for establishing parochial schools of their own, in which they see to it that the special tenets of their church are also inculcated. All the statistics of all the penal institutions and alms-houses in this country, and in all civilized countries, go to prove that the most prolific cause of crime is connected with the sale of alcoholic liquors; and in looking about for ways and means to prevent crime, we stumble upon the demoralizing traffic. And so it may be laid down as a general proposition that to prohibit the manufacture and sale of intoxicating drinks in any community, or to reduce the use to the minimum, would be to dry up at its fountain-head one of the chief sources of crime, pauperism, and wickedness. No intelligent person will deny this broad but truthful assertion, and, with all the astonishing facts before us in this respect to the criminality springing from strong drink, the Christian and the philanthropist feel justified in adopting the most heroic treatment in dealing with this giant evil.—*Chicago Journal*.

The *Chicago Journal* strenuously insisted, we are told, on the exclusion of the Bible from public schools, and now, finding, like the French statesmen who abolished the Sabbath, that some substitute is needed, it comes out as strenuously in favor of teaching morality. But where is morality to be found apart from the Bible? The Ten Commandments and the teaching of Christ and His inspired Apostles contain an authoritative and reliable code of morals, before which the morality of the Grecians, Romans, Hindoos, Mohammedans, Chinese, Voltaire, Paine, and Ingersoll are mere dross as compared with fine gold. The best book next to the New Testament was one prepared by Protestant and Roman Catholic bishops, consisting of selections from the Scripture, for the Irish national schools; and it would be well, if we cannot get the whole Bible into schools, at least to get that volume of extracts from it, specially suitable for the young.—*N. Y. Witness*.

SPELLERS IN SCHOOLS.

We have much pleasure in announcing that the Education Department some time since determined to discontinue authorizing spelling-books, copy-books, and such like material. These books may be selected by the Teacher with the approval of the Inspector and Trustees. Gage's Practical Speller is now being used extensively and successfully in the Provincial Model School, Toronto, and in many of the leading schools in Ontario, Quebec, Nova Scotia, and Manitoba.

The continuous benefactions of Mr. Munro are rapidly making Dalhousie one of the most liberally endowed colleges of the Dominion. Following close upon the announcement of Mr. McLeod's generous bequest of funds, sufficient to endow three professorships, came the proposal of the large-minded New Yorker to establish a second chair in classics, with two adjunct tutorships. Our Nova Scotia Notes for this month

convey intelligence of a "new departure" in the liberality of a gentleman whose gifts to learning are fast making his name famous. The aim of establishing an efficient Law School in Halifax seems, under the indicated plan, entirely feasible. The new movement has indeed a guarantee of success in the character and ability of Dr. Weldon, and the legal gentlemen who are to be associated with him as the Law Faculty of Dalhousie.

J. A. Clarke, B.A., B.Sc., has been appointed to the head-mastership of the Strathroy high school to fill the vacancy caused by Mr. Embree's removal to Whitby. Mr. Clarke is a gold medallist of Victoria University, and has since graduation taken special courses in science and modern languages. He has been very successful in his mastership of Smith Falls high school and goes to his new field with the highest recommendations from inspectors and others, who describe Mr. Clarke as one of the most successful teachers in Ontario.

Mr. C. A. Barnes, B.A., Inspector of Schools, East Lambton, was the recipient of a handsome gold watch, chain, and charm, the gift of the teachers of his inspectorate. The presentation was made at the late meeting of the County Teachers' Association, of which Mr. Barnes is president, and an address was read expressive of the high regard in which he is held by his teachers, and their appreciation of his friendship during the past six years. Mr. Thomas White read the address and Miss Davidson made the presentation. Mr. Barnes thanked the teachers in eloquent terms. We regret that we cannot spare space to print the address and reply in full.

Mathematical Department.

DALHOUSIE COLLEGE EXAMINATIONS.

MUNRO JUNIOR EXHIBITIONS AND BURSARIES. MATRICULATION

ARITHMETIC AND ALGEBRA.

Examiner—C. McDONALD, A.M. Time—THREE HOURS.

- Express in words the value of each of the figures in the number, .00706005.
- Reduce to its simplest equivalent— $\{(a-b)x-(b-c)y\} - \{(a+b)x+(b+c-d)y\} + ax-bx-cy$.
- For what values of n is x^n+y^n divisible by $x+y$? Illustrate by an example when n is not less than 4.
- Find the value of $(x+y-z)(z+x-y)(y+z-x)(x+y+z)$, when x^2+y^2 .
- Express in simplest form $\sqrt{-\frac{32}{243}p^3q^{20}n^{10m}st^{-a}(u-c)}$,
and $(2a-x)x^4 + \sqrt{a^2x+2ax^2+x^3}$.
- x^3+mx+a^2 is a factor of $x^6+ax^3+a^2x^2+a^3x+a^4$:
Prove $m^2=m+1$.
- Solve the equations $(x-\frac{2}{3})(x+\frac{2}{3})-(x-5)(x+3)=9\frac{2}{3}$,
and $\sqrt{\frac{a^2}{x}} + b - \sqrt{a^2x-1} = c$.
- If $ay+bx=bh$, $ky+hx=b^2$, and $x^2+y^2=b^2$, prove $a^2+b^2=h^2+k^2$.
- Show generally, and not by working a particular example, that if the last figure of a whole number is 5, the last two figures of its square are 25. Show also that the sum of the cubes of two consecutive odd numbers is divisible by twice the intermediate whole number.