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# The Canada School Journal.

VOL. VI.

TORONTO, MAY, 1881.

No. 48.

## The Canada School Journal

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CANADA SCHOOL JOURNAL HAS RECEIVED

An Honorable Mention at Paris Exhibition, 1878.  
Recommended by the Minister of Education for Ontario.  
Recommended by the Council of Public Instruction, Quebec.  
Recommended by Chief Superintendent of Education, New Brunswick.  
Recommended by Chief Superintendent of Education, Nova Scotia.  
Recommended by Chief Superintendent of Education, British Columbia.  
Recommended by Chief Superintendent of Education, Manitoba.

The Publishers frequently receive letters from their friends complaining of the non-receipt of the JOURNAL. In explanation they would state, as subscriptions are necessarily payable in advance, the mailing clerks have instructions to discontinue the paper when a subscription expires. The clerks are, of course, unable to make any distinction in a list containing names from all parts of the United States and Canada.

### MR. INSPECTOR MARLING AND MATHEMATICS.

We publish with pleasure Mr. Inspector Marling's letter in reply to our critique. We had certainly no intention of misrepresenting his views. Others have drawn the same inference from his report that we did. During the past two months it has been frequently referred to as an attack on the Mathematical teaching in our High Schools. We are glad, then, that Mr. Marling has put himself right in this respect with the public.

Notwithstanding the explanations contained in his letter, we still find difficulties with the paragraph in his report to which we referred. He says "it is not uncommon to find fully five-eighths of the school time, to say nothing of home study, taken up with these subjects." The five-eighths give this the appearance of precision and accuracy. And yet we have before us three time-tables of what may be considered representative High Schools, and in them we find no such time allotted to Mathematics. We would like to see some more time-tables. Besides, we usually find *one* mathematical to *one* classical and *one* English master in our High Schools. Are we to suppose that the mathematical master does more work than the other two?

Mr. Marling's second complaint is that the said five-eighths are taken up "especially with the solution of problems, useful enough, no doubt, as exercises of the pupil's ingenuity, but of small educational value otherwise." Then we must infer that problems which *do not* exercise the pupil's ingenuity are of large educational value. Not being an authority ourselves on Mathematical or Mental Science, we prefer John Stuart Mill's opinion to our own, and we are sure Mr. Marling will heartily agree with us in this, and readily pardon us for again quoting that philosopher. Mr. Mill says that, "in all mathematical tuition deserving the name, the *inventive* powers which in their highest degree constitute mathematical genius, are called forth and fostered in teaching mathematics to the

merest tyro," and he assigns a real value only to that class of problems which, "according to the degree of their difficulty, requires nearly every possible grade of *ingenuity*."

And now with regard to Mr. Marling's indignant parent and her "sums." We, too, have heard a great deal of the same kind of talk, not only from indignant mothers, but from far more indignant fathers. We have tried to get at the "true inwardness" of this grievance, and, like Archimides of old, we have found it. In the good old days, when Mr. Marling and we were school boys, the home lessons consisted of the intellectual "*hic, hæc, hoc*." Then youngsters were not inquisitive, and consequently parents had to answer no puzzling questions. But in these degenerate days teachers give problems which require more or less thinking on the part of the children, who in order to save themselves from that disagreeable operation apply to the parents, who in their estimation know everything. The mother is too busy putting baby to sleep, and refers them to the father, who is only reading the newspaper; he looks at the problem for some time, tries to recollect the rule, infers that it does not come under any, and is therefore nonsense, and the teacher must be a fool, and that our whole system of education is simply "sublime and transcendental bosh." All such have our hearty sympathy. We have been afflicted in the same way, and as Bob gets older matters will probably get worse. We hope something will be done.

With respect to the problems in vogue to which Mr. Marling refers, they are, to a great extent, the products of the best intellects connected with the Universities of Europe and America, and are presented to our pupils in the most attractive form; and we have the assurance of those best qualified to judge in such matters, that the results are in the highest degree satisfactory. We have no doubt, however, that injudicious teachers err grievously in giving long and intricate "sums" to be worked out at home, and Mr. Marling has our sincere thanks for calling attention to it. But the injudicious teacher will soon only be met with in the past tense. The mathematical teaching in our Collegiate Institutes and High Schools is now so excellent that ere long we will have a class of teachers who will not be guilty of any such wickedness as that to which Mr. Marling refers.

From Mr. Marling's well-known love for classical literature, and from his *supposed* indifference to mathematical studies, he will naturally be made the recipient of all the grievances of the mathematically halt, lame, and blind. Indeed, if any one chooses to open a cave of Adullam, it will not long want occupants, but we are sure Mr. Marling has no desire to be the captain of such a band. We will follow Mr. Marling's example in closing with a Latin quotation from his old friend Sallust, and he will be adding another to his many services in the cause of education if he will urge on his aggrieved friends its careful study: "*Ubi de magna virtute et gloria bonorum memores, quæ sibi quisque facilia factu putat, æquo animo accipit; supra ea, veluti ficta, pro falsis ducit.*"

## ENGLISH IN SCHOOLS.\*

The republication of one volume of Mr. Hudson's essays on "English Literature in Schools," affords teachers the opportunity of obtaining, at a trifling cost, a book of great merit. Its value consists in this, that in it a great Shakespearian scholar, who is both a forcible writer and one of the best of living teachers, has laid down the principles of his method of instruction, and his views as to the place of his special subject in the school programme. There is no teacher who will not be benefited by reading it.

All agree that a certain amount of reading, writing, and arithmetic should be the basis of every course of mental training. But there are great diversities of opinion as to what should be given in addition. Practically, both here and in the United States, teachers have gone in for mental gymnastics. That is to say, their attention has been directed almost exclusively to the sharpening of the logical faculty to the neglect of the others, and without any attempt to regulate the mental diet. The most extensive course of solving mathematical problems, of parsing and analysing, of memorising historical, geographical and scientific facts, and of acquiring the words, idioms and grammars of other languages will do little towards furnishing the mind with ideas, towards developing nobility of soul, towards building up a taste for that which is substantial and of lasting interest, instead of for that which it is the vulgar and fleeting fashion of the time to admire. The effect of this one-sided cultivation of the intellect is to be seen in the intolerable flippancy and vulgarity of the great majority of those who have been educated in the public and high schools. And how could it be otherwise? No pains are taken to set up any lofty standard of thinking or living before the pupils, and with faculties sharpened by the drill of the school, they are turned out to feed on what may turn up, be it the ambrosia of the gods or the vilest garbage. "I suspect," says Mr. Hudson, "it has been taken for granted much too generally that if people know how to read, they will be apt enough to make good use of that knowledge without further concern. A very great mistake! This faculty is quite as liable to abuse as any other; probably there is none other more sadly abused at this very time; none that needs to be more carefully fenced about with the safeguards of judgment and taste. Through this faculty crowds of our young people are let into the society of such things as can only degrade and corrupt, and, to a great extent, are positively drawn away from the fellowship of such as would elevate and correct. Most probably, not less than seven-eighths of the books now read are simply a discipline of debasement; ministering fierce stimulants and provocatives to the lower propensities, and habituating the thoughts to the mud and slime of literary cesspools and slop-cooks."

For correcting this evil nothing can be better than to endeavor to implant in the young a taste for good reading. The next question is, to what place in the school programme the

relative importance of English literature entitles it. On this point Mr. Hudson says: "My conclusions from the whole is, that, next to the elementary branches, and some parts of science, such as geography, astronomy, and what is called natural philosophy, standard authors in English literature ought to have a place in our school education. Nor am I sure but that, instead of thus postponing the latter to science, it were still better to put them on an equal footing with it. For they draw quite as much into the practical currents of our American life as any studies properly scientific do; and, which is of yet higher regard, they have it in them to be much more effective in shaping the character. For they are the right school of harmonious culture as distinguished from mere formal knowledge; that is, they are a discipline of humanity; and to have the soul rightly alive to the difference between the noble and the base is better than understanding the laws of chemical affinity."

The principal object with which pupils should read an author is to commune with him and drink in his spirit. They are to be brought into contact with a great soul and with noble thoughts. They should read, therefore, enough of that author to become well acquainted with him. Books made up of selections from a great many authors are not likely to be the most useful in inspiring a taste for good reading. Nor are works on rhetoric, histories of literature and voluminous notes likely to be other than hindrances. The teacher, when in charge of the literature class, must cease to be an instructor in mental gymnastics. If he bring his pupils to take delight in what they are reading, and to feel the beauty or the grandeur of the thoughts, he is successful. But he cannot accomplish this by any process of analysis; he must himself feel, and infect his class with his feelings. All exercises in grammar, philology, figures of speech or metre—all explanation or catechizings as to proper names, allusions, and the literary or other history of the work, the author, or his epoch—all critical discussion of various readings, should be made strictly subsidiary to this one aim.

It is clear that the subject cannot be dealt with by the method of recitation. To tell a class to prepare a certain portion of the author, with the notes thereon, is to defeat the very object with which he should be read. The time and mental force of the class are devoted to the words and thoughts of obscure commentators instead of to those of the author. We are of opinion that when a class is reading a work for the first time, no questions should be asked which the notes will assist the pupils in answering. Let the time be devoted to gaining the meaning and to reading. A good reader, if he has literary taste, can do more to diffuse a love of sound, healthy literature among his pupils than any mere gerund or note-grinder.

## HIGHER EDUCATION IN NOVA SCOTIA.

The Nova Scotia column of our March issue referred to pending questions of interest in relation to collegiate education in that Province.

This month we are informed that some of these questions have been temporarily, if not decisively and permanently, set-

\* English in Schools: a series of essays by Henry N. Hudson, Professor of Shakespeare in Boston University; author of "Life, Art, and Characters of Shakespeare," Editor of the Harvard Edition of Shakespeare's Complete Works, and of the Annotated Series of English Classics for School Use. Boston: published by Ginn & Heath, 1881.

tled. It would appear that the grants heretofore accorded to denominational Colleges have been permitted to lapse, and that even the University of Halifax, established five years ago as an examining institution, has had its limited legislative subsidy withdrawn. At our distance, it is not easy to conjecture the sequel.

The Colleges will naturally throw themselves on the benevolent impulses of their respective denominations. The position of the University is somewhat anomalous; for as we understand recent legislation, the University's powers of examining and conferring degrees are in no wise impaired thereby. But even a non-teaching University requires money, and in the absence of that requisite, how operations are to be carried on is not clear.

The whole subject is one which we do not profess to understand in its historical details.

We learn from the report of the Superintendent of Education, Dr. Allison, that the Colleges until recently receiving public aid were founded as follows:

Kings (Episcopal) in 1802; Dalhousie (quasi-Provincial) in 1820; Acadia (Baptist) in 1838; St. Francois Xavier (Roman Catholic) in 1855; Mt. Allison (Methodist) in 1862, and St. Mary's (Roman Catholic) in 1840.

Some of the institutions have graduated but a limited number of students, and of several the reported output is scarcely consistent with the idea of thorough collegiate work. Undoubtedly, however, they have all contributed to the intellectual enfranchisement and progress of the Province.

The annual grants paid these institutions for the past five years under the Act just lapsed were—to Dalhousie, \$3,000; Kings, Acadia and Mt. Allison, \$2,400 each, and to St. Mary's and St. Francois Xavier, \$1,500 each. For the ten years previous to 1876 smaller grants were paid, in no case exceeding \$1,400; the increase voted in that year having been coupled with the statement that at the expiration of five years (in 1881) the grants should "cease and determine."

One of the historians of Nova Scotia, referring to some transactions of fifty years ago in which the interests of Education were involved, remarks that "higher education has been in a muddle in Nova Scotia ever since." It is not for us to say how far this observation was warranted by facts, or, if wholly true, what effect late events may have in relieving the "muddle." The smoke has not yet cleared from the field of battle. But we note some indication of an apparently sincere movement in favor of consolidating several, if not all, of the Colleges, on a non-denominational if not provincial basis. Not so much on the general principle that union is strength as on the obvious inability of so small a Province to maintain five or six first-class Colleges, this movement strikes us as wise, though of course we are not in a position to appreciate all the difficulties which may lie in the way of its accomplishment.

The failure of the University of Halifax to fully commend itself to the legislative wisdom of the Province does not seem attributable to any shortcomings on the part of the accomplished gentlemen constituting its Senate. The successive calendars bear testimony to faithful and skilful labor. As to the principle of such Universities, *lis est adhuc sub judice*. But probably the

issues reached have been determined, in part at least, by influences too local and occult to be definitely pronounced upon by us.

### SCIENCE IN HIGH SCHOOLS.

It is about time something was done to stimulate the study of science in our High Schools. Every other department of the curriculum has been stimulated and fostered. New and better text-books have appeared in mathematics, and carefully edited editions of the English classics have been put into the hands of teachers and pupils. In modern languages, the attention of the teaching profession has been directed to improved manuals; while in classics, Canadian editions of the authors to be read have been published with notes and vocabularies. But what has been done for science? In how many of our schools are the merest elements of physiology, geology and botany taught? The vast majority of our pupils, on leaving our high schools, enter on the duties of life, and we are sending them forth in utter ignorance of the construction of their own bodies, and without a knowledge of the nature of the earth, and the plants and animals around them.

To stimulate the study of science in our schools would answer an urgent demand of the times, and such a demand is but the expression, more or less exaggerated, of a real need. But it would do more than this: it would round off our educational system—not that we are giving too much attention to the other subjects of the programme, but that we are giving too little attention, or none at all, to science. If we do not bestir ourselves in this matter, we shall find ourselves, educationally, behind the age—even behind countries which we are wont to look upon as conservative in education.

Could there not be a fifth optional department formed in the high school programme, either by a new division of the subjects, and the addition of physiology, geology, and botany, or by elevating these subjects with the addition of one or more kindred branches to the dignity of a department in themselves? To put them on the programme and give them no value in examinations will be useless. To do this would be to recommend their study and do nothing to encourage it, and would have the same effect as to put obstacles in the way.

We invite expression of opinion on this subject, for those at the head of our educational affairs have always shown a commendable desire to be guided by the opinions of those best acquainted with the needs of our system.

### ENGLISH FOR TEACHERS' EXAMINATIONS.

The following is an outline of the English required for the First Class Teachers' Examinations in 1881 and 1882:

#### FIRST C.

The authors and portions of work here given are those prescribed for 1881 and 1882 respectively. They may be varied from year to year.

The subjects prescribed for the examination in 1881 are—

Julius Cæsar—*Shakespeare*.

The Lady of the Lake—with special reference to cantos 5,

6.—*Scott*.

The Spectator—Papers 106, 108, 112, 115, 117, 121, 122, 123, 125, 126, 131, 269, 329, 335, 517—*Adison*.

Johnson's Life of Addison.

Macaulay's Life of Johnson.

The subjects prescribed for the examination in 1882 are—

Richard II.—*Shakespeare*.

The Deserted Village—*Goldsmith*.

The Task, Bk. III.—*Cowper*.

The Spectator—Papers 106, 108, 112, 115, 117, 121, 122, 123, 125, 126, 131, 269, 329, 335, 517—*Addison*.

Johnson's Life of Addison.

Macaulay's Life of Johnson.

No particular editions of these texts are prescribed, but the following good ones are mentioned in order to aid candidates :

The edition of Julius Cæsar in the Clarendon Press series.

Morley's Spectator.

Matthew Arnold's Johnson's Chief Lives of the Poets. This contains both Johnson's Life of Addison and Macaulay's Life of Johnson.

The edition of Richard the Second in the Clarendon Press series, or Hudson's Richard the Second.

Griffith's or Storr's Cowper's Task.

Sanky's, Rolfe's, or Stevens' and Morris's Deserted Village.

#### FIRST A AND B.

The following are prescribed for 1881 and 1882 :

CHAUCER.—The Prologue to the Canterbury Tales.

The Nonne Prestes Tale.

SHAKESPEARE.—Coriolanus for 1881.

The Merchant of Venice for 1882.

MILTON.—Areopagitica.

POPE.—The Essay on Man.

JOHNSON.—The Lives of Milton and Pope.

MATTHEW ARNOLD.—The Preface to Johnson's Chief Lives of the Poets.

N.B.—Candidates who take other departments will be required to show, by passing an examination in Coriolanus for 1881, and the Merchant of Venice for 1882, that they have read the play carefully, and that they are in the habit of writing the English language correctly.

No particular editions of these texts are prescribed, but the following good ones are mentioned in order to assist candidates :

Morris's edition of Chaucer's Prologue to the Canterbury Tales and the Nonne Prestes Tale in the Clarendon Press series.

Arber's edition of the Areopagitica was mentioned for 1881. Hale's edition for 1882.

The edition of Coriolanus and the Merchant of Venice in the Clarendon Press series.

The edition of the Essay on Man in the Clarendon Press series.

Matthew Arnold's Johnson's Chief Lives of the Poets.

**SUPERANNUATION.**—The secretaries of the various Teachers' Associations have received from the Legislative Committee of the Ontario Teachers' Association a circular, informing them of the result of several interviews with the Minister of Education on the subject of Superannuation. The Minister has expressed his willingness to consider and submit for the sanction of the Legislature, at its next session, such amendments as would fairly represent the views of the great body of the teachers on this subject. The Legislative Committee has therefore submitted to each association thirteen points of consideration, requesting to know their decision before July.

This is the right way to obtain the views of those interested. The Minister of Education, on this as on similar occasions formerly, has shown the most courteous willingness to entertain the suggestions of those competent to offer them.

—Mr. Jeffers, who for some years occupied the position of Principal of the Peterborough Collegiate Institute, has resigned ;

and at a meeting of the Board of Education the following resolution was put and carried unanimously :

"That the Board of the United High and Public Schools of the town of Peterborough deeply regret that Mr. Jeffers has declined to accept the salary which the Board has appropriated for the Principal's salary, and has in consequence resigned the Principalship of the Collegiate Institute.

"This Board desires to put on its minutes an expression of their high estimation of the ability of Mr. Jeffers. Under his administration the standard of our schools has steadily advanced, until they have attained a first place amongst the Educational Institutions of the Province. Mr. Jeffers possesses high organizing and administrative ability, and is ever courteous and genial with his staff and with the pupils, so that he is highly beloved and esteemed by all.

"The refusal of Mr. Jeffers to accept a salary which was increased with a view of retaining him, was the sole reason for his leaving the service of the Board.

"The Board, while deeply regretting to lose Mr. Jeffers, desire to express their good will towards him, and hope that his life, a portion of which has been so happily and profitably spent with us, may continue ever bright and happy to the end."

—At the meeting of the Senate of the University of Toronto on March 14th, the following statute was passed on motion of Dr. Wilson, seconded by Mr. Crickmore :

"That in the Faculty of Arts, the examinations, together with the medals and prizes, the certificates of honor, scholarships and degrees are open to women on the same conditions as to men, excepting that it is not imperative on them to attend lectures in any affiliated College ; and any woman gaining a scholarship shall sign an engagement that the money will be expended by her in the further prosecution of the studies prescribed as necessary for the degree in Arts."

We congratulate the University on this step in educational advance, which we have no doubt will gratify all who wish for women, as for men, free access to the sexless flowers of the tree of knowledge.

—The atrocious regicide of the Russian Nihilists is a result not only of the oppression of a corrupt bureaucracy, but of that ignorance among the masses of the people which has been a factor in all Socialist uprisings of the proletariat, from the days of the Jacquerie downwards. Well does Victor Hugo put it in one of his poems describing a scene during the reign of the *Commune*. A Communist is expostulated with for being about to burn the great public library. "What do I care for libraries? —they never taught me to read !"

—The cause of failure in the old system of education lay not in its hard and arbitrary methods, nor even in its abuse, so contrary to modern ideas, of corporal punishment, so much as in this that, it in no way sought to make the pupil interested in his own education. In the methods of good teachers it is a leading feature that *curiosity* is stimulated ; and the freshness and pleasure of a process as attractive as any play prevents the school from being like that to which Shakespeare's school-boy "crept unwillingly."

—Of the London School Board, the *Teacher* (London) says that there are nine women out of fifty members. The election

of women to school boards is a question which we would press on the attention of our readers. There are many points connected with the comfort of children, and with a proper consideration for the teacher's feelings and interests, which would be the better supervised if women were members of the board.

—There is a growing feeling in the teaching profession against the giving of prizes. The prize system concentrates the teacher's attention on a few pupils, it encourages emulation and other passions inconsistent with the cultivation of knowledge for its own sake. The old system of rewards seems likely to be as much criticised as the old system of punishment.

—We read with pleasure in the *Stratford Beacon* of the prompt action of the police of Stratford in arresting corner loafers. Were the same course taken in Toronto, it would be a boon to our school children and teachers, who in some localities have complained to us of the annoyance caused by these pests of our streets.

—The investigations of the *Globe* Commission in Maine, with regard to the working of the liquor law, prove that by it the evil is at least minimized, and driven, like paganism before its final extinction, into the holes and hiding dens where only the most hardened drunkards would go to seek it out.

—The *Smith's Falls News* contained an intelligent article on High School Inspection by Mr. J. M. Buchan. An increased interest in educational topics is being manifested in several of our ablest exchanges.

—The Charlottetown, P.E.I., *Patriot* complains of the high price of school text-books, and the difficulty of obtaining Geographies and other manuals. Some waking-up is clearly needed among the islanders on educational matters.

## Contributions and Correspondence.

### ADDRESS TO THE TEACHERS OF ONTARIO.

READ BY W. H. PINNEY AT THE NORTH SIMCOE TEACHERS' CONVENTION,  
OCT. 22ND, 1880.

With throbbing hearts and words of cheer  
Once more we hail each other here.  
Our fleeting moments shall be spent  
On mutual benefit intent.  
Our office do I magnify  
To say there is none else so high!  
"Estes lux mundi" when addressed  
To teachers, is a truth expressed,  
For 'tis an all-important truth,  
That we are lights and guides to youth,  
And youthful banners, now unfurled,  
Will soon be swaying all the world.  
The sculptor that can make a stone

"Almost to breathe" has long been known  
And patted as a child of worth  
Almost too good to dwell on earth:  
The painter who can imitate  
Bright scenes of nature, or create,  
And with his pencil thus impart  
New treasures to the stores of art,  
Deserves to have his glorious name  
Inscribed upon the scroll of fame.  
And poets too who sing the song  
Of noble deeds that right the wrong,  
Through future ages shall be blest  
With gratitude from every breast.  
Warriors who have dealt the blow  
That laid the traitor foeman low,  
Are lauded with a song of praise  
That grateful hearts may justly raise;  
But in such songs the sweetest tones  
Have counterpoise of tears and groans.  
Our toil is of a higher cast,  
Our labor shall forever last.  
The chisel may the statue find,  
'Tis ours to dress the living mind!  
The painter may a portrait take,  
But, by our skill, we painters make!  
While poets sing in soothing lays,  
'Tis ours to fill the heart with praise:  
With praise that may in numbers swell  
To Him that doeth all things well.  
'Tis ours with labor, faith and prayer,  
With hope and patience to prepare  
This youthful nation which shall be  
The grandest of humanity.  
'Tis ours her future men to call,  
Sculptors, Poets, Painters, all  
Statesmen, warriors, men of might,  
Who take a part in Life's great fight.  
'Tis ours to elevate the mind,  
To clear the vision of mankind;  
To show the honor due to toil,  
That honest labor does not soil,  
But tints the hand with richer glow  
Than idleness can ever know.  
The little child that learns to-day  
With loving heart the word "obey,"  
May be a Patriarch in the land,  
With loving hearts at his command;  
And, when each household has confessed  
Love's power, our country shall be blessed,  
But what shall compensate our toil,  
Our weary hours, our "midnight oil?"  
Is it the sum reluctant paid  
According to agreement made?  
Alas! if such were all, our days  
Were better spent in other ways!  
But is it no reward to know  
That our toil is the seed we sow;  
That every improver we inspire  
Shall raise this growing nation higher;  
That every mind released from night  
Becomes a burning, shining light;  
That all these blessings shall increase  
Through all of time and never cease,  
'Till earth is filled with heavenly peace?  
Yes, friends, our wages have the power  
To cumulate from hour to hour;  
And all the ages yet to come  
May not compute the total sum.

### THE SUPERANNUATION FUND.

To James L. Hughes, Esq., Chairman of the Legislative Committee  
of the Ontario Teachers' Association.

DEAR SIR,—From Article 8 of your circular in the April number of this journal, I learn that an assessment of two per cent. will probably be made on the salaries of male teachers to support the Teachers' Retiring and Provident Fund. Doubtless this plan is suggested by a desire to deal fairly by all, yet those for whom the Fund is specially intended derive the least benefit.

I think investigation would show the average salary of the rural teacher of thirty years' service to be about four hundred dollars.

This sum represents an assessment of eight dollars a year, or a total of two hundred and forty dollars, and would secure an annuity of two hundred dollars. This sum is not large enough. I understand the object of the fund to be twofold: (a) a provision for the support of teachers whose usefulness is past, and (b) in this provision offering an inducement to them to retire from the profession—thus making room for younger men—earlier than they would were no such provision made. This being the case, the allowance should be of such value that after thirty years of service it would be equivalent, or nearly so, to the salary given up. The salary of the town or city teacher will probably average from six to eight hundred dollars a year. It is the rural teacher who stands most in need of assistance when his life's work is finished. Out of his small salary he can save little or nothing, whilst his more fortunate city brother can put by his one or two hundred dollars a year. I am not writing this in any envious spirit, but we all know the best positions are not numerous, and there are always men ready and able to fill them.

Would it not, therefore, be much better if the annuity were in proportion to the amount paid in, instead of being based upon the salary received? Let the recipients be divided into four classes, the annuity being five-sixths of the total assessment.\*

The following table will illustrate my meaning:

CLASS.	AMOUNT OF ANNUAL ASSESSMENT.	TOTAL AMOUNT PAID IN.	ANNUITY.
I.	\$20.	\$600.	\$500.
II.	\$16.	\$480.	\$400.
III.	\$12.	\$360.	\$300.
IV.	\$ 8.	\$240.	\$200.

The membership in class IV. to be compulsory, allowing all who desire to become members of any other class to do so upon paying the assessment of that class; the condition upon which a member of a lower class could become a member of a higher being the payment of the back increase in assessment with compound interest at six per cent. per annum. For instance, John Doe after teaching for five years wishes to join class I. His back assessment plus the interest is \$67.64, upon payment of which his name is transferred to class I. If he has to pay compound interest on his back assessment he will see it is to his advantage to join the higher class when he begins teaching.

Take another view of the question:

Richard Roe, upon entering the profession, joins class I. For twelve years he pays his annual assessment of twenty dollars, amounting to two hundred and forty dollars. He meets with reverses, and cannot keep up his payments. He requests the department to transfer his name to class II. For three years he will have nothing to pay, the amount already paid covering that period in the second class. Should he still be unable to make his payments, his name can be passed to the third class, and if the worst comes to the worst, he has a paid-up annuity of two hundred dollars a year when his thirty years are finished.

From the foregoing it will be seen that I claim the right to enjoy the same annuity as my better salaried fellow-teacher, provided I am willing to pay for it. The justice of this claim I think none will dispute.

The following approximate estimate, based upon the supposition that all the male teachers were members of the first class, shows what would have been the receipts and expenditures of the fund for 1879.

RECEIPTS.			
Assessment of \$20 00 each on 8153 male teachers .....			\$68,060
" " 2 00 " 8448 " " .....			6,886
" " 2 00 " say 812 high school teachers ...			624
" " 2 00 " 77 Inspectors.....			154
<b>Total Receipts.....</b>			<b>\$70,724</b>

EXPENDITURE.

Say the average number of years taught by the 869 annuitants was 22, this would give an annuity of \$866 each, or an aggregate of \$181,760.

At first sight, the deficit of \$61,000 may startle us, but we must not forget that had the Fund been begun, say in 1853, with the same assessment as above properly invested at six per cent., at the

\* Five-sixths of the total assessment gives the same annuity as one-sixtieth of the average salary multiplied by the years of service.

end of 1878 the capital account would have been nearly if not quite two and a quarter millions of dollars, the interest alone of which would have more than paid the annuities of 1879. I think I cannot be charged with "cooking" my figures in favor of my argument; at any rate I have endeavored not to do so. An opportunity now presents itself to test some such scheme as I have suggested. The one point I, as a teacher of over twenty years' standing, would press upon the committee is the advisability of asking that the annuity be based upon the amount paid in, and not upon the average salary. When the new bill becomes law, let it not be said that its clauses are in favor of the few to the setting aside of the rights of the many.

I am sure you will pardon the liberty I have taken in thus addressing you through an open letter, and beg you will clear your mind of any suspicion of officiousness on my part. "In the multitude of counsellors there is safety." My only object in presenting my views is a desire to aid in placing the fund upon a secure and business foundation.

Very truly yours,  
C. H. ASHDOWN,

Sandwich, 16th April, 1881.

[We are indebted to Mr. Ashdown for so clear a statement of our own opinions in reference to the clause referred to. By reference to the report of the Toronto Teachers' Association meeting, it will be seen that Mr. Ashdown's views were adopted by that body. We hope that a free use may be made of our columns in discussing this important question. The circular issued does not in all points meet the views of the Legislative Committee.—Ed.]

To the Editor of the Canada School Journal:

SIR,—In your critique on my official report for 1879, as given in the March No. of the SCHOOL JOURNAL, there are certain expressions and statements of which I feel I have a right to complain. I would gladly be silent, but as my silence might be misinterpreted, I ask room in your next issue for a few words by way of clearance and denial. I will not trouble you again on the subject.

First. "Attack on Mathematics." I made no such attack.

Second. "Unsupported assertion that the study of Mathematics has proved and is proving injurious to the intellectual life of the rising generation."

Nowhere have I written, never have I thought such a grotesque absurdity. I am amazed to find it attributed to me in an educational journal published by a respectable house.

Third. "He affirms that the solution of problems is of but small educational value." If your readers will take the trouble to read my words in their connection, they will see that my reference is to the "problems" that are in vogue amongst us, many of which high authority holds to be unsuitable and injurious for the children to whom they are proposed. The evil is even greater in the Public Schools than in the High Schools. "Can nothing be done," said an indignant mother to me the other day, "to do away with all these sums?"—holding up for my inspection a formidable list of "problems" which her little twelve year old was wrestling with at ten o'clock at night. "There's no time for grammar, or history or geography, nothing but sums!" My objection is not to problems (so that Mill does not trouble me at all), but to the excess of them, and to the unsuitable character of many of them for pupils of tender age, and with no special mathematical tastes or aptitudes. I put it to the teachers of Ontario, whether this *problem mania* is not discouraging and disheartening many of their most promising and painstaking scholars, and driving not a few from their schools altogether.

Fourth. You question the correctness of my belief that most of the mathematical teachers, especially University men, are with me in thinking that our school training is getting one-sided. It would be an offence against decency for me to quote confidential conversations with school officers, but I made the statement in full view of my responsibility for it, and on due authority, and you must pardon me for claiming that my opportunities for ascertaining the opinion of teachers are not less than your own. I abide by my belief. In confirmation, I refer you to the resolution on the subject of undue mathematical predominance in the high schools, adopted at the last meeting of the High School Section of the Ontario Teachers' Association, August 12th, 1880. But in truth the fact is too notorious to need confirmation,

Lastly, I am glad to agree with you, as I had done in my report, as to the improvement that has been made of late years in the mathematical teaching of our schools. But when trustees and parents and teachers and pupils unite, as they do, to bog us to do something to lessen the strain that is being put upon the children by the long strings of knotty questions that they take with them to be solved at home, that thrust their English studies to the wall, and too often destroy their usefulness as members of the family circle, it is hard to resist the conviction that we have in Ontario forgotten that golden rule in education, "No quid nimis."

Rosedale, March 26th.

Yours, &c.,

S. ARTHUR MARLING.

To the Editor of the Canada School Journal:

SIR,—Permit me, through your columns, to inform the officers of the Teachers' Associations who have invited me to take part in their meetings, that, acting under medical advice, I am forced to give up all extra work for the present. Perhaps I may be able to attend some of the associations to be held towards the end of the year.

J. A. McLELLAN.

### Practical Department.

#### NORMAL OUTLINE ON ATTENTION.

BY JAMES L. HUGHES.

1. DEFINITION.—Attention is the directing of the powers of the mind to the impressions made through the senses.
2. IMPORTANCE.—"There can be no teaching without attention."—Hart. "Genius is nothing but continued attention."—Brooks. "The great skill of the teacher is to get and keep the attention of his scholars."—Locke.
  - Negative.—Passive, apparent attention only.
  - Positive.—Notes and examines the impressions made through the senses.
3. KINDS.—Positive as to its source is either *Instinctive* or *Controlled*. It is *instinctive* when attracted or given without an effort of the will. It is *controlled* or voluntary when directed by the will, not merely for the pleasure received, but with a view to advantage of some kind.
4. DESIRABLE CHARACTERISTICS :—
  - (a.) It should be *active*.
  - (b.) It should be *willingly given*, not forced, by coaxing, scolding, threatening, demanding, etc.
  - (c.) It should be *undivided*. Concentration, shutting out all sensations but those connected with the subject immediately under consideration, is of vital importance. Focus the energies of the mind. "My golden rule has been to devote myself completely to whatever I tried to do."—Dickens.
  - (d.) It should be *intense*. The degree of intensity decides the permanency of impressions. "Intensity of sensation, whether pleasing or not, is power."—Bain.
  - (e.) It should be *sustained*. "Because I have acquired the power of intense and prolonged attention, I am able to accomplish what others fail to do."—Newton.
5. CONDITIONS OF ATTENTION :—
  - (a.) *Physical comfort*. Lighting, ventilation, temperature, and seating must be carefully attended to.
  - (b.) Pupils should be allowed to *change their posture* occasionally.
  - (c.) The *classification* must be good.
  - (d.) The *order* must be good.
  - (e.) The teacher must have *full control*.
6. WHAT THE TEACHER SHOULD BE IN ORDER TO WIN AND HOLD ATTENTION :—

- (a.) Observant.
- (b.) Attractive.
- (c.) Cheerful.
- (d.) Earnest.
- (e.) Enthusiastic.
- (f.) Quiet.
- (g.) Decided ; possessed of "will power."
7. WHAT THE TEACHER CAN DO TO GET AND KEEP THE ATTENTION OF HIS CLASS :—
  - (a.) Secure *right conditions*.
  - (b.) Preserve and stimulate the *desire* for knowledge.
  - (c.) Gratify and develop the desire for *mental activity*.
  - (d.) *Cultivate the senses* of the pupils.
8. HOW TO PRESERVE AND STIMULATE THE DESIRE FOR KNOWLEDGE :—
  - (a.) School-work should be made *pleasant*.
  - (b.) School exercises should be *varied*.
  - (c.) The child's *curiosity* should be kept alive.
  - (d.) Awakened *curiosity* should be satisfied.
  - (e.) Lessons should neither be *too easy* nor *too difficult* for the pupils in any class.
  - (f.) The steps in learning should not be *too great*.
  - (g.) Sufficient *time* should be given to admit of *thorough work* in learning.
  - (h.) Lessons must not be *too long*.
9. HOW TO GRATIFY AND DEVELOP THE DESIRE FOR MENTAL ACTIVITY :—
  - (a.) Do not *tell* in teaching, but guide the pupils in *discovering* and *thinking out*.
  - (b.) Give the pupils their rightful share in the *work of learning*.
  - (c.) Do not *wear* the minds of the pupils.
  - (d.) Do not *overload* the minds of the pupils.
  - (e.) *Question* largely and wisely.
  - (f.) Let pupils *question each other*.
  - (g.) Let pupils *question the teacher*.
  - (h.) Use *illustrations* of any available kind.

#### BRIEF NOTES OF A BRIEF VISIT TO THE PUBLIC SCHOOLS OF CINCINNATI AND CLEVELAND.

BY JAMES L. HUGHES.

The schools of Ohio have long had a good reputation. A visitor to the schools of its cities soon admits that they have not been over-praised. It is at once seen that in these cities education is not a mere skeleton of stiff bones, nor simply a well-shaped body consisting of bones and muscles, but a living organism with pure blood and a well-toned nervous system.

It is impossible to note the good points of a whole system in a short visit, so I contented myself with an examination of methods and results in the primary grades, and an investigation into the *distinguishing features* of the cities visited. It is not my intention to institute a comparison between the schools of the two cities. Those in both are excellent. I will merely give, for the benefit of my fellow-teachers in Canada, a few notes of what I saw in both cities, and then refer to those features that may be said to be characteristic of each.

#### READING.

*Method of Teaching How to Read.* The Phonic method is used in both cities. In fact, to quote from Principal MacVicar, of the Michigan State Normal School, "There is not a good school in the United States in which it is not used." It is true the system is



spoken of as the "Word and Phonic" method, but this name is utterly misleading. To be correctly understood the name should be printed "word and PHONIC" method. For a few weeks the pupils are taught words, that they may from these words get the accurate sounds of the letters, because this is regarded as the best way of arriving at the phonic elements. But as soon as even two or three of these are taught, the pupils are set to work for themselves at discovering the names of words. Some teachers may wonder why if this be so, the Readers most recently published, Appleton's, and McGuffey's New, claim to be adapted to the alphabetic, word and phonic methods. The answer is easily given. The publishers of these books wish them to be used not merely in cities but rural districts, and the more excellent method has not yet been adopted by the "fossils," so that it would be a business blunder for any publisher to claim that his books were suited only for one method.

*Results in Reading.* The results may be briefly stated. The pupils in the classes corresponding to our senior First Book classes will read anything in English that may be written or printed for them on the blackboard. These same pupils are familiar with the diacritical marks of Webster's Dictionary, and will either change the pronunciation of any word as these marks are altered by the teacher, or will themselves change the marking of a word to indicate different ways of pronouncing it. What they have been trained to do so thoroughly in pronouncing and accenting words, they can apply with uniform skill in emphasizing marked words in sentences.

#### MUSIC.

Pupils in the senior First Book class read music in the scale of C, as easily as they read from the printed page in a reading book. They read new music matter even more readily than new reading matter. They sing new music note by note as rapidly as it can be written on the board. This is not all. Their ears have been cultivated so that they will call out the names of sounds sung by the teachers to the syllable *la*. Musical directors lead with the violin, and pupils even in the junior classes will listen to a line of music, and write down the notes on their slates. If in playing it again certain notes are changed, they will make the corresponding changes on their slates. I heard a senior Third Book class sing a new piece with two parts, and do it well. In the upper grades of the Public Schools three parts are sung, and in the High Schools four parts.

There is a marked difference in the way music is taught in the two cities. In Cincinnati there are several special music teachers; in Cleveland the music is taught as it should be, by the regular teachers, under the direction of one musical director, who teaches the teachers, selects the pieces to be sung, and tests the results of the teaching. He may require those teachers who are not securing satisfactory results in music to come for instruction every Saturday. Sceptical theorists who object to the teaching of music by the regular teachers, ought to visit Cleveland. If the purity, sweetness, and softness of tone, and the marked good taste exhibited by the pupils in singing, in addition to the other indications of proficiency already mentioned, do not satisfy them, they must be "blessed with firmly rooted prejudices."

#### DRAWING.

In both cities industrial drawing has been well taught for years. Tablets instead of books are used in Cincinnati. These consist of pads of drawing paper, the chief advantages claimed being cleanliness, facility for comparing results, and continued interest on the part of the pupil, who does not know until he has finished one sheet what he is likely to have to draw on the next.

In Cleveland Mr. Aborn, the Supervisor of Drawing, has recently introduced a novel method of developing the tastes of the individual pupil in this subject. Pupils are told to draw whatever

they choose, the teacher merely dealing with the results produced, commending earnest effort always, and making suggestions when proper to do so. Sometimes the drawing exercise takes the form of telling a story in pictures. In one room I saw a class illustrating "Mary had a little lamb." Others were relating in hieroglyphics some of "Mother Goose's Melodies," or other favorite nursery gems. One lady took an excursion in imagination into the country with her pupils, and after they had conversed pleasantly for a few minutes about the various objects of interest to be seen there, she set them to work to produce on their slates in two minutes their ideals of the various things to be seen on a farm.

Whether we agree or not with Mr. Aborn's view, that this is the philosophical method of developing artistic talent, it must be acknowledged that once a week such a lesson would be of great educational value. We should teach composition with the pencil as well as with the pen. In the advanced classes some very good pictures are drawn, each of which tells a story as well as if related in words.

#### WRITING.

This subject is taught as in Canadian cities. Every pupil is taught to read and write script from the beginning.

#### NUMBER.

Notation and numeration are taught by means of bundles of small slats. One pupil represents the units column, another the tens, another the hundreds, &c. When the first pupil gets ten slats they are tied in one bundle, and given to the second pupil. When the second pupil receives ten bundles, they are bound into one bundle and handed to the third pupil, &c. There are columns ruled on the board to correspond with the several pupils, in which the changes made in using the slats are indicated by corresponding changes in the figures. Straws or small sticks might be used instead of slats.

Ear teaching has generally been superseded all over the world by eye teaching; but hand teaching is a greater improvement on eye teaching, than the latter was on ear teaching. It is well to let each pupil see for himself; it is infinitely better to allow him to do for himself. The numeral frame mode was a great improvement in the teaching of number and the elementary tables, but it was only adapted to eye-teaching after all. How much better that every pupil should have the privilege of performing each experiment for himself. This is accomplished by having a wire with balls on it strung between two screw-eyes, on the front of each pupil's desk in the primary departments. Large beads will do as well as balls, and they are cheaper.

Mr. Peaslee, Superintendent in Cincinnati, has an original method of drilling on the separation of numbers into their parts, so that the pupil may be able to add by tens; 27 + 8 would be added 27 and 3 are 30 and 5 are 35; 35 + 9 would be added 35 and 5 are 40 and 4 are 44, and so on. The pupil separates 8 into 3 + 5, and 9 into 5 + 4, so as to make in the first place the even 30, and in the second place the even 40. The classes add in this way with considerable facility, and with great accuracy.

#### ORTHOEPY.

Great attention is given in both cities to accurate pronunciation of words. This is an easy matter when the pupils are taught reading as described above. The children in the lower divisions understand the meaning of the marks in the dictionary better than many teachers in some districts.

#### GENERAL HINTS.

1. Teachers make free use of their blackboards in parts that can be spared for lists of deserving pupils, headed *Our Climbers*; *Our Wide Awakes*; *Best Slate Work*, &c., &c.

2. When a teacher erases writing or printing in a reading lesson, she calls for the name of a word as she erases it. Of course she

does not rub out regularly from the beginning to the end of a line. This compels intense attention, and develops quickness and accuracy in observation. The same course is adopted when erasing music.

3. The staff is generally painted on the board for music teaching.

4. Some teachers keep a record of the work of the pupils on the blackboard, using crayons of different colors to mark failures in the different subjects.

5. In class exercises for vocal culture, brief selections are recited calculated to develop clearness of articulation. The tone in which the pupils are to speak in these simultaneous exercises is indicated by the height at which the teacher holds her hand. A whole class will change with the greatest ease from a martial to a conversational tone.

6. In teaching music, teachers in Cleveland tell the pupils to sing the words of "Jack and Gill," or any other familiar piece, giving the sounds written by the teacher on the board to the successive words. This is better than singing *la*, or any other syllable to each sound. It must be understood that the singing by the pupils proceeds as the teacher writes the notes on the staff.

7. I witnessed a capital exercise in the class of Miss Stephan, in the Cleveland training school, in which the little folks (First Book) made their own practical problems in arithmetic. Each pupil when called on stated his own problem and immediately solved it. This exercise could scarcely be surpassed as a language lesson, independent of its utility as a discipline to the mind in other ways.

8. Pupils are called upon to *sing* individually as well as to *read* individually. This may be done, a line at a time, or a verse at a time. "Sing, Jimmy," brings Jimmy to his feet without hesitation.

#### CINCINNATI SPECIALTIES.

1. *Slates.* Every slate has to be scoured once a week, the frame as well as the slate itself. The "home exercise" of pupils in the lower classes consists in ruling their slates for arithmetic, spelling, &c. There is a definite form for corresponding grades to which all must adhere. The moral effect of these two rules in cultivating habits of cleanliness and exactness can scarcely be estimated.

2. *Literary selections for recitation.* Instead of using the recitation hour for mere amusement, or devoting it to the training of a few stars in declamation, one hour per week is spent in learning and reciting the choicest literary gems of the English language. A few minutes are taken during the opening exercises usually to teach the new selections. Eight lines must be learned in every grade each week. The teacher teaches the selections in school, line by line from the blackboard, explaining the meaning as she proceeds. The pupils repeat the gems individually, simultaneously, or by a combination of the two methods, so as to give as much variety as possible to the exercises, and thus increase their interest. A pupil who attends regularly will thus commit to memory over forty selections in a year, and in a school life of ten years will learn about four hundred of the best extracts from the best writers.

This practice was introduced by Mr. Peaslee three years ago, and has already given him a very wide and justly earned reputation. The benefits that follow from it are many.

(a) It cultivates the memories of the pupils.

(b) It stores their memories with the best writings at a time when these memories are most retentive.

(c) It is the best possible practical teaching of elocution. As the teacher puts the new piece on the board, she recites it line by line, carefully noting and slightly exaggerating the pauses, inflections, emphasis and tone, and is imitated by her pupils. She repeats it until they give it in a manner to satisfy her. The whole of the work is done in a most spirited manner, so that after a couple of

years' practice it is next to impossible for a pupil to speak or read in a drawling, monotonous manner.

(d) It assists greatly in teaching composition. The pupils gain large additions to their vocabularies; these additions consist of the words used by the best authors, and more than that, they are acquired in the connection in which they were used by the highest authorities.

(e) The learning of these selections constitutes one of the most practicable methods of teaching a pure morality.

3. *Celebration of Authors' birthdays.* In order to awaken a deeper interest in American authors and their works, the birthdays of leading writers are celebrated in the schools. For some time previous to Longfellow's birthday the pupils learned selections from his works, and were taught incidents connected with his life. The results of these teachings were embodied in essays, and the best of these were read on celebration day. The selections from his works were also recited. Such exercises are calculated to make the pupils take a personal interest in the authors whose birthdays they celebrate.

John B. Peaslee, Ph. D., Superintendent of the Cincinnati Public Schools, is a man in the prime of life. He is a capital combination of well-balanced physical and mental powers: Physically he combines strength, quickness, and endurance; his prominent mental characteristics are clearness, decision, concentration and will power. Possessed of these characteristics he naturally directs his attention chiefly to one thing at a time. He has, at this account been called a *hobbyist*, but no one has ventured to call him a *theorist*. The result which necessarily follows intense and prolonged attention to one subject is gradual enlargement of view and clearness of perception as to its scope and utility, so that Dr. Peaslee's reforms have not been revolutions but natural growths.

#### CLEVELAND SPECIALTIES.

While the schools of Cleveland cannot be said to exhibit any novelties, they have long been known in Europe as well as America to be fully equal to any in the United States. To say this of them heralds their praises moderately. There seems to be no weak spot in the system. This is what one would expect after meeting Superintendent Rickoff, and learning that he had been in charge of the schools for fourteen years. Balance, harmony, growth, are noticeable everywhere. The features that attract the attention of a visitor are:

1. There are no masters in the schools. I visited one school building where a lady presided over thirty classes, and in every respect a success.

2. There is no disorder either in the schoolrooms, in the yards, or on the streets.

3. There seems to be no direct restraint exercised by the teachers.

4. The spirit manifested by the teachers towards the pupils is perhaps the most characteristic feature of the Cleveland schools. They seem to have caught the true kindergarten spirit of regarding children as beings to be kindly led and judiciously guided instead of driven. They recognize the fact that the wisest way to eradicate evil is to develop the pure and good:

#### SUPERINTENDENT RICKOFF.

"What is the secret of Mr. Rickoff's power?" I inquired of one of his teachers. "He inspires us," was the answer. No higher praise could be given. Mr. Rickoff is past the meridian of life, but he will never be old. He appears to have retained the instincts and sympathies of childhood in full vigor. His face shines when he speaks to a child, not from a sense of duty, or expediency, but because he cannot help it; not with a view of making the child happy, but because doing so adds to his own happiness. Tender-

ness is with him a characteristic, not a mere sentiment. Strength and force are elements of his character, which are quite as fully developed as his gentleness. He is the controlling power in the management of the schools, from the primary departments to the senior classes in the High Schools. He is an organizer, and claims that he laid the foundation of the Ohio system of grading, while Superintendent of the schools of Cincinnati many years ago. He is the architect for the School Board, so far as ventilation and the general plans of the buildings are concerned. If School Boards generally would leave these matters in the hands of their superintendents, the health and comfort of children would not be sacrificed as they often are in schools.

### HINTS ON TEACHING SPELLING.

**When Should Pupils Begin to Learn to Spell?**—There should be no oral spelling or written spelling either from memory during the first year and a half or two years of school life; yet pupils should be learning to spell from the start. How? By copying, COPYING, COPYING. By copying in script well-written sentences set by the teacher on the board. Sometimes these sentences may be taken from the primer, but they should generally be the language of the pupils themselves, including certain words given by the teacher.

**Assigning Spelling Lessons.**—The teacher should not merely say, "prepare the tenth lesson" or "your dictation will be the first twelve lines on page 24." The pupils should pronounce after the teacher the words of the lesson, looking at them carefully as they do so. Peculiar or difficult words should be written on the blackboard, and spelled simultaneously by the pupils, and hints should be given to aid in the preparation of the lesson.

**Preparing Spelling Lessons.**—We wish to teach the forms of the words, not their sounds. Unfortunately, the forms of words do not always agree with the sounds in English; hence the form of a word must be impressed on the mind through the eye and not the ear. It is perfectly clear, therefore, that the art of making good spellers consists in teaching pupils to see words accurately. The *London Times* once said, "Spelling is learnt by reading, and nothing but reading can teach spelling." It may be accepted as a rule, that a good reader is always a good speller. These facts all point the thoughtful teacher to the conclusion that we have already stated—spelling depends on the power of seeing with precision. It follows that the exercise which compels the pupil to look most carefully at words must be the best method of preparing a spelling lesson. Unquestionably this exercise is transcription. Let the pupils copy on their slates the lesson to be prepared. The lesson may be copied as a home exercise, if due care be taken by the teacher in examining both spelling and writing. This is necessary in order to compel scrutinizing attention to the words to be copied. The whole value of the exercise depends on this being done.

Repeating the letters of a word orally is of little lasting benefit. Make the pupils see the words, and, if possible, never let a pupil see a word wrongly spelled.

**Testing Spelling Classes.**—There are only two methods, oral and written. The oral method alone is of very little practical value. An American writer records the case of a young man "who won three prizes at spelling schools, but made five mistakes in spelling in a note written to a School Board." Oral spelling does not accustom the eye to the form of the word in writing. This is a fatal objection to it, and all modern teachers recommend that spelling lessons be conducted chiefly in writing.

**Correcting Spelling Lessons.**—They must be corrected thoroughly. If proper preparation has been made as recommended,

very few errors will be made. In a large class the teacher will not be able to examine personally the book or slate of each pupil, except in the case of review lessons consisting of words previously misspelled in the class. These should always be examined by the teacher. In other lessons one of the following plans may be adopted:

1. The pupils exchange slates, and the teacher gives the correct spelling word by word, the pupils marking those that are wrong.
2. Pupils retain their own slates, and different pupils are called on to spell the words. Those agreeing with the spelling given indicate by raising the hand, before the teacher decides as to its correctness. Marking as before.
3. Slates are exchanged and the corrections made as in No. 2.
4. While the teacher writes the correct spelling on the board, each pupil may correct his own work, and slates and books be exchanged for revision only. The latter method is probably the best with honest pupils.

In all cases where slates are exchanged, the pupil owning the slate should have the right to appeal against the marking done by his neighbor.

**Reviews.**—Each pupil should write correctly the words which he misses, about five times, to impress the correct forms on his mind. In addition to this, he ought to make a list at the end of his book of all the errors he makes. From this list the teacher should prepare his reviews. The words missed are the only words that need to be taught. "Leave no enemy in the rear." Review regularly.

**General Suggestions.** 1.—The teacher should always articulate clearly and pronounce correctly when giving words for spelling.

2. Never overstrain the enunciation of a word in order to indicate its spelling.
3. Allow only one trial in spelling orally or in writing.
4. In spelling orally, the divisions into syllables should be marked by slight pauses, but in no other way.
5. Do not assign lessons too difficult for the pupils who have to prepare them. This compels the pupils to spell badly.
6. It is desirable that spelling should be taught to a considerable extent by means of composition, in order to give the pupils practice in spelling the words in their own vocabularies.
7. In some of the dictation lessons time may be saved by having only the words in italics spelled. The teacher should read the whole sentence and emphasize the word to be spelled.—Gage's Practical Speller.

### SCHOOL HOURS.

AN ADDRESS DELIVERED BEFORE THE TORONTO TEACHERS' ASSOCIATION BY P. S. SPENCE.

**Mr. President, Ladies, and Gentlemen,**—Although the topic for our consideration this morning is seriously important, I shall not attempt any exhaustive or elaborate address on its varied details. My intention is merely to suggest a few practical ideas round which discussion of the subject may be concentrated.

Let me remind you by way of preliminary, that public schools are instituted, and ought to be conducted, entirely in the interests of the public; that public school teachers, trustees, inspectors, and all the other appertaining of the system are successful only as far as they promote these interests; and that, in the consideration of such a subject as this, the primary inquiry ought to be, not "What would be most agreeable to teachers?" but "What would be most beneficial to their pupils, and most advantageous to the community at large?"

That community is not itself best qualified to answer such a question. It is only from the vantage ground of professional knowledge and experience that all the bearings of any educational problem can be taken in. We must draw our conclusions as inde-

pendently of popular prejudice as of personal feeling; and having done this, it then becomes our business in the first place to bring public sentiment as far as possible into harmony with our ideas, and in the second place to bring the working out of our ideas as far as possible into harmony with public sentiment. In other words, we must consult primarily the interests and secondarily the wishes of our employers, the people, "whose we are and whom we ought to serve."

A good deal of complaint has been made about the unhealthy cramming and over-work to which girls and boys are subjected under our present system of competitive teaching; and these complaints are the more worthy of consideration from the fact that they come not merely, nor even mainly, from the parents whose children are crammed, but from the teachers who do the cramming, and who of course ought to know all about it.

Now, intensity of application to work is one of the most important habits that we can induce or assist our pupils to form. Attention to study cannot be too close, and relief from the pressure must be sought, not in diminishing the quality or force of the mind-tension, but in shortening the time of its exercise, and specially of its continuous exercise.

The development of this hard-study faculty can only be secured by long and careful training. To require its exercise to any extent of young pupils is simply absurd. Very short lessons with long intervals ought to be the rule in all primary classes. Keeping children in the attitude, while they are not in the act of learning is worse than useless. It is training in idleness, enforcing dissimulation, and compelling the formation of habits that must seriously militate against subsequent progress. Study hours at this period of school life should be few and brief, and should be increased only with the advance of age and mental and physical strength.

It has been proposed to shorten the hours of study by discontinuing the assigning of lessons for home preparation, but this plan is not commendable. We must aim as far as possible to make our pupils able to study without a teacher's assistance, to prepare them for independent exertion after their school course is finished; and this is best accomplished by requiring—without immediate supervision—the performance of work the accuracy of which is afterwards carefully tested. For this reason we cannot afford to dispense with home lessons, and the easing off must be done in some other direction.

The regular school hours, in most cities and towns, at present number five, with, on an average, say one additional hour of home preparation; giving in all six hours per day of study—entirely too much for children in our junior class, and more than they can possibly do, in the way in which study ought to be done.

I am not in possession of data from the consideration of which a definite scheme might be deduced, but from what I know I would favor some such plan as the following:

Let two hours of study per day be the maximum required of children in the first part of the first-book—where they would probably average six years of age—and let this be increased by the addition of half-an-hour for each division to which the pupil is promoted, counting two grades of promotion, *i. e.*, two divisions, to each successive reading-book.

This would bring us to the present six hours in the junior fifth-book class at say thirteen or fourteen years of age, which is quite as early as it ought to be attempted.

An important fact confronts us here: one that at first sight might be fancied a drawback to the usefulness of the proposed reform. In all populous localities, very many girls and boys are much better off at school than they would be anywhere else. Some parents are so situated that they cannot, and some are so careless that they will not, look after their children as they should. In such cases, away from the teacher means away from all restraining and elevating influences; probably undergoing the street education that hardly ever fails to turn out apt and accomplished graduates; and shortening the hours of school is simply lengthening the hours of exposure to contaminating associations. Against such results we cannot guard too carefully. Relief must be sought that will neither diminish intentness while study goes on, nor shorten the time of the teacher's supervision and control.

It may appear somewhat paradoxical to propose to remedy the evils of over-work by increasing the number of departments of work, but in the present instance this method can be made effectual in securing that result.

There are several branches of instruction that are now barely recognized in our public school curriculum, and yet are so important that their omission leaves us a very imperfect and one-sided

education; and these branches are of such a nature that attention given to them would not at all increase the mental tension of which there is so much complaint.

One of these is physical education, development of muscle, &c., of which we hear so much but see so little. All our energies as educators are devoted to developing the mind, and the soil in which it roots, and on which it depends, is utterly neglected.

Probably much of the ill-health and physical weakness attributed to excess of mental exertion are really caused by lack of bodily exertion. Dumb-bells might often supersede doctors. Taking half-an-hour each half-day from cramming and giving it to scientific gymnastics would be a much more rational method of relief from the brain-pressure, than turning out our boys for that half-hour to learn bad practices on our streets.

Correct habits—not merely sound theories—of breathing, swimming, walking and exercising, and living generally would be, to nine-tenths of our pupils, of far more practical benefit than a knowledge of grammar or fractions.

Another of these neglected branches is morality—one of the most important and most difficult matters with which a teacher has to deal. We may rationalize about it as we choose, but experience shows unmistakably that (at any rate with children) morality is much more a habit than it is the working out of any ethical system; and is to be secured by directing the course of conduct that develops habit more than by inculcating theories and principles. A boy's character is determined by what he is and does, not by what he knows. That character is formed, not in the restraining atmosphere of school, but in the untrammelled associations of every-day life—far more in the play-ground than in the class-room. Let pupils have as much as possible of this free out-door intercourse under the watchful eyes of judicious teachers. Then they will learn to respect each other's rights; to play without cheating, to talk without swearing, to associate without teasing or bullying, and the teacher will note and remember the incipient tendencies that may almost imperceptibly be developed or repressed. Yard superintendence is one of the most imperative of school duties; and, as a rule, children had better be an hour by themselves at their lessons than ten minutes by themselves at play. The necessity of attention to this subject is imperative. The character-tone of our growing-up boys is far below what it ought to be, and it is positively dangerous to permit their promiscuous crowding and play without any direction or restraint.

What has been said about morality applies more to boys, but what has been said about physical education applies perhaps as much more to girls. Boys take more exercise in their games, and occasionally have the sawing of wood and such like blessings vouchsafed by judicious parents. And if more of the latter would provide some active work for a part of their sons' spare time, they would do incalculable good to the souls and bodies of some embryotic citizens, who are now ruining both in loafing idly or worse than idly round our lanes and lamp-posts.

In view of such facts as these but one conclusion can be drawn, that is, the longer the hours of school the better for the scholars, provided by school hours we do not mean simply hours of study, but hours of education and supervision.

This brings us face to face with the problem of where the dividing line between the duties of parents and teachers is to be drawn. Absolutely there is no such line. As far as children are concerned, teachers are a necessary evil, doing the work that in a perfect state of society ought to be the work of parents and the work of home. At present we find that one department of this work is being overdone by the teacher, and the remedy is simply to do less of that and more of something else.

The question comes up: If the duration of school hours is so desirable, should they not be lengthened? There are two reasons for answering emphatically in the negative. In the first place, it is a serious wrong to usurp the functions and lessen the responsibilities of the sacred institution of Home. Society may be too artificial, too much organized. Public schools should never become what boarding schools now are—a dangerous interference with the natural and healthful relations of domestic life. And in the second place, even where the home is so far from what it ought to be that children are happier and safer at school, we must be honest. The public is not yet educated to proper appreciation of what the teacher does, and to equitable remuneration for the time he already spends in its service; it would hardly be willing to pay for more. It is wicked to defraud or oppress even ourselves. Justice is a virtue as well as generosity, and compelling the uncompensated teaching of morality would be rather inconsistent.

In connection with over-work there is a matter which must not be unnoticed. There obtains in some schools a system of well-named "imposition work," that is not merely an imposition but an outrage upon children who, it is admitted, are already over-burdened with study. If a duty has been wilfully neglected at its proper time, its performance in the scholar's spare time ought of course to be insisted upon as a point of honesty. If, say, a dictation lesson has not been prepared, there is a manifest advantage in requiring the writing out of the misspelled words a number of times. Such extra work is only right. But it is not right, because of some trifling act of misconduct, to require a child to write out several pages of a reading book, or perform some long, wearisome arithmetic calculation, in addition to his regular lessons. To compel a boy who has other school work in the evenings to sit writing at such an unmeaning task, with restless nerves, and tired hand, and aching head, when he ought to be at play or asleep, is as essentially and literally corporal punishment as is the much-condemned whipping, that would be far less injurious to either body or mind. Apart from this, it is bad to develop in a child any feeling of a relationship between hard study and punishment. This is one direction in which over-work may often be profitably curtailed.

Study hours might be somewhat shortened by lengthening the mid-day intermission. In cities and towns this would also permit the abolition of the reprehensible practice of lurching in school-rooms, and so would promote the health and comfort of both pupils and teachers. At noon, a boy is a very convenient article about a house, to fill stoves and run messages, and a girl is often exceedingly useful in preparing dinner, washing dishes, and so on. This is the particular time of the day that absence from school would be safest for scholars, and if the noon recess were lengthened, we might compel them to go home without hardship to any, and probably with benefit to all. There would be little loafing done then, and a longer rest from study at mid-day would be a good plan of easing off some of the pressure.

In conclusion, to sum up what has been advanced:—

I. We want, as soon as possible, a graduated system of study, gymnastics and play, all directed by the teacher, and severally proportioned to the age and proficiency of the pupils.

II. As measures of immediately practical relief the following might be adopted: 1. Let the forenoon recess be abolished and its place supplied by half-an-hour of gymnastic drill. 2. Let the afternoon recess be made half-an-hour, and in it let all teachers mix with and oversee their scholars. 3. Let the schools be closed for two hours at noon.

These changes would be advantageous to all concerned, a gain to the teachers, a convenience to the parents, and a benefit to the scholars. We would still have five hours of study, four in the class-room and one at home, quite enough for most of our pupils; and our school curriculum would more fully and rightly recognise the existence of muscles and morals as well as minds.

## THE ADVANTAGES OF IGNORANCE.

BY PROFESSOR F. W. CLARKE.

The occasional blissfulness of ignorance has long been the subject of one of our most popular proverbs. Coupled with a positive statement as to the folly of wisdom, it passes from mouth to mouth with the authority of an oracle. But the support given to the dogma is usually of a passive kind. The doctrine is stated, but not defended; while, on the other hand, our journals teem with arguments in favor of education, upon the importance of schools, and about the best methods of electing school trustees. The fact that the latter represent, in their own persons, the advantages of ignorance—that educated men can rarely attain to such superior positions—is never urged with anything like proper vigor. Education in one's self imbues one with prejudices concerning the education of others; and such prejudices, with their attendant partialities, ought to be rigidly excluded from the management of public institutions. Accordingly, in actual practice, uneducated men are placed as superiors above thousands of cultivated teachers; and thus, in spite of the schools, the superiority of ignorance is clearly demonstrated.

In every walk of life, in all professions, a similar superiority is manifest. At the polls, the trained and intelligent statesman is defeated by the loud-mouthed stump-speaker, who knows nothing of jurisprudence, less of political economy, and only enough of finance to draw and spend his salary with commendable regularity. The broadly educated, highly cultivated theologian is surpassed in popular esteem by the swaggering revivalist, who tears up human feelings by the roots as a child pulls up sprouting beans for growing the wrong way. In medicine, the quack has five times the patronage of the well-informed physician, and makes a fat living where the latter would only starve. Sick people are fond of liberal treatment, and like to be thought worse off than they really are. You have a slight cold, and a good doctor charges five dollars for curing you. But the brilliant empiric calls it congestion of the lungs, diphtheria, or pneumonia, visits you twice as often, and charges three times as much, and you feel that you have got a great deal more for your money. Your own ignorance chimes in with his, and both are better satisfied. Your stomach-ache is magnified into gastric fever; your boil becomes an incipient cancer; a slight chill indicates approaching typhoid. The quack flatters your self-love, exalts your own importance in exaggerating that of your disease, comforts you with a good, sympathetic scare, and depletes your veins and your pockets with admirable equanimity.

The old saying that "fools rush in where angels fear to tread" affords another argument in behalf of the fools. To be sure, the natural history of the angel species has been but imperfectly studied; yet here again our very ignorance helps us. Theoretically, we should all like to be angels; but practically, we prefer to stay where we are. Besides, familiarity with angels might be exceedingly uncomfortable; especially if they should take it into the ghosts of their late head to visit us in spook-fashion, with the accompaniments of blue-fire and winding sheets. But to the point again. Education makes men cautious and calculating, careful of precedents, afraid of mistakes. Many a time the brilliant audacity of a daring ignoramus has achieved successes which would have been unattainable to orderly skill and training. Lord Timothy Dexter, that most inspired of idiots, sent a cargo of warming pans to the West Indies. The natives took the bottoms for sugar scoops and the perforated lids for strainers, and Dexter gained a fortune out of his ridiculous venture. Zachary Taylor, whipped by a Mexican army, was too bad a soldier to be conscious of his defeat, and kept on fighting. His adversaries, astonished at his perseverance, thought he must have hidden reserves, and incontinently ran away. Thus Taylor won the battle, as contemporaries say, "by sheer pluck and awkwardness." "Against stupidity the gods themselves fight powerless." Stupidity, therefore, by all rules of logic, must be superior to sense, and truly deserves, over all competitors, the crown of laurel.

The advantages of ignorance may be further illustrated by a reference to the disadvantages of omniscience. Suppose one of us could know everything, past, present and future—how uncomfortable he would be! Looking backward into remote antiquity, he would behold his ancestral ape engaged in the undignified performance of catching fleas. Turning with disgust from the past, he would find in the present many things as humiliating. Misunderstandings, bickerings, hatred, and slanders, unknown to ordinary men, would stand revealed before him. And from the coming time he would anticipate trouble and misfortune; he would see approaching evils far off in the dim distance; and not even the knowledge of attendant pleasures could quite unsadden him. To know everything would be to learn nothing—to have no hopes and no desires, since both would become equally futile. After the first excitement, one would harden into a mere automaton—an omniscient machine, with consciousness worthless, and volition a farce. Had Shakespeare

been able to foresee his commentators, his greatest works would never have been written.

There are two sides to every question. Like the good Janus, all things are double-faced. Knowledge is not unalloyed good; neither is ignorance unadulterated evil. If ignorance were abolished, how many teachers would starve for want of occupation! Were all fools to become sensible, what would the knaves do for a living? The ignoramus, so long as he is ignorant of his ignorance, is comfortable and self-satisfied. The educated man sees how slender his attainments really are, and discontentedly strives for deeper knowledge. Let us be impartial, whether we praise, blame, or satirize. Blessed be stupidity, for it shall not be conscious of its own deficiencies.

### SCHOOL AMUSEMENTS.

Every teacher knows that pupils will tire even of the best kind of teaching. An eloquent address will fatigue if it is too long. To say nothing of the bad air, the glaring light, the bare walls, the monotonous voice of the teacher, the strong likeness to-day has to yesterday, the unattractiveness of the subjects, the repulsiveness of abstract themes to children—there is a protest in the blood of youth against confinement, and a demand for amusement. The child that loves to study and does not like to play is an unhealthy being, and ought to be turned out of the school-room and made to play and get rid of his morbidity. The child may restrain his love of play, but should it be expected of him to hate it and give it up?

What can be done to enliven the school room? What can be done on cloudy, oppressive days to relieve the monotony, the wearing tedium? What can be done to arrest the attention that will wander? What can be done to employ another side of the pupil's nature and rest the one that is wearied? What can be done to throw some jollity into the room and make all happy? These questions have been asked over and over by thousands of teachers. Some let in fun and pleasure at the very time and in just the quantity it is needed, and thus prevent idleness and the breaking of rules. They render the school-room attractive, because the pupil associates delight with it; smiles are seen and not frowns "forever and for aye."

I have selected a few of the various expedients I have used from time to time to enliven the school-room. It has been kept in view that instruction should be imparted (if possible) as well as amusement; still the main thing is amusement.

1. *Organization.*—It is of importance to know how to organize "a meeting;" and it employs and amuses too. Let the teacher retire from his chair and put the school into the hands of his pupils. One will rise and call the meeting to order—"I call the meeting to order.") After a moment's waiting, he will nominate a chairman—"I nominate —— for chairman of this meeting.") Another pupil seconds this nomination—"I second that nomination." The first then puts his motion—"Mr. —— has been nominated for chairman; all in favor of this nomination will please to say 'ay.' Mr. —— is chosen.") The chairman then takes the chair and asks for the choosing of a secretary—"Some one will please nominate a secretary.") When one is named he calls for votes. ("All in favor of —— for secretary will please to say 'ay.'") He then calls for the business to be transacted—"Gentlemen, what is your pleasure?") Some pupil then names some business, of course suggested by the teacher. This may be grave or gay as is thought best—"The Indian Question," "Why do boys like peanuts?" "Is mince pie unhealthy?" etc. After due debate the meeting adjourns. (Some pupil says, "I move this

meeting do now adjourn;" another says, "I second it," and the presiding officer puts it.)

This is susceptible of much variation, and it may be made very interesting. The teacher should teach the rules which govern such bodies—such as those pertaining to amendments, laying on the table, adjourning, etc. A book should be kept and the minutes read. The teacher should be near the chairman to suggest modes of keeping order, but latitude should be allowed; whispering, and even movement permitted, or else it is *school* still, and that is what is to be avoided.

2. *A Geography Game.*—This is played as follows:—Sides are chosen, then one side begins by giving a word, say New York. The one at the head of the other side "caps" it by saying Kingston—(New York ends with k and Kingston begins with K.) The second pupil on the first side calls out New Bedford, and so the game goes on. If a pupil fails, in a certain number of seconds (five generally), to give a word, it is marked as a failure for that side. An umpire must be chosen and strict count kept. Some require the word to be defined, as "sea," "lake," etc., but this retards the game. Some have the words written down by a "scribe." There are many rules of action, but these will be devised by the teacher.

3. *The Biography Game.*—This is played in somewhat a similar way. The pupils write the names of distinguished individuals on cards with their own names, and then put them in a box. "Sides" are chosen, and then a card is drawn from the box by each, and the first one of a side tells something about the name on his card; then the first of the other side follows; when one can say nothing he sits down. Of course, there should be a biographical dictionary in the room. By this method a great deal can be learned about individuals that might not otherwise be obtained. I give a few names that were in a game lately: Southey, Captain Smith, Smeaton, Prudhomme, Livy, Durer, Berzelius, Heyne, Amos Lawrence, Andrew Jackson, Thomas Paine, Tarquin, Wellington.

4. *Quotations.*—The teacher may give a quotation and then name a pupil; the pupil named must give one and name some one else, and so the quoting and naming goes on. Some of these may be long, some short, some grave, some gay. The interspersing of comical ones with those of a serious kind will produce a sensation. This game is used at evening parties, and may be very improving as well as entertaining.

Another way of using quotations is as follows: A name is drawn from a box, and this pupil takes the chair, and gives a quotation, as:

"Observed of all observers."

Another rises and says:

"O, what a deal of scorn looks beautiful

In the contempt and anger of his lip."

"Cassio, I love thee," etc.

"He was a man, take him for all and all," etc.

"Hear you this Triton of the minnows?"

"He wears the rose of youth," etc.

"Oh what a noble mind is here," etc.

"Speak to him, ladies, see," etc.

"Your name is great in mouths," etc.

These may be made very amusing.

5. *Spelling Down.*—This is a well-known diversion, and need not be described here. It always affords pleasure, and may be made profitable.

6. *Anecdotes, Stories, Tales, etc.*—The teacher may tell a "story," or the pupils may select some one of their own number. There are some that have unusual powers of description. The teacher should not force himself upon the pupils, nor, if called on, be long-

winded, nor attempt to weave in a moral. Usually, I refused if asked, because I desire the pupils to learn to amuse themselves.

7. *Conundrums, etc.*—A good deal of sport may be created by asking for an original conundrum; if this cannot be had, then for a really good one invented by some one else. There are pupils who will treasure up the smart sayings of witty people for such occasions, if they think they will be called on to repeat them.

8. *Riddles.*—There are some beautiful riddles; that on the letter H, for example, long attributed to Lord Byron, and those by Canning. There are pupils who invent riddles and enigmas, and who will produce them if encouraged.

9. *Funny Sayings.*—The newspapers devote a column to these generally, and a few really good ones may be permitted. The pupils should be taught to distinguish between wit and its counterfeit. There are humorous things, and we are made to appreciate them, and it will not lower the estimate the pupils have of their teacher if he is known to laugh at the humorous things of life.

10. *Photographs.*—It is the custom of some teachers to collect a set of views of the most distinguished people or of the most remarkable places, and to exhibit these to the pupils at stated intervals. There is an apparatus which we have used with good effect, which throws a photograph on a screen, but that can only be used after some preparation, such as darkening of the room. The plans proposed must be such as can be readily and quickly extemporized. A teacher may show a photograph of Queen Victoria, for example, and as it passes around give some facts and incidents of her life. So of Niagara Falls. This amusement deserves very thoughtful consideration.

11. *A Museum.*—A collection of curiosities belongs to the school-room by inherent right. A case should be constructed, to be opened on special occasions. A collection of Indian curiosities is always interesting, such as arrowheads, tomahawks, etc. By exchanging with other schools a very respectable museum may be made. To rest the school exhibit some new contribution, tell who gave it, and any incident connected with its history.

12. *Experiments.*—The teacher may have the materials for some experiments at hand, and with these he can easily attract the attention. Quinine bottles, tobacco pipes, and a few test tubes are easily obtained; a spirit lamp is needed. Among the experiments may be enumerated—making of hydrogen, bleaching, ignition of phosphorus, making of carbonic acid, testing for starch, making a lead tree. The solar spectrum produced with a prism, cohesion with lead surfaces, etc., etc., always interest. I have a list of over 600 experiments that have been performed with apparatus not costing over \$30. One of 280 experiments when the apparatus did not cost over \$5. A whole chapter could be written on this subject.

13. *Dialogues.*—These may be of a comical kind; they should be short and need no fitting up. My custom has been to select one, and let two boys or girls learn it, keeping the matter entirely unknown to the rest. At the time I wish some enlivenment I call for volunteers, and the dialogue is brought out.

14. *Charades.*—The same remarks apply to this as to Dialogues. The Charade may be in pantomime or spoken. Sometimes there are pupils who can originate a charade on the spot. Sometimes an historical character is selected.

15. *Music.*—This is the usual resource for weariness, and it always yields pleasure. It may be varied, as the boys singing one verse, and the girls another, etc. Pieces with a ringing chorus are always popular. I had one arranged with a drum chorus which brought many parents to the school. In addition to the school songs new pieces should be learned, pieces up to "the times." It is a custom in some schools to have music at frequent intervals during the day. As classes go and come, let the teacher start a

simple melody; it will conceal the noise, and it will give every one an opportunity to utter himself, somewhat, at least.

16. *Pupils Teaching.*—A teacher will find it will break up the monotony to let the pupils ask the questions, etc. They can ring the bells, they can attend to the order. This serves many purposes. It gives the pupils an interest they would not otherwise feel; it serves to familiarize them with the subject that is taught, and it diverts the rest. If for no other reason than the last it may be adopted.

The above is but a part of the means by which the pupils may have their flagging interest stimulated. The great thing to be remembered is that the diversion must not be substituted for the regular work of the school. It must be short, too, and it should be well performed. It may be supposed that "the minds of the pupils will be drawn away from their books;" this is the usual objection; but it is not a valid objection. For it is supposed that their eyes are not on their books for weariness. It is now proposed to refresh and amuse, and then attack the studies with more ardor than ever. Pupils can accustom themselves to turn from diversion to study, especially if most of the diversions are related, as the above are, to the school work. And it will be found that the refreshed mind can study with new vigor and profit.—*New York School Journal.*

## UNIVERSITY EDUCATION FOR WOMEN.

Our readers will be interested by reading the following extracts from some of the leading English papers on the subject of University education for women.

The following have been urged as reasons why the University of Cambridge should be one of the leading centres of female education:—

1. Because no line can be drawn separating main subjects of study or whole branches of learning into those suitable for men and unsuitable for women, or *vice versa*. No true classification of human knowledge will admit of the distinction, "*Propria quæ maribus tribuuntur, mascula dicas.*"

2. Because the University as a chief inheritor and transmitter of learning from generation to generation has no right to dissociate itself from any great movement connected with the advancement of learning. The participation of women in the general, and particularly in the higher, studies of their time must be a great fact and factor in the future of education.

3. Because whatever educational resources may be found elsewhere, those of Cambridge and Oxford are peculiar; and though as long as there was no public demand for these resources except from male students they were properly applied only to male education, now that a demand has sprung up and persistently declared itself on the part of the other sex, the University will incur the reproach of inhospitable partiality if it bars its doors, like a monastery, to female applicants for admission.

4. Because one of the legitimate wants and aspirations of the University—leisure for continued study and research—is likely to be promoted by increasing the amount of remunerative educational work done in the University. The more work, the more workers, and the more remuneration; and out of workers, and earnings, the legitimate and sure outcome will be leisure for the worthiest work and workers.

5. Because the education of women in England must, from irresistible national feelings and convictions, be religious and Christian; and if female education is centred in the University, a stimulus will be given to the best religious influences in study and life; and from these the English universities have never for any long period been dissociated.

6. Because any mischievous consequences that might be feared, whether to the University or to the students, by the admission of women can be guarded against by suitable regulations, and still more by responsible authorities; whereas the diversion of the interests and influences that are gathering round the question of women's education from the University to other centres would be

an irretrievable step, isolating the University for the future from a movement of great force and promise.

Commenting on these arguments, the *Times* writes as follows:—The grounds for seeking the certificate of a particular rank by the side of the Tripos lists apply indisputably to a rank within them. If that be yielded, as yielded in time it will be, the victors will not be slow to brand with mercenary selfishness the men who monopolise scholarships and fellowships, the recognized prizes for honors and retainers for research. When the position is finally made consistent by the conquest of all the concessions which it can be proved to involve, there may still, in the second place, arise a doubt whether the University, the country, or the feminine sex be manifestly the better for the change. Undergraduates preparing for the Tripos are so many intellectual athletes in training. The learning they acquire may be as practical as geometry, or as aimless as the art of Greek iambs. In either case, not the knowledge gained is the object, but its effect in equipping the recipient for future competitions in the world outside. It is not self-evident that the method in operation is for the young men to whom it is applied the best adapted for its purpose; yet less manifest is it that women will benefit by turning for three years into intellectual athletes like their brothers. For men, the University course may commonly be regarded as only the preliminary to professional life, a date from which the real education of life is to be reckoned; for women who are to marry and govern households, it would ordinarily be the educational end and terminus. If merchants, lawyers and physicians profit by having graduated as wranglers or classical first-class men, it must be granted that women who are to be merchants, lawyers, and physicians, might profit equally. The utility, however, has been questioned for professional and business men; and of professional and business women the number must always be small. When the elder Universities have so amended their ways as to supply an education wholesome and bracing for their entire communities, instead of an ordeal which chiefly proves that the few who can undergo it without mental or physical harm would have done as well without it, the admittance of female undergraduates may be an unalloyed advantage to themselves and to the country. At present, were the point fresh and unprejudiced, we should incline to deprecate the privilege as a temptation to dance on an intellectual tight-rope, very seductive to young ladies who feel the power to succeed in the performance, but of equivocal use in itself. But, in fact, the point was ruled ten years ago. Cambridge, in conniving at its public examiners examining Girton and Newnham students precisely as if they were Trinity or Johnian scholars, gave in spirit what is now demanded. It seems ungenerous, and not very rational, for a university to let its authorities proclaim a man in the Senate House eighth wrangler, and inform Girton college that the real eighth wrangler was a woman. Even a country clerical passman would not venture to withdraw the existing license; all that remains is for the Senate to ratify with a good grace the principle upon which its officials have long and openly been acting.

FROM THE *Standard*.

Whether harm can be done by the admission of women to the universities is a point now being tested by actual experiment. It is not the mere award of honors that can do either good or evil. It is what is called taking woman out of her proper sphere, unsexing her, demoralising her, and what not, which is what the opponents of "advanced young ladyhood" profess to be afraid of. But all these dreadful results will certainly not be brought about by simply calling a woman a wrangler. It is the previous process, the training, the diversion of her thoughts into entirely new channels, her introduction into a society hitherto reserved exclusively for men, and the intermingling of the two sexes at a susceptible period of life, without the safeguards which surround a young girl in her own home, and which it is impossible for any college to supply, that constitutes the real danger, if danger there be, in the admission of women to these coveted distinctions. From this danger, however, the authorities have not recoiled. Young ladies are now residing at, or rather near, Cambridge in a college of their own, pursuing the same studies as the undergraduates by whom they are surrounded, meeting them in their daily walks, mixing, we presume, in the society of the place, and already exposed to the only real risk which the system can be said to offer. If the study of science is likely to make girls too masculine, or to unfit them for the duties they may hereafter be called on to perform; if residence in a university is fraught with any perils of a different description—why is Girton College permitted to exist at all? Assuming the above-mentioned dangers to be purely imaginary, the mischief with which the grant

of honors is supposed to be fraught must be even still more fanciful. If the influences of university life and the effects of a masculine life have been perfectly innocuous, it seems idle to object to anything so purely formal as recognition of proficiency. One might as well object to the winner of a race being allowed to take the prize, after he had undergone all the training and all the physical exertion necessary to success. It is these last that constitute the danger of athletic pursuits, not the cup or the belt, or the sculls which reward the victor. And so with academic contests. It is not the laurels that can produce any effect, either for good or for evil, but the intellectual discipline and the course of life which precedes the winning of them. If a girl is none the worse for the conditions under which she has contended, she will be none the worse for being allowed to wear the badge of her success.

FROM THE *Morning Post*.

The point is not whether a girl might not become a senior wrangler at Cambridge, but whether it would be in the interest of young women generally to invite them to devote immense study with the object of gaining such a prize. Men who go in for honors and fail to obtain them are not only none the worse for the effort, but they leave their universities and devote themselves to their several vocations in life possessed of a knowledge which, if not in all cases practically useful to them, at all events saves them from the danger, otherwise so frequently incurred, of casting discredit on their *Alma Mater*. The knowledge they have acquired is a source of real pleasure to them during their life. But we may well doubt if to any woman, unless her life be devoted to perpetual spinsterhood, there would be any gratification in the consciousness that she had entered for the Tripos and failed. And even in the remote contingency of success, we are still tempted to inquire, *cui bono?* For our part, we believe that even if all barriers were thrown down, there are very few young women indeed who feel the slightest ambition, much less possess the ability, to obtain university honors. Their hopes, their aspirations, their dreams, take a different direction. Not because they are intellectually inferior to men, but because they select, and, as we think, wisely select, other fields in which to conquer. Unless a woman in the very beginning of womanhood is prepared to turn her back on all that her sex holds dear, and to acquire a reputation which is more likely to repel than to attract, we fail to understand why she should be anxious to label herself a blue-stocking. But so long as there are girls with these eccentric tastes, they are entitled to gratify them, and by such the vote given by the Cambridge Senate recently will be regarded as a real boon.

## UNIVERSITY OF CAMBRIDGE.

TEACHERS' TRAINING CERTIFICATES.

### EXAMINATION PAPERS.

THE THEORY OF EDUCATION.

(Three hours allowed for each paper.)

1. What different views of Mind are implied in the words "Education" and "Instruction" respectively? In what sense may we speak of the Mind as having Faculties?
2. Perception has been called "*Presentative-Representative Cognition*." Explain this by analysing your perception of the Table at which you are writing. (In the analysis, bring out carefully the whole part played by Muscular Activity.)
3. What do you understand by "Object-Lessons"? What is their psychological reason, and under what conditions may they be made effective?
4. State the laws of Contiguity and Similarity. Show how Association by Similarity is implied in the recall of any train of images by Contiguous Association.
5. Analyse the aptitudes for Language and for Natural Science respectively.
6. How would you set about proving to a class of children that they will all be dead a hundred years hence? Bring out in your answer the precise difference between Inductive and Deductive Reasoning.
7. What do you understand by Instinct, and what is its range in man? Explain how it comes to pass that we can say of any act, "I did it mechanically."



8. How is mental acquisition promoted by teaching a number of children together?

9. What is to be said for or against the "Discipline of Consequences" as applied to the young?

#### THE PRACTICE OF EDUCATION.

1. Describe in detail the dimensions, structure, and furniture appropriate to a well-equipped Secondary School for 200 scholars.

2. What main principles have to be kept in view in framing a Time-Table and in distributing the work of Assistants? Given a school of 100 scholars, of ages varying from nine to seventeen, how many classes would you form, and how would you divide the work of a week?

3. In what subjects of instruction can you most safely rely on book work; and in what others is oral teaching most needful and efficacious? Give reasons for your answer.

4. School studies are sometimes divided into the "formative" and the "real." Explain this classification in detail, and show generally what proportion of importance you would attribute to each class of subjects (1) in the whole course and (2) in the work of a given day.

5. In what order would you teach the facts of geography? What position among other studies do you assign to this subject in relation (1) to the mental training it may afford, and (2) to its practical usefulness?

6. Discuss the use which should be made of home and evening lessons in connection with school work. Give your reasons for preferring that they should be either (1) supplementary to the class-teaching of the previous day or (2) preparatory to that of the following day.

7. To what extent do you think it useful or desirable to teach the principles or reasons of the rules of Arithmetic and of Algebra to beginners? Give the reasons, if any, for requiring some problems to be solved empirically, by the use of rules, before these rules are thoroughly understood.

8. Explain fully the method of registration both for attendance and progress which you think it best to adopt. Say also in what form records of this kind should be communicated to parents.

9. Give some rules for the skilful and effective use of oral questioning. Explain also in what circumstances, and for what reasons, written questions and answers are of special value.

10. When is it expedient and when is it inexpedient to set the exact words of a book to be learned by heart? Give your reasons.

11. What is meant by the "Crude-form" system of teaching Latin? Discuss its advantages and disadvantages.

12. Describe in detail the structure and contents of either a physical or a chemical laboratory for a higher school. Say also to what extent you think it wise or practicable to enlist the services of the scholars themselves in preparing apparatus or furnishing illustrations.

#### HISTORY OF EDUCATION FROM THE REVIVAL OF LEARNING.

(Special Subjects: *Locke and Arnold.*)

1. What are the chief recommendations Luther gives the Town Councillors of Germany in his celebrated "Letter" of 1524?

2. "*Savoir par cœur n'est pas savoir*" (knowing by heart is not knowing). From the principles laid down in the rest of the essay show what Montaigne meant by these words.

3. To what distinctive features would you attribute the success of the Jesuit schools for boys in the 16th and 17th centuries?

4. Take any one *English* writer on education before 1642, and mention the chief reforms recommended by him.

5. What was the *Orgis Pictus* of Comenius? What objects did he seek to secure by means of it?

6. Locke has been said to hold "utilitarian" views in education. What is meant by this? How far is it true?

7. What is Locke's advice about studying "the Natures and Aptitudes of children?" Compare his advice with that of some writer before his time, and of some writer since his time.

8. Contrast a boy of 12 years old according to Rousseau's ideal and according to the ideal of the schoolmasters of his time.

9. What did Pestalozzi do at Stanz? What were the main lessons he learnt from his experience there?

10. State some of Jacotot's aphorisms.

11. What are the special advantages Froebel sought to gain for children by means of the Kindergarten?

12. Mention some points of agreement and also of disagreement which you see when you compare Locke's theory of education with Arnold's.

13. What are Arnold's views on corporal punishment? What was his practice?

14. On what ground did Arnold advocate introducing natural-science teaching into the school course?

15. In speaking of the education of his own daughter, what does Arnold say about the intellectual education of girls?

#### ADVANCED QUESTIONS.

*Not more than one question to be answered out of each group.*

##### I.

1. "Education should always be according to Nature." Which reformers have especially insisted on this? Explain in each case what you understand to be meant by "Nature."

2. When Arnold was a candidate for Rugby, one of his testimonials said that "if appointed he would change the face of education all through the public schools of England." What changes that have since taken place should you connect with Arnold's influence?

##### II.

1. Distinguish the notions of development and growth; and show upon what grounds and with what effect they are applicable to mind.

2. What reason is there, if any, for distinguishing various kinds of memory? Suppose a man has "no memory for places," might he cultivate one, and how?

##### III.

1. What is meant by "synthesis" and "analysis" in their relation to modes of teaching? Illustrate your answer, and say in what cases, if any, the logical order in which truths and facts are related is not in the order in which they can be most effectually taught.

2. Write an essay on rewards and punishments, and the principles on which they should be administered.

#### NORTH WELLINGTON PROMOTION EXAMINATION.

APRIL, 1881.

#### Third Class—Promotion to Fourth.

##### Reading.

Third Book, page 296, from "When I am" to "they had died."  
Value 30 marks.

##### Spelling

ON PAPER FROM DICTATION.

Third Reader, page 244, from "An instant" to "executed."  
To be written at once on paper, and no copy made; capitals and periods to count.

Value 22 marks, with 2 marks off for each error.

##### Writing.

Third Reader, page 225, from "O Pilot" to "thou mayst be."  
Two lines of the ten digits.

Value 30 marks.

##### Arithmetic.

1. Find the sum of LXXXV times MMCDVIII and 68 times 4103.

2. Multiply 17943 by 5079, and divide 348753392 by 688.

3. A man bought 500 acres of land for the sum of \$17876. He afterwards sold it in lots as follows: 127 acres at \$47; 212 acres at \$95; and the remainder at \$37; how much did he gain by his bargain?

4. Write out the following tables: "Avoirdupois Weight," "Long Measure," "Square Measure," "Measure of Time;" and define quotient, dividend, multiplicand, product and addend.

5. How many bales of cloth, each containing 40 pieces, and each piece containing 36 yards, worth \$3 a yard, must be given for 120 government bonds worth \$108 each?

6. Find the L. C. M of 9, 11, 18, 15, 21, 22, 42, 36 and 60.

7. Reduce 14ac. 3ro. 11sq. per. 6sq. feet and 108sq. in. to square inches.

8. A man bought a horse and carriage: the horse cost  $\frac{2}{3}$  as much as the carriage and both together cost \$640; what was the cost of the horse?

9. A man bequeathed \$37000 to his family; he gave  $\frac{1}{4}$  to his wife,  $\frac{1}{2}$  to his son, and divided the rest equally among 5 daughters; how much did each daughter receive?

10. Add together three dozen, ten score, and a gross; and take the sum from 10,000.

Value—100 marks.—10 each.

### Geography.

1. Bound Wellington, and name all the municipalities in the County.

2. Name and give the positions of the nine cities in Ontario.

3. Name all the Canadian rivers flowing into Lake Ontario.

4. What are the boundaries, principal rivers, and towns of Ontario.

5. Give the divisions of British North America, with their capitals.

6. Give the states of the Union bordering on the Atlantic.

7. Draw a map of South America, putting in, with names, the oceans, rivers, countries, capes, islands and mountains.

8. What and where are Barrie, Wolfe, Chaleur, Three Rivers, Fundy, Quinte, Stratford, Manitoulin and Walkerton?

Value—72 marks.—9 each.

### Grammar.

1. Separate into noun part and verb part:

(a) Shall we try to catch it?

(b) Far from his native land, stripped of all resources, he halted at a large village.

(c) Few and short were the prayers we said.

(d) Jump! I'll catch you.

(e) In my elation at my success so far, I had explained my object to my sister.

(f) I called my little brother to join us.

2. Tell the parts of speech in the sentence—page 190, III Reader—commencing "There is already" and ending with "May 1843." Write the words in columns, and opposite each word give the proper part of speech.

3. Define Case, Person, Gender, Adverb, Conjunction, and Interjection.

4. Give the plural of church, fox, glass, button, wife, woman, penny, goose, potato, and wolf.

5. Give the Feminine gender of the following nouns: Bridegroom, lad, prince, boy, emperor, and negro.

Value 100 marks.—3 for each part of 1; 2, 1 for each word; 3, 12; 4, 20; 5, 12.

### History

1. Who discovered Canada? How many voyages did he make? Mention his principal discoveries in each.

2. When and by whom was Quebec founded? What discoveries were made by him in his expeditions against the Indians?

3. When was Quebec first taken by the English? How long did they hold it? Why did they withdraw from it?

4. Give, as fully as you can, the particulars of the taking of Quebec by General Wolfe.

Value 72 marks.—18 each.

### Composition

1. "Manual Labor," Third Book, page 166. (Teachers are to read the lesson to the candidates, who will thereafter write its substance as much as possible in their own words.)

2. Correct the following sentences:

(a) This book lays on the table.

(b) Will you learn me my lesson?

(c) The boy's waistcoat is too large.

(d) He told him and I.

3. Combine the following statements into one sentence:—

The girl wrote a letter. She was a good girl. She wrote the letter to her mother. It was a long letter. She wrote it in the morning. She wrote it on her mother's birthday.

Value 72 marks.—1, 48; 2, 3 for each part; 3, 12.

### Literature.

OPEN BOOKS AT PAGE 239, AND ANSWER IN WRITING:—

1. Why is the 13th of October, 1812, a day to be remembered in Canada?

2. Of what would "their portable property" consist.

3. What is the difference between regulars and volunteers?

4. What is meant by "tattoo?" and what little garrison is referred to?

5. What have sentinels to do? What opposition was made to the landing of the Americans?

6. Give some account of General Brock.

7. Explain the meaning of infuriated, sharpshooters, intrepid conduct, reinforcement, enemy, militia, foreign aggression, point of the bayonet, and despised slaves.

8. Name the American Commander? Who gained the victory?

Value 72 marks.—1, 7; 2, 7; 3, 7; 4, 8; 5, 8; 6, 9; 7, 18; 8, 8.

—o—

### Fourth Class Reading—Promotion to Fifth.

#### Reading.

Fourth Reader, page 132 from "They were all satisfied" to "grow wider apart."

Value 30 marks.

#### Writing.

To be judged from Copy Books.

Value—20 marks.

#### Spelling.

Page 92, from "No river can exhibit" to "romantic halo."

Value—22 marks—2 off for every misspelled word.

#### Arithmetic.

1. Taking a year as 365 days 6 hours, how many years are there in ten million minutes?

2. Divide 69 miles 7 fur. 39 po. 2 feet by 492.

3. Add together  $\frac{1}{2}$ ,  $\frac{2}{3}$ ,  $\frac{3}{4}$ ,  $\frac{4}{5}$ ,  $\frac{5}{6}$ ,  $\frac{6}{7}$ , and subtract the result from  $100\frac{1}{10}$ .

4. What would be the price of  $\frac{1}{8}$  of  $\frac{2}{3}$  of  $\frac{3}{4}$  of a ship, if  $\frac{1}{2}$  of  $\frac{2}{3}$  of  $\frac{3}{4}$  of it cost \$68000.

5. If  $\frac{1}{2}$  of a bushel of peaches cost \$ $\frac{1}{2}$ , what part of a bushel may be bought for \$ $\frac{1}{2}$ ?
6. What is the amount of \$1296 for 6 years 9 months at  $8\frac{1}{2}$  per cent?
7. A lady wishes to carpet a floor 15 feet 9 in. wide and 22 ft. 6 in. long with carpeting  $\frac{3}{4}$  yard wide; if the carpeting is worth \$2.50 per yd. how much will it cost?
8. A pile of wood is  $3\frac{1}{2}$  feet wide,  $5\frac{1}{2}$  feet high, and 147 feet long; how many cords does it contain?
9. How many turns does a hoop 2 yds. 16 in. in circumference make in a quarter of a mile?
10. A table 5 feet square is covered with cents placed in rows; find the value of the cents, each cent being 1 inch in diameter, and none touching more than four others.  
Value—100 marks—10 each.

**Grammar.**

1. Analyze:
  - (a) The buccaneers now *rapidly increased* in strength, *daring*, and numbers.
  - (b) The Spaniards held *them* in such terror that they *usually surrendered* on coming to close quarters.
  - (c) *We* marched *them* into the woods *off* the road, and *having used* them as Regulators *were wont to use* such delinquents, we set fire to the cabin, *gave* the skins and implements to the young Indian warrior, and *proceeded*, well pleased, *towards* the settlement.
2. Parse the italicized words in the above sentences.
3. Give the plural of grouse, heathen, die, staff, fish, radius, bandit, axis, knight-templar, fruit-tree, brother-in-law.
4. What are the past tense and past participle of bite, chide, forbear, gild, sit, speed, stare, and take.
5. What is an Infinitive? How many infinitives are there, and what are they called?
6. Correct, giving reasons, any errors in *sy. tax* in the following sentences:

- (a) When I wrote that letter I had not the pleasure of hearing his sentiments.
- (b) The following facts may or have been adduced as reasons.  
Value 100 marks - 1, 15; 2, 40; 3, 11, 4, 16, 5, 12, 6, 6.

**Geography.**

1. Define water-shed, plateau, table-land, tropic, meridian and prairie.
2. Give the boundaries of Asia and Africa.
3. What and where are Ebro, Frio, Riga, Spartivento, Tigris, Taranto, Natchez, Skeena, Aden, Saluen, Notre Dame, Senegal, Ortegat, Baba, St. Maurice, stating in the case of rivers their direction and where they empty.
4. Over what railroads would you travel, and through what places would you pass in going from Mt. Forest (a) to Ottawa, (b) to St. Catharines.
5. Draw a small map of Australia, showing its outline, rivers and mountains.
6. Give the position and extent of the East Indies, with its political divisions, and describe the physical features of British India.  
Value 100 marks.—1, 12; 2, 12; 3, 18; 4, 18; 5, 18; 6, 22.

**Composition.**

1. Write one sentence in answer to each question:—

- (a) How is paper made?
- (b) Is snow of any use to the farmer?
- (c) What is an earthquake?
2. Re-write this passage, with proper spelling, punctuation, and capitals where they should be:—

The-europeans were hardly less amazed at the scen now before them every herb and shrub and tree was diforent from those which florished in europo the soil seemed to be rich but bore few marks of culltivation the clim'nate even to the spaniards felt warm and extremely delightful.

3. Write a composition on the "Return of Spring."

4. What is the difference in meaning between  
Wales, the noun, and wails, the verb.  
wave, " and wave, "  
waste, " and waste, "  
stare, " and stare, "  
run, " and run "  
peer, " and peer "

Value 72 marks—2 for each part of 1; 2, 24; 3, 30; 4, 12.

**History.**

1. Why was the Norman rule hated by the Saxons?
2. What Saxon kings were most successful in resisting the Danes?
3. What happened in 1138, 1172, 1215, 1314, 1356, 1485, 1513?
4. What do you know of the Plantagenet period?
5. State *when, where, and how* each of the Norman sovereigns died?
6. Describe the conquest of Wales by Edward I.
7. Sketch the character of Wolsey.
8. What was ship-money? Who tested the right of the king to levy ship money in the courts of law?
9. What was the Commonwealth?  
Value 72 marks 8 each.

**Literature.**

OPEN BOOKS AT PAGE NINETY-THREE, BUT ALL NOTES, ETC., ARE TO BE REMOVED BY THE TEACHER.

1. What city is built on the old site of Hochelaga? Who was the founder of this city and how did it receive its name?
2. How did the natives receive the name of Indians? What Indian tribes were found in the Province of Quebec in Cartier's time?
3. What is meant by "poles and pikes," "stout hearts of their crews," "his ascent of the river was prosperous, abundance of rivers," "the metropolis of the surrounding country," "the name is now lost," "in full dress," and "they were devoted to husbandry and fishing."
5. Give the meaning of *discretion, palisades, precaution, gospel, savage, and civilized.*  
Value 72 marks—1, 12; 2, 12; 3, 24; 4, 12; 5, 12.

**NEVER TOO LATE TO LEARN.**

Socrates, at an extreme old age, learned to play on musical instruments.  
Cato, at eighty years of age, learned the Greek language.  
Plutarch, when between seventy and eighty, began the study of Latin.  
Sir Henry Spellman neglected the sciences in his youth, but commenced the study of them when he was between fifty and

sixty years of age. After this time he became a most learned antiquarian and lawyer.

Dr. Johnson applied himself to the Dutch language but a few years before his death.

Ludovico Lomaldesco, at the great age of one hundred and fifteen, wrote the memoirs of his own times.

Franklin did not fully commence his philosophical pursuits till he had reached his fiftieth year.

Dryden, in his sixty-eighth year, commenced the translation of the Iliad, his most pleasing production.

Ogilby, the translator of Homer and Virgil, was unacquainted with Latin and Greek until his fiftieth year.

Dr. Carey acquired nearly all the dialects of India after he was well advanced in life, and his translations of the Bible are still in use.

We could go on and cite thousands of examples of men who commenced a new study, either for a livelihood or amusement, at an advanced age. But every one familiar with the biography of distinguished men will recollect individual cases enough to convince him that none but the sick and indolent will ever say, "I am too old to learn."

## Notes and News.

### ONTARIO.

A handsome gold medal has been presented to the Petersville Public School by Squire Peters, to be given to the most proficient scholar. Squire Peters has set a good example of generous interest in education.

We are glad to see that it is becoming a common practice to publish the results of the monthly examinations in the local papers.

The St. Catharines Collegiate Institute is about to issue a monthly magazine. We wish it success, if its managers avoid the gross errors made by the Hamilton School Magazine.

There is a strong feeling of opposition against High Schools doing Public School work. A discussion of this subject, conducted on both sides with good temper and intelligence, has taken place at Kingston between Mr. Knight, master of the High School, and Mr. Massey, Chairman of the Public School Board.

The expenditure on the schools of South Oxford in 1880 was \$5,534.

At a late meeting of the shareholders of the Ontario Ladies' College a reduction of the debt was announced to the amount of \$2,000.

Mr. D. C. Munro, who has had charge of the school Section of Downie, has been compelled by ill-health to resign. He has been presented with a valuable teacher's bible and an album. He is succeeded by Miss Oliver.

There are 227 pupils at the Deaf and Dumb Institute, Belleville. For the position of teacher in St. Mary's Public School, vacant by Miss A. C. Belfour's resignation, there were twenty-three applicants—nine male, fourteen female. Miss L. Campbell of Perth has been appointed, of whose merits the *Beacon* speaks in high terms.

Mr. E. A. Stevens, who was appointed principal of the Renfrew Model School in July last, has exhibited unflinching interest and marked zeal in adding to the attractiveness of his school by ornamenting the walls of the several departments of the Institution with chromos, mottoes, and other decorations of a similar nature. These embellishments mark a new era in the annals of the school. A powerful impetus has been added to the interest taken in school matters both by pupils and proprietors, who have shown their warm appreciation of Mr. Stevens' energy, zeal, and efficiency by swelling the receipts of a concert given by him for the purpose of raising funds to complete the decorations of the building to \$44.50, all of which is to be devoted to that purpose, and the preparation of a flower garden for the girls in the spring. We consider the school in a remarkably healthy and really flourishing condition, and would merely say to all the other teachers of this province, "go thou and do likewise."

### NOVA SCOTIA.

The second annual meeting of the Annapolis County Teachers' Association was held at Bridgetown on the 28th and 29th ult. On the same days the Cumberland County Association met at Amherst. Next month's notes will furnish reports of both meetings.

The College Sustentation Bill, referred to and quoted last month, after receiving one or two minor amendments in committee, passed

the House of Assembly by a virtually unanimous vote. In the Legislative Council, however, it encountered keen opposition and criticism, and was thrown out by a vote of 11 to 10.

The University of Halifax, though saved from destruction by the defeat of the bill above referred to, has been seriously crippled by the passage of a measure subsequently introduced by the Government, the practical effect of which is to leave the University without the funds necessary for carrying on its operations.

W. D. Harrington, Esq., M.P.P., gave notice in the Legislature of his intention to introduce next session an amendment to the Educational Statutes providing for compulsory school attendance.

The vote for the support of education in the Provincial estimates is \$200,000. The Provincial Secretary introduced a resolution providing for the appropriation out of that sum of a grant of \$600 for the support of a County Academy in each of the following counties: Halifax, Hants, Kings and Antigonish.

Roderick McKay, Esq., formerly Principal of the New Glasgow High School, has been appointed to the recently-established English Professorship in Pictou Academy, which has now a Faculty composed of three University graduates.

### MANITOBA.

#### FOURTH CONVENTION OF TEACHERS' ASSOCIATION, HELD IN WINNIPEG.

Rev. W. O. Pinkham, Chief Superintendent of Education, delivered the

#### PRESIDENT'S ADDRESS.

He began by expressing his sense of the privilege and honor of occupying the position of presiding officer of the association, and the pleasure which it gave himself and the city teachers as well, he felt sure he might add, to see so many of the teachers from the country present at the meeting, and he had no doubt that the number would be still further increased at the subsequent sessions. He was exceedingly anxious that the members should enter heartily upon the work which was before them. It seemed to him that the only way to do this was first of all by giving the business likely to come before the meeting careful consideration, so that they might come prepared to take full part by reading papers, if such were assigned, and by participating in the discussions, and by suggesting such business as might lead to the adoption of resolutions. Everything depended upon the value which they as individuals placed upon the meeting of the association. If they looked upon it merely as an opportunity of spending a pleasant hour socially, forgetting that they had duties to perform, they would lose much of the good which would otherwise result. He did not at all overlook the social advantages, but he maintained that they would receive more good by coming prepared each to do his part than would otherwise be possible. In the older Provinces, particularly in Ontario, where such associations had been longer at work, there was a large number of veterans who had had a great deal of experience in the work of education, but the members were in a sense beginners. He himself had had a longer experience here than the other members, having held his present position for nearly ten years; but as to the work of an association of this kind, he was as new to it as his hearers were. Hence there should be no timidity or feeling on the part of any that they did not wish to take the lead because they thought that others should do so. He hoped that all would, by throwing their energy and ability into the work, combine to make the meeting successful. He would now address a few words to them under three heads, which he would consider as among the elements of success in teaching. He did not mean to say that there were not a great many others, but he would like at present to emphasize these three. The first was that the teacher needed the principles and the character of the true Christian. He would without hesitation begin with this. Though he might, perhaps, be expected to say it from his office as a clergyman, yet if he were not a clergyman he would say it from what he knew about teachers and teaching. He did not think it possible for teachers to enter at all, as they ought to do, into the successful discharge of their duties unless they had the character of holiness, uprightness and godliness of life. He had found the CANADA SCHOOL JOURNAL very valuable, and it was becoming increasingly so. Among many papers in it containing most excellent suggestions, he had been struck with a short one in the number for the current month, under the head of "Elements of a Teacher from a Modern Aspect," by G. E. Burnett of New Brunswick. The speaker proceeded to read from the article, which treated of

the importance of a sympathetic, loving nature in the teacher, and of purity and nobility of character. He described the truly moral teacher as carrying with him an atmosphere which could not but benefit those with whom he came in contact. He would not lose sight of other aspects of training of the mind. The mission of the teacher was not merely to impart a certain degree of information. He did not believe that his hearers stopped there, but if they were to do so, they would be making a serious mistake. They ought never to overlook the fact that the teacher had greater opportunities of influencing the lives and characters of children placed in his charge after a certain age than even the mother had. When children came to them they had passed the stage of being taught at their mother's knee, and unless the teachers remembered that they were dealing with those who had souls to be saved, characters to be formed, and influence to be exerted, they lost sight of the most important facts connected with their work. Neither the world, society, nor parents wanted the children simply to be taught mechanically. Teachers should remember that those whom they were teaching had all the elements which constituted a human being; and that, above all, mere knowledge even of the things of every-day life, which make men successful from a worldly point of view, was the training of those committed to their charge to be honest, faithful, true, upright and God-fearing citizens, that they might fulfil their duties in this life in the way in which God meant them to be fulfilled, and hereafter enter into the rest which God had promised to those that love Him. The second point to which he would call attention was the need of study and general culture on the part of teachers. He had had a theory when he was himself a teacher, and he held it still, that teachers ought to consider that it was expected of them that they should not only know what they profess to teach, but be looked up to to a certain extent, and be respected in the localities in which they resided as people of culture who studied something more than the mere elements which they were required to teach. If they wanted to be respected as members of a profession from year to year exercising a greater influence in the world and receiving greater consideration, they must cultivate their minds. It was painful to meet with teachers who could barely pass an examination in the subjects upon which they had to write, while perhaps they could not write a merely ordinary letter without making mistakes in grammar or spelling, and while they could not go out and talk to the most intelligent men of their neighborhoods. He believed thoroughly in newspapers, and in people reading them. He was often astonished to find teachers writing to him for information which, if they had been reading the local papers, they would have acquired for themselves. In order that they might be able to enter intelligently into discussions of the general topics of the day, teachers should take the papers and read them. He emphasized this because he found that there was a want in this respect among the younger teachers. It would be useless to talk about teachers being slighted and about the people not being willing to pay them good salaries, unless they placed themselves thoroughly abreast of the intelligence of the times; for if they failed to do this they would inevitably be left behind. It ought to be taken for granted in these days of rapid thought and general culture, that teachers should be as well posted in general literature and current opinion as any persons with whom they met. He did not speak of science, classics or mathematics, but of the importance of possessing a general knowledge of subjects outside of what they had to teach. If he were addressing an assembly of clergymen he would say the same things. People did not want clergymen to be always talking of religious subjects, but they liked to have them know something about business matters and be able to express opinions upon subjects of general interest. Clergymen who were able to do this would find openings which would not otherwise present themselves, and the same was true of teachers. He would not say that they ought to be walking dictionaries, but they should possess such a degree of knowledge of such general subjects as came within their range that people could appeal to them for reliable information. The want of this knowledge would diminish their usefulness, no matter how successful they might be in the school room. In the third place, he desired to inculcate the importance of industry. He believed with all his heart in hard work. He had been a worker all his life thus far, and he never wanted to be anything but a worker. Those who would make their mark in any profession in these days must be workers, and if teachers did not enter with all their hearts into the duties which they had to discharge, they would not be so successful as they would like to be. It was proper and laudable to have an ambition to get

to the top of the ladder: but to accomplish this, teachers must lose no opportunity of making themselves thoroughly familiar with the work of their profession. They must establish a reputation for hard work, and a determination to persevere even in spite of opposition and discouragement. In conversation a few days ago with a gentleman in the city concerning teachers in this country and their prospects, he had expressed the opinion that there was a grand opening here for the members of this profession, but that it would be of no use for teachers in other parts of the world to come here expecting to succeed, unless they had the elements of success in them, and came prepared to face obstacles and take any position that offered itself, until those who had influence in filling the various positions in the country were ready to take them in hand and do for them what they could. Having come to this city in 1868, when it contained about 200 people, he ought not perhaps to advance his own opinion concerning the matter, but he would repeat what others had said who had come here during the last half-year, and what had been stated at public meetings in the city by men from the business centres of the Dominion and other parts of the world, that the average degree of intelligence in this country was greater than that found anywhere else. He believed that the observation was true and that it could be proved. Those who had come here had come with the laudable expectation of bettering their condition in life; and the very ambition which prompted them to come here showed that they had that in them which would help them to make their mark, and that they were superior to those who were content with their lot, and did not care to put themselves about to better their condition. First-class men and women were what was wanted as teachers in this country. He did not mean those who had first-class certificates, though he would be glad if all the teachers had them; but those who were first-class in principle, integrity, uprightness, sympathy, industry, perseverance and determination to do their duty, no matter where they were, in the sphere in which they were placed, with the belief that they were not merely serving human masters but the Lord Christ, who would reward every one when his work was done in this world, according to his deserts.

At the second session Mr. Corrigan moved, seconded by Mr. Hewett, "That a vote of thanks be tendered to the president for his able and instructive address to the members of this association during the opening session." Carried unanimously.

The president thanked the association warmly for their expression, and assured the members of the pleasure he took in discharging his duties as presiding officer.

Mr. Ferguson then read a paper on "The Teacher and his Stipend."

Teaching is the noblest of the professions. The military man may have added new territories to the empire, may have caused nations to hold their breath at the mere narration of his conquests; the statesman may have won well-deserved plaudits, and engraved his name deeply on a grateful nation's heart; the minister of the Word may by his eloquence turn many from the paths of error and sin to the straight path of virtue; but to none is given the opportunities of doing good that are placed in the way of the teacher. To him is given the seedling, as yet frail and undeveloped, and it is his privilege to nurture and train, till like the mighty oak, with its roots reaching out deeply into the soil, it is prepared to bid defiance to the storms of time and hold its proud head high in the air when others shall have fallen victims to the elements. Or perhaps, his work may be more properly likened to that of the sculptor; to him is given the unheavened ashler upon which he must exercise all his skill and ingenuity, till the unshapen mass shall become the perfection of the artist's skill. It is his to prepare men for the battle of life, to sow in virgin soil the elements which shall produce the future statesmen and men of power in the nation; it is his to make such impressions as shall prove for the weal or woe of the succeeding generations. What higher work can be allotted to man than thus to hew out men who shall be fitted for the exigencies of the times, and make the world better because they have lived? Compare for a moment the influence of such men as Napoleon, Wellington, Richelieu, or even the great Pitt, with such as Socrates, Froebel, Pestalozzi, Dr. Arnold, or Robert Raikes. Have not these latter wielded an influence purer, farther reaching, more for the well-being of mankind, than all the hosts of statesmen and warriors the world has ever produced? But while it is necessary to have teachers, it is also necessary that their stipends shall be sufficient to keep soul and body together; and it shall be the province of this paper to discuss some of the fallacies which have in the past proved detrimental to such a combination of the spiritual and temporal

elements of the teacher, and to point out how these may be remedied.

The public school teacher is no longer asked to teach for five dollars a month and board around, but I am not sure that there are not those in the profession who remember with not altogether unpleasant feelings the time when, as wandering minstrels, they went from house to house for their daily bread, rejoicing in the best the house could afford of buckwheat cakes and apple dumplings. He was the oracle of all wisdom, a sort of encyclopædia from which emanated all that was worth knowing in the little rustic world of which he was the centre. As Goldsmith says of him:

"While words of learned length and thundering sound  
Amazed the gazing rustics ranged around,  
And still they gazed, and still the wonder grew  
That one small head should carry all he knew."

Teaching is not a showy profession. The artisan may, by his inventive skill, excite the admiration and gratitude of multitudes; the lawyer by one able forensic effort may make to himself a name, the physician by his skill bring back almost from the jaws of death some victim of disease, but the teacher must be content to labor on from year to year, knowing that his labors may be unrecognized and unappreciated. He must sow with care the good seed, anxiously nurture the young plantlet, and not be discouraged if his labors receive no other recognition than the kindly smile of those whose affection he has won by his untiring solicitude and the pittance which, too frequently, is meted out with a grudging hand. It has been so in the past and may be so for years to come. The duty of the hour for the teacher is by all lawful means to raise education in the estimation of the public, and when men begin to place something like a proper value on education, they will also estimate more properly the profession whose peculiar province it is to impart such education. As the teacher is to be a model for his class, his salary should be such as to draw the best talent into the profession.

But want of appreciation of education and of the proper position of the teacher are not the only reasons of low salaries. We can bring the matter nearer home. One of the most fruitful sources of this evil is the number of those who enter upon the sacred duties of the teacher with no adequate conception of its responsibilities, but who, finding themselves in want of money, having some book knowledge, and being too indolent to gain a living by honest manual labor, find in teaching the opportunity sought, and go to teaching till something more to their liking turns up. The public have not learned the difference between true teaching and hearing lessons. They imagine that the knowledge is all that is necessary, and are either too busy or too careless to give it any careful consideration. The result is that many a good shoemaker, cab driver or wood sawer is spoiled in the would-be pedagogue. Another species of these ephemeral teachers is that which uses the profession as a stepping stone to what they are pleased to consider one of the learned professions, in contradistinction to teaching. They are always careful to impress you with the idea that they are only teaching for the time, to get money to pursue some other course in life. They are too intellectual, have altogether too much brains to "waste their sweetness on the desert air." No, Providence intended them for better things. They will tell you of the stupidity of Jones' brats, they "can't beat anything into their heads;" but never for once imagine that it is their own pates that need the drubbing that perchance some light may fall upon their bedimmed and sluggish intellects. Young men and women having sufficient education to obtain the necessary certificates, and finding school authorities are not too particular about other qualifications, and wanting money, what more natural than that they should imagine they could teach? They may feel in their innermost souls that Providence never intended them as cobblers in that line, but it brings them the needed dollar, and why be too particular? To the males it is only for a year or two, to get money to pursue some other course; to the females it supplies the ribbons and ruffles, till matrimony shall out short their pedagogical career for duties to which they are better fitted. The result is, a good workman's place is filled by a cobbler, at a much less price than one who has any correct conception of his responsibilities would work for. The aspirant to law or medicine conserves his energies for his own study, rises to all his ambition suggested, but in doing so rises upon a ruin more noble, even in the partial destruction he has helped to make, than that to which he aspired. Were it not that every such rising became one more heart-thrust at the noblest of professions, one more

missile aiming, not intentionally it may be, but aiming just as surely at the breaking down of the true development of the youthful minds of the nation, we might admire the energy and ambition which characterize such a course. Good teachers are kept out of the schools, and the schools themselves must of necessity assume a lower standard. What would be thought of the young man who would enter upon the sacred duties of the ministry for a few years, that he might get money, and use the time to prepare for some other calling in life? And yet the same thing is being done with the sanction, aye, and the approval in some cases, of school authorities. This canker in the teaching profession, however, admits of a speedy cure. Let those who have chosen teaching as a life work, not because it will pay in a pecuniary point of view, but because they love the work, let these set their faces steadily against any such innovation; let the authorities place an effectual barrier to this class of individuals entering upon the duties of the profession by requiring a certificate showing that they have in some educational institute studied how to teach; let the would-be teacher be required to pass such an examination on methods of teaching, order, morals and discipline as will effectually prevent the ferule falling into unskilled hands. Then, when teaching has taken the rank of a profession in more than name, when the public begin to feel that to the teacher falls other responsibilities than flogging half a dozen urchins a day, making boys and girls "sit on nothing," till the sense of anything is well nigh gone, and drawing their salaries with a punctilious punctuality to which they are strangers on other occasions, will dawn a day that will find teaching what it ought to be professionally and financially.

Another evil which the teaching profession has to contend with is the want of proper supervision of its labor. The custom on this continent is largely the employment of the teacher by trustee boards or committees, who are chosen by a tithe of the electorate, not because of any particular fitness for the position, but in nine cases out of ten, especially in country districts, because worthier men would not be bothered with it. If perchance there is a man who is aspiring to public honors, and has made teaching the stepping stone by which he has risen to affluence as a lawyer, physician, merchant, grocer, patent medicine vendor or insurance agent, he is the individual of all others that shall receive their suffrages, and whose word shall be the authority by which they are governed. Among these, however, there will occasionally be found a person who discovered, after making an earnest effort to succeed, that teaching "was not in his line," and though he has chosen another profession more in harmony with his disposition, yet has common-sense enough to place something like a proper estimate upon the duties which teachers are called upon to perform; while, on the other hand, those who dishonestly used the profession as a means to an end, will regard a stipend of \$300 or \$400 a year as more than sufficient to recompense the teacher for his duties, for he will remember how he was able to cheat the school authorities, and thinks all teachers as dishonest as himself. Thus it is that schools are placed under the supervision of men who are no more capable of judging of the merits of good teaching than a cannibal of the South Sea Islands is of an English plum pudding. Men of other vocations in life, who work on salaries, have those to supervise their work who are capable of judging of the efficiency with which it is performed, but the teacher must be content to have the estimate of his work fixed by men who think that a visit or two in the year is quite sufficient to know how matters are going, and were they going altogether wrong would be ill capable of detecting it. Only the skilled workman can properly point out the defects of the novice; yet men frequently do not care to use the same common sense in the supervision of the education of their children that they exercise in making an ox-cart. In this improper supervision of the work done by the teacher lies the chief difficulty in the teacher's profession. Remove this, and all the others must, if the supervision is properly done, soon follow. Again, it is generally conceded nowadays that it is the duty of the state to provide for the elementary training of the youth. Now if it is the duty of the state to provide education, it is certainly the duty of the state to see that education is being properly imparted; if it is the duty of the state to provide educational facilities, and supervise the work of the teacher, it then becomes quite clear that no other authority is so well capable of fixing the stipend of the teacher. This may seem extremely radical, but the principle is involved in some of the best educational systems of Europe. The teacher is a civil officer to all intents and purposes, and should be treated as such, and not subjected at the close of each year to the annoyance of an indescribable uncertainty as to what new phase

the impecuniosity of his school board will take. He should feel certain of his salary being liberal, and being promptly paid, if he performs his duties faithfully and well. It may be that the people of this continent are too democratic to adopt as yet so complete a change from old usage, but it is my firm conviction that only upon such a basis will the teacher take his proper position among the professions and receive that compensation which the importance of his position demands.

I think I have now pointed out the principal reasons of the low salaries paid teachers. The first, that of want of appreciation on the part of the public, is rapidly dying out as people begin to see the importance of education; for the second, that of incompetent and unworthy men and women entering the profession, the teacher and licensing boards have the cure in their own hands; the third, that of improper supervision, etc., requires new legislation; but teachers can help on the work by advocating it on all proper occasions, and setting themselves steadily against any imposition on the true ethics of the profession.

Another fallacy with respect to teachers' salaries exists which must be overcome by the same patient advocacy—that is, the graduation of salaries according to the standing of the grade taught, or the number of members of the class in charge. The mechanic or professional man receives a salary according to the proficiency with which he does his work. It should be so with teachers: not the grade a man teaches, not the number of the pupils under his care, but the skill with which he performs his duties, should be the basis upon which his compensation should be adjudged.

Now, though there seems a somewhat poor prospect, there is no cause for despondency. No true teacher works solely for money. If there is not an innate love for the work—if there is not a genuine delight in the pursuance of his duties—if his soul is not in the work, he may rest assured that he has mistaken his proper vocation, and the sooner he seeks "pastures new" the better for the teaching profession and the better for himself.

"Let us, then, be up and doing,  
With a heart for any fate,  
Still achieving, still pursuing,  
Learn to labor and to wait."

Mr. Adams moved a vote of thanks to the reader of the paper, at the same time requesting him to allow it to be printed.

Mr. McIntyre, in pursuance of the programme, put a class of five boys and eight girls through an interesting exercise in analysis and parsing.

Mr. Ferguson opened the discussion upon the exercise. He was strongly in favor of the method exemplified. He severely condemned the old method of teaching grammar by making the study consist mainly of the recitations as given in the book, losing sight of the real object, through which the study, while it ought to be most interesting, has become so dull that many pupils hated even the very name of grammar. He thought that it would, perhaps, be well to change the name to "Language lessons," or something else, to avoid the difficulties arising from the intense dislike which existed. He advocated the making of the lessons as simple as possible, and strongly commended Mason's grammar, the authorized text-book, as the best published.

The president was, on motion of Mr. Adams, seconded by Mr. Ferguson, warmly thanked for his kindness in presiding and his interest in the work of the association. He briefly acknowledged the expression, assuring the members of his interest in the association, and saying that the longer he was engaged in educational work the better he liked it. He strongly recommended to the teachers the CANADA SCHOOL JOURNAL, and offered, as provincial editor of the same, to forward suitable contributions from teachers in this Province. In conclusion, he urged upon them a sense of the dignity and importance of their work, saying that he looked for noble results from educational work here, believing that there would be in a few years as fine a system of education here as there was anywhere in the world. Officers for ensuing year: President, Rev. W. C. Pinkham, B. D.; 1st Vice-President, Mr. J. B. Ferguson; 2nd Vice-President, Mrs. J. Chisholm; Secretary, Mr. W. A. McIntyre; Treasurer, Miss S. A. Wright. Councillors, Miss M. Shore, Miss L. McLroy, Miss Spenser, and Mr. Burrell.

The convention was then closed by the President pronouncing the benediction.

At a special meeting of the Council of the University of Manitoba, held on the 29th March, Rice M. Howard, B.C.L., was unanimously elected Registrar. The authorities of Manitoba College, have lately purchased from the Hudson Bay Company a block of

between four and five acres situated in the western part of the city for \$6,000, on which the new College is to be erected. The building is to be of solid brick stone-faced, with a basement and three stories; it is to be heated by steam and fitted up for gas and water. The part to be erected during the present summer will cost \$20,000. Hopes are entertained that the whole of this sum will be subscribed. The subscription list in Winnipeg though still incomplete has already reached upwards of \$10,000. Up to the present time no subscription less than thirty dollars has been received, but a movement is on foot among the young men by which it is hoped that \$2,000 may be raised in sums of from five to twenty dollars. As the College is for the whole Province, and now has students from different parts of it, it is expected that subscriptions will be obtained at Emerson, Portage la Prairie, Morris, Seikirk, Kildonan, North St. Andrews, etc.

At a recent special meeting of the Board of Education a number of amendments to our school laws were unanimously agreed upon. They relate to the formation and readjustment of school districts, the calling of school meetings, the levying and collecting of school taxes, the sale of lands and tenements for arrears, and the change of the annual school meeting to the second Monday in July, in order to bring our school law into greater harmony with the Municipalities Act, and for other important reasons. Provision is made whereby the trustees who retire at the annual meeting in February shall continue in office until the July following.

At the last meeting of the Winnipeg School Trustees, a number of plans for the enlargement of the public schools were considered, and the Building Committee was instructed to report one week thereafter, giving the architects' estimates.

### QUEBEC.

The quarterly meeting of the Protestant Committee of the Council of Public Instruction was held at the Education Office, Quebec, on Feb. 23rd. The report of the sub-committee on Text-books was adopted: it objects to the rigid uniformity prescribed by the School Book Law of 1880, in limiting schools to the use of one text-book only, as it creates monopolies, and works injuriously to the interests of education.

The sub-committee on the publication of the *Educational Record* presented a favorable report.

A motion expressing regret for the decease of the Hon. Judge Dunkin was carried unanimously.

We regret to hear of the suspension from office of Dr. Miles, by Mr. Chapleau's government, on the ground of his having written over his own signature a criticism of the Pension Act. We do not know the particulars, but the Pension Act is certainly regarded with dislike by many of the Protestant teachers, and Dr. Miles is a man so distinguished for services to science and education that we feel any harsh treatment of him would be much to be deprecated.

## Readings and Recitations.

### BEAUTIFUL THINGS.

BY ELLEN P. ALLESTON.

Beautiful faces are those that wear—  
It matters little if dark or fair—  
Whole-souled honesty printed there.

Beautiful eyes are those that show,  
Like crystal panes where hearth fires glow,  
Beautiful thoughts that burn below.

Beautiful lips are those whose words  
Leap from the heart like songs of birds,  
Yet whose utterance prudence guards

Beautiful hands are those that do  
Work that is earnest, brave and true,  
Moment by moment, the whole day through.

Beautiful feet are those that go  
On kindly ministries to and fro—  
Down lowliest ways, if God wills it so.

Beautiful shoulders are those that bear  
Ceaseless burdens of homely care  
With patient grace and daily prayer.

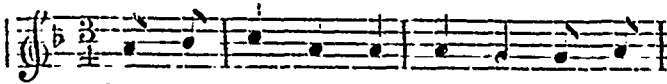
Beautiful lives are those that bless—  
Silent rivers of happiness,  
Whose hidden fountains but few may guess.

Beautiful twilight, at set of sun,  
Beautiful goal, with race well won,  
Beautiful rest with work well done.

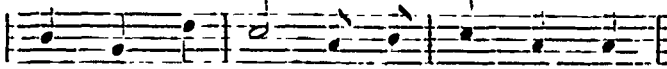
Beautiful graves where grasses creep,  
Where brown leaves fall, where drifts lie deep  
Over worn-out hands—oh, beautiful sleep!

EXTENSION MOTIONS.

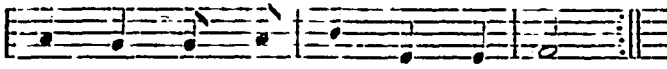
ARRANGED BY MISS BERTHA SIMS.



1. When we re play - ing to - ge - ther, we are



hap - py and glad, we don't care for the



wea - ther, and we ne - ver grow sad.

2. Now we're ready, all standing  
One by one in a row;  
Heads erect, in position  
Of attention, you know.—La! la! la! &c.
3. Then, our hands we bring forward  
With elbows unbent,  
And, throwing them outward,  
They backward are sent.—La! la! la! &c.
4. Like the sails of a wind-mill,  
When filled with the wind,  
Our arms we turn swiftly  
From front to behind.—La! la! la! &c.
5. When the trees of the forest  
Bend low 'neath the blast,  
'Mong the leaves and the branches  
The wind rustles fast.—La! la! la! &c.

The first, second, and third Extension Motions prescribed for the British Army are recognized in every country as among the best calisthenic exercises ever used. Either as parts or in their entirety they enter into every system of calisthenics, and should be practised in all schools. They may be performed in time with the singing of the second, third and fourth verses of the above piece. In each case the pupils get ready for the exercise while singing the words of the verse, and perform it while singing the chorus to the same tune. At the beginning of the fifth verse, the hands are raised to the full extent of the arms; the body is bent forward as far as possible while singing the second line, and raised while singing the third line, the arms being still held up. During the singing of the fourth line and the chorus, the fingers are moved as rapidly as possible, to represent the rustling of leaves in the wind. The effect of the latter exercise is very pretty, and the finger development is of great value to the children.

Teachers' Associations.

The publishers of the JOURNAL will be obliged to Inspectors and Secretaries of Teachers' Associations if they will send for publication programmes of meetings to be held, and brief accounts of meetings held.

Toronto.—A special meeting of this body was convened in the Wellesley School on Saturday, 2nd ult. to consider and discuss the circular respecting the Superannuated Teachers' Fund, submitted by the Legislative Committee of the Ontario Teachers' Association. (This circular appeared in last month's issue of the CANADA SCHOOL JOURNAL.) The report of the

Library Committee was also to be considered. The president, Mr. J. Lauchlin Hughes, Inspector of City Schools, called the meeting to order at 9.30 a.m., and opened the proceedings in the usual manner. The attendance was very large, and a considerable amount of interest was evinced in the discussions. It was decided to take up the clauses in the circular *seriatim*, and some important changes were made, principally in clauses 3, 6, 9, and 11. In clause 3, Mr. Spence proposed, Mr. Powell seconded, and after a lively debate it was carried that, instead of "two per cent. of the salary," &c., the following be substituted: "That each teacher and inspector be required to pay a minimum of four dollars, and that it be optional with such teacher and inspector to pay in addition 4, 8, 12 or 16 dollars; the retiring allowance to be proportional to such payment as hereinafter provided." To meet this arrangement clause 6 was altered so that optional payers into the fund may, in addition to the compulsory payment, pay up compound interest on the difference, if he or she should become a contributor under the option aforesaid; and in clause 9 it was agreed that those who taught for thirty years, or reached the maximum ages for male and female teachers respectively, should receive a retiring allowance of not less than five-sixths of his or her contribution in respect of each year of teaching, and if the service had not been continuous, then in respect of the number of years of actual service and amount of contribution. In clause 11, "or disability" was inserted after "decease."

In the discussion, Messrs. Spence, Hendry, Powell, Clarke, Phillips, Doan, and McAllister took leading parts. The clauses were then passed *in globo*, and the amendments were handed over to a committee consisting of Messrs. Spence, McAllister and Doan to arrange in suitable form. On the motion of Mr. McAllister, seconded by Mr. Powell, it was decided that a copy of the revised clauses be sent to the representatives in Provincial Parliament and to the secretary of the Teachers' Legislative Committee. The report of the Library was then read by Mr. F. S. Spence as follows:—(1) That funds to the amount of forty dollars be appropriated to the professional literature for the Association library. (2) That the Association furnish its paid up members with the CANADA SCHOOL JOURNAL for 1881, for the sum of twenty-five cents, the Association paying the balance of the yearly subscription to that periodical; provided that, in case any such member so requests, the secretary shall—instead of furnishing him with the said journal—appropriate on his behalf a sum equal to the named balance as part subscription to any other educational periodical. (3) That the Association purchase a copy of some good educational work for each school, the same to become the property of such school; and that each member be requested to read the same before the next meeting of the Association." On clause 2 an animated debate was maintained, as many plans and projects were suggested; ultimately the report of the Committee was adopted in its entirety, and there being no further business the meeting adjourned.

It may here be mentioned that about 120 of the city teachers are now subscribing to the CANADA SCHOOL JOURNAL.

TEACHERS' ASSOCIATIONS, 1881.

SUMMARY.

COUNTY.	Place of Meeting.	DATE.
Lennox and Addington...	Napawee	6th and 7th May.
City of Kingston.....	Kingston	6th and 7th May.
North Essex (Local).....	Maldstone Cross	2nd May—English Teachers.
	Woodsire	1st June
East Victoria .....	Stoney Point	16th May—French do.
	Omeme	13th and 14th May.
Prince Edward .....	Pictou	13th and 14th May.
Ronfrow .....	Arnprior	19th and 20th May.
District No. 2, Leeds.....	Farmersville	19th and 20th May.
Lincoln .....	St. Catharines	20th and 21st May.
Ontario.....	Cannington	27th and 28th May.
North Wellington .....	Drayton	19th and 20th May.
South Grey .....	Flesherton	19th and 20th May.
East Grey .....	Thorabury	26th and 27th May.
North Simcoe .....	Barrie	19th and 20th May.
City of London .....	London	27th and 28th May.
Elgin.....	St. Thomas	12th and 13th May.

PRINCE EDWARD.—Programme for Convention to be held in Council Room, Pictou, 13th and 14th May: Arithmetic—Discount, S. E. Martin; Superannuation of Teachers, Convention; Method of Teaching, Messrs. Powers and Wilson; Arithmetic—Allegation, W. Benson; The Teacher's Influence, R. E. Martin; Mental Arithmetic to a Class, J. Kinney; Derivation, R. Dobson, B.A.; Constituents of Water with experiments, W. Briden, B.A.; English Grammar and Literature, J. M. Buchan, M.A., H.S. Inspector; Public Lecture on Friday Evening 15th, by Mr. Buchan. Every teacher is expected to attend punctually on both days. Questions for explanation are invited. Specimens of writing and drawing by pupils are also requested. Opening Session 9 a.m. Friday.  
J. KINNEY, Secretary. G. D. PLATT, President.  
Pictou, 20th April, 1881.

KINGSTON.—Programme—Friday, May 6th, 9 a.m., President's Address; 10 a.m., Botany, Prof. Fowler; 11 a.m., English Literature, Mr. T. H. McGillivray; 2 p.m., Pronunciation, Mr. W. G. Kidd, P.S.I.; 3 p.m., English Grammar, Mr. Wightman; 4 p.m., Question Drawer. Public Lecture at 7.30 p.m. by Col. Strange, R.A., on Physical and Intellectual Training in Schools. Saturday, 9 a.m., A Paper, Miss D. St. Remy; 10 a.m., Corporal Punishment in Schools; 2 p.m., Reading; 3 p.m., Religious Instruction in our Schools. Musical selections will be introduced between the different papers.  
A. P. KNIGHT, President. THOS. H. MCGILLIVRAY, Sec.-Treas.



**LENNOX AND ADDINGTON**—A meeting of this Association will be held in the Model School, Napaine, on Friday and Saturday, 6th and 7th May, commencing at 10 a.m. on Friday. The business of the session will be:—Election of officers. The discussion of the following subjects:—1. Methods of teaching Geography. Arithmetic to beginners, English in Public Schools, History and Reading; 2. School Management; 3. Hygiene; 4. Uniform Promotion Examinations; 5. Proposed changes in the law regarding the Superannuation of Teachers. J. M. Buchan, M. A., High School Inspector, will be present to take part in the discussions. The following persons will also assist:—Mrs. Pomeroy, Messrs. Feasenden, Mertyn, Irwin, Howman and others. On Friday evening, Mr. Buchan will lecture in the Town Hall, subject, "Poetry and Politics." Teachers are requested to bring in specimens of their pupils' drawing and writing.

GEO. KIMBERT, Sec. pro tem. F. BURROWS, President.

**EAST GREY**—The next semi-annual meeting of the above Association will be held in Andrews' Hall, Thornbury, on Thursday and Friday, the 26th and 27th of May, 1881, commencing at 9 a.m. The following is the Programme:—Reading Minutes, School Law and Education, by the President, Natural Philosophy by D. Honeywell, the programmes in High and Public Schools, by H. DeLester; History by John Tait Superannuation by M. McKinnon, the three great powers, by Rev. A. T. Coulter, the Second Book, by W. J. Bingham; Music, by Geo. Henderson. Other subjects, such as the best method of teaching Grammar Utility of Text Books, Teachers' Examinations, &c. &c., will be taken up by different members of the Association. All members of the Association are requested to attend, and the public are cordially invited. There will be an Entertainment on the evening of the first day, and assistance is respectfully solicited by Mr. Henderson, under whose management the Entertainment will be given. Admission, 10 cents.

A. GRIER, President.

J. FAREWELL, Secretary.

**SOUTH GRAY** The Semi-Annual meeting of this Association will be held in Flesherston, on Thursday and Friday, 19th and 20th May, 1881. Programme.—1. President's Address; 2. Rev. J. Somerville, Permanency of the Teacher's Work; 3. J. Tait, B.A., Natural Philosophy; 4. W. O. Conner, B.A., Natural Philosophy; 5. J. A. Grog, How to Secure Uniformity of Classification in the Schools of the County; 6. M. N. Armstrong, Theory vs. Practice in Teaching; 7. W. J. Galbraith, Geometry to Beginners; 8. R. D. Irving, Arithmetic to Beginners (class); 9. W. A. Jones, Teachers' encouragements and discouragements; 10. M. P. McMaster, Mistakes in Teaching Reading to Beginners; 11. N. W. Campbell, Grammatical Analysis and Parsing; 12. W. G. Allister, Geography to Juniors; 13. C. W. Morey, Geography, with class; 14. I. C. Buchan How to teach Composition; 15. Election of Officers. Questions for Drawer to be sent as early as possible to M. N. Armstrong, Durham, or W. A. Jones, Yeoville. A suitable Entertainment will be provided for Thursday evening. "All Masters and Teachers shall regularly attend the Teachers' Institutes, at such times and under such regulations, as the Inspector shall direct."—Extract from Public School Regulations.

WM. FERGUSON, I.P.S., President.

J. C. BAIN, Secretary.

**NORTH WELLINGTON**—The Semi-Annual meeting of this Association will be held in Central School, Drayton, on Thursday and Friday 19th and 20th May, 1881. Programme.—1. President's Address; 2. Question Drawer Opened; 3. Appointment of Committees of Finance, Place of Meeting, and Election of Officers; 4. Roll Call; 5. How to Teach Grammar, S. H. Westervelt; 6. Reading from IV. Reader, Miss A. Doyle; 7. How to Teach Drawing T. A. Bellamy; 8. How to Teach Analysis to Beginners, R. E. Hamilton; 9. How to Teach English Literature to Beginners, D. E. Smith, B.A.; 10. Addition of Fractions, John Sinclair; 11. The Public School Course of Study, R. W. Bright; 12. Questioning, Philip H. Harper; 13. Deductions, and How to Work Them, Jas. McMurchie, B.A.; 14. Our Readers, David P. Clapp, B.A., P.S.I., Harriston; 15. Election of Officers; 16. Question Drawer closed; 17. Superannuation of Teachers; 18. How to Teach Geography, M. A. Ferguson; 19. Compulsory Education, H. Bailey; 20. Uniform Promotion Examination, A. B. Smith; 21. How to Secure and Retain Order, H. Bulmer; 22. Canadian History to III. Class, Jas. Copeland; 23. How to make School Attractive, H. Guggan; 24. Treasurer's Statement; 25. Secretary's Report; 26. Etymology, A. S. Low, B.A.; 27. How to teach Writing, C. Howman. There will be an Entertainment in the evening, consisting of readings, music, and a discussion on the Teachers' Superannuation Fund. You will confer a favor on the officers if you bring the April number of the CANADA SCHOOL JOURNAL, which contains a scheme submitted by the Minister of Education to the officers of the Central Association. Read and study this Circular. During the first forenoon the Drayton teachers will be teaching and conducting the divisions of the Public Schools after their Time Tables. The first forenoon will be spent in visiting the school when it is in working order. The officers earnestly hope that the meeting may be really successful in every way. On account of the discussion which will take place on Superannuation scheme, every teacher should be present, and this meeting will be the most important yet held by us. Again you are asked to be punctual.

WM. McEACHERN, Secretary.

JOSEPH REID, B.A., President.

## REVIEWS.

**A SYSTEM OF DICTIONARY WORK FOR COMMON SCHOOLS.** *Bloomington, Ill. - Maxwell & Co.* This is one of the most practical of the numerous works recently issued on the subject. It is simply amazing that teachers have so long been content to aim at securing purity of language merely in form, without seeming to care whether words were uttered distinctly or pronounced accurately or not. It is pleasing to note the increased interest awakened in regard to the subject, and we commend strongly this little work to the teachers of Canada. It contains an analysis of sounds, the principles of pronouncing, common errors of a fundamental character, and lists of words commonly mispronounced.

**TEACHERS' HAND-BOOK—FIRST STEPS.** *Syracuse: C. W. Bardeen & Co.* This is a new work for teachers by Professor Buckham, Principal of the State Normal School of Buffalo. Mr. Bardeen has published many aids for teachers, but he claims that this is the most valuable book of its kind he has issued. It is intended for the young men and women who are just entering the teaching profession, and it certainly has a suggestion or a warning that would help such a teacher in every emergency. Mr. Buck-

ham, in his preface, says that he "meant to take a short range and aim low." He has done so; but on the admitted principle that a good sermon preached for juniors is usually highly appreciated by adults, this work will be very useful to many who have long been engaged in teaching.

**THE CANADIAN ACCOUNTANT.** *By S. G. Beatty and J. W. Johnson, Ontario Business College, Belleville, Ont.* The fourth edition of this popular and exhaustive treatise on accounts and their collateral branches is before us. The work has been thoroughly revised and enlarged, and much valuable and practical matter has been added. It contains a complete elucidation of the science of accounts by the most practical methods, Business Forms, Commercial Calculations, Business Papers, and the principal laws that govern them, Commercial Correspondence, and, in fact, everything required in a complete reference work for the Counting House. Municipal accounts are thoroughly exemplified, and to the present edition has been added a model set of Farm Accounts, originally prepared by Mr. J. W. Johnson for the Royal Commission appointed to take evidence on agricultural matters, and recommended by it to the farmers of the Province. The whole work of this set is given, and it is so simplified that it may be readily taught to farmers' sons by any teacher acquainted with the rudiments of accounts. We heartily recommend the work to teachers as one of the most practical and comprehensive works on the subject of accounts published on the continent.

## MAGAZINES.

Of the success of SCRIBNER'S in England, Mr. Jennings writes as follows to the *New York World*: "What I was going to tell you about was the wonderful way in which American magazines are getting on in London. Scribner's has had a very large sale here for some few years past, and its circulation must now be, I think, fully as great as that of any English magazine, and it would not surprise me to hear that it is greater. Its illustrations have made its way easy for it. A very distinguished wood-engraver once told me that no work done in England in his line now-a-days is worthy to be compared with what he saw every month in Scribner's. If I mentioned his name, there is no one on either side the Atlantic who would dispute his fitness to pronounce an opinion on such a subject. The rapid advance of Scribner's is easily accounted for, and is thoroughly well-deserved."

**THE MUSICAL TIMES** for March contains a description of Stanford's Grand Opera, as performed for the first time in Hanover. Its title is "The Velled Prophet of Khorassan." It abounds in striking scenes and rich musical passages, and has excited special interest because of its being the work of an English composer. The story of "Mr. Pepsy the Musician" is continued, as well as sketches of "The great composers"—Berlioz this time—of considerable interest. An anthem called "O Saving Victim," of some merit, and a description of Ponchielli's opera, "The Prodigal Son," are also to be found in this interesting number.

## Official Department.

## INSTRUCTIONS AS TO THE JULY EXAMINATIONS, 1881, FOR CERTIFICATES TO PUBLIC SCHOOL TEACHERS.

In accordance with the Statute and the General Regulations, the July Examination of Candidates, for the year 1881, will be held as follows:—

**FOR FIRST CLASS (Grade C, Non-professional).—At the Normal School, TORONTO, on MONDAY, July 18th, at 2 p.m.**

**FOR INTERMEDIATE EXAMINATION.—At the County Towns and High Schools, on MONDAY, July 17th, at 2 p.m.**

The Professional Examination for First Class Certificates will begin after the conclusion of the Non-professional Examination.

The Examination for First Class Certificates, Grades A and B, will begin after the conclusion of the Professional Examination.

It is indispensable that Candidates, whether from a County or a City, as the case may be, should notify the presiding County Inspector, not later than the 1st of June, of their intention to present themselves for examination. All notices to the Department of intending Candidates must be sent through the presiding County Inspector.

Forms of the notice to be given by each Candidate previously can be obtained on application to any County Inspector.

The presiding County Inspector will inform the Department, not later than the 2nd of June, of the number of Candidates in each Class. He will also send the names of the First Class and Intermediate Candidates in the form of Return provided, which he will receive from the Head Master of the Collegiate Institutes and High Schools in his County.

The Intermediate Examination Papers will be sent to the Presiding Inspector, who will be responsible for the conduct of the examinations according to the Regulations. The Presiding Inspector will, at the close of the examination on the last day, transmit to the Department the answers of the Intermediate Candidates. All parcels must be prepaid.

ADAM CROOKS,

Minister of Education.

Education Department, Toronto, March, 1881.