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SIR DANIEL WILSON, LL.D.,
F.R.S.E.

MANY of our readers will have read, we presume, a report of the interesting and eloquent address delivered by Sir Daniel Wilson, President of the University of Toronto, at the recent Annual Convocation. The venerable President sketched briefly but graphically, the history of the institution, which, with its magnificent old building "nearly restored to all its former beauty, and with greatly extended accommodation, and increased facilities for study," now occupies so influential a position amongst the seats of learning of this continent. The first convocation in the restored building affords a fitting opportunity for presenting our readers with a portrait of its honored President.

An editorial paragraph in our last number made note of the honor conferred on Sir Daniel Wilson, during his visit to the Mother Land, a few weeks since, by the Council of Edinburgh, his native city. Perhaps we cannot do better, in the brief space at our disposal, than to quote, in condensed form, from an Edinburgh paper, the speech delivered by the Lord Provost on that occasion. The Lord Provost, rising amid loud applause, said—"Ladies and gentlemen, the honorary burgess roll of the city of Edinburgh bears the names of men distinguished in all departments of public duty. Princes, statesmen, philosophers, soldiers, philanthropists, travellers, have all been found willing to turn aside for a little to receive at our hands such acknowledgment of their services as we have to offer. Such men have not lived and toiled for popular applause; but, being large-minded and

large hearted, they have accepted with gratitude the approval of those who, with intelligent appreciation of their work, embrace the opportunity of giving it just and generous expression. We are met to-day as a Council unanimously to offer the freedom of the city to Sir Daniel Wilson, and I feel assured that in this case we give expression to the mind of the citizens generally. Sir Daniel has many claims to our affection and gratitude. He belongs to an Edinburgh family, and is a native of the city. He belongs to the good town not by birth only but also by education. He was a pupil of the High School, and a student in our

of the city and the many interesting and picturesque buildings which have been doomed by the so-called schemes of improvement. But Sir Daniel's labors were not confined to his native city, but took a wider sweep, as indicated by his great work, 'The Archæology and Prehistoric Annals of Scotland,' also illustrated by himself, which, in its enlarged and revised shape, is a worthy monument by which he will be known in all time to come. Nor did Scotland suffice for his research and industry, for he has given us 'Oliver Cromwell and the Protectorate,' and more lately 'Prehistoric Man; Researches into the Origin of Civilisation in the Old and the New World.' It would detain you too long to dwell on Sir Daniel's services to literature, but I must not forget that he has courted the muse in his 'Spring Wild Flowers,' and that among his latter works he has returned to his first love, in 'Reminiscences of Old Edinburgh.' Well might the Society of Antiquaries be proud of such a member, and nobly did he justify his appointment to be Secretary of that Society. In 1853 he was appointed to the Chair of History and English Literature in the University of Toronto, and in 1881 he became President of the College, an office which he still holds. As an educationist he has been highly appreciated, and it has been no unimportant part of the education of his students that they have been the witnesses of his energetic and faithful labor. It was with much pleasure that in 1887 his friends heard that it had pleased Her Majesty the Queen to confer on him the honor of knighthood. If loyalty to Queen and country and lifelong devotion to public duty constitute any claim to such distinction, the honor could not have been more appropriately bestowed. As an ardent lover of his native city, as an accomplished scholar, as an instructive and popular



SIR DANIEL WILSON, LL.D., F.R.S.E.

University. How dearly he loved his native city, how keenly he appreciated its picturesque beauty, and how familiar he had made himself with its romantic history and traditions, he soon gave ample proof. His first publication—"Memorials of Edinburgh in the Olden Time,"—with illustrations by his own pencil, was welcomed, and is prized as a mine of reliable information, and a record full of interest regarding the history

author, and as a wise and stimulating teacher, Sir Daniel has gained for himself the esteem and admiration of all who have, either personally or through his writings, come under his influence. I have, Sir Daniel, the honor of presenting you, in the name of the Magistrates and Council, with the burgess ticket enclosed in this casket, constituting you a burgess and freeman of the good town."

❁ Special Papers. ❁

THE EDUCATION OF WOMEN IN ONTARIO.

BY MRS. SUSAN D. O'CONNOR.

OCCASIONALLY one can hear that some women possess university degrees obtained in Ontario. On enquiry it will be found that these degrees are of very recent date. As an example we may name Miss E. Fitzgerald, classical master in Lindsay Collegiate Institute. Miss Fitzgerald is, according to law, a Master of Arts and a schoolmaster. Now this young lady obtained her degree, with a gold medal in classics, as late as 1884, and was handicapped during half of her undergraduate course by the fact that the Collegiate authorities refused her admittance to lectures. There was no precedent for such a thing. It was an innovation of which the authorities could not approve. They could go just far enough to permit her to attend the examinations, but they could not think of permitting her to endanger the discipline of the State University by listening to lectures on classical languages. Now this did not occur in the middle ages, nor yet in the last century, but within the last ten years; and it occurred in the city of Toronto. The case of this young lady is only one example of the operation of the prejudices which still exist amongst civilized people.

Going back a little further, it will be observed that women began to matriculate in quite large numbers in the year 1879, and that about half a dozen had succeeded during the preceding two years. It is only about twelve years since women managed to complete the High School course in order to enter the universities. In pursuing the inquiry as to the reason for this, it is found that the Ontario High Schools were only founded in 1871, when the old Grammar Schools were abolished and the law was enacted that "in High Schools provision shall be made for teaching *both male and female pupils.*" The Grammar Schools had originated in the year 1807, nine years before a single public school of any kind (there were some scattered private schools) existed in the country to act as a feeder to a higher class of schools, when the legislature should be induced to authorize their establishment for the education of boys. Notwithstanding the large grants given by the government, these Grammar Schools were very unpopular, and in most cases inefficient. To be consistent the legislature of that day ought to have founded a university before the Grammar Schools. In order to maintain the existence of these schools it was necessary to have at least *ten boys* learning Latin, and great exertions were often made to obtain enough boys to qualify. These Grammar Schools, to obtain funds, in many cases united with adjacent public schools, and then the girls attending these Union Public Schools began to creep into the sacred precincts of the Grammar Schools, even before the law of 1871 was passed.

Thus even in the city of London, the Grammar School was obliged through poverty to unite with the Public School, and became known as the "Union School"

in that city, at which both boys and girls were educated. During the latter days of the Grammar Schools the pupils were the prey of conflicting regulations. The girls who first began to attend were taught, but their names were not entered on the school registers, as they were not "boys learning Latin." This regulation, however, has since been abolished.

It is rather curious to observe that when Latin became entirely optional, the number of pupils studying it increased, and the girls too began to study for matriculation. The higher education of women in Ontario has therefore been the growth of the last twenty years.

Previously there were not even good Central Public Schools for either sex.

In a few places such a school as the London Union School was doing a good work. This school was under the management of the late Inspector, J. B. Boyle, who was the Principal at that time.

It must not be forgotten that the Toronto Normal School filled the place of the Women's College for Ontario for many years, prior to the establishment of High Schools, yet the attendance of each student at that institution extended only over half a year, and therefore its standard was not very high in those days.

During the last twenty years Ladies' Colleges pursuing studies similar to the High Schools, have sprung up in large numbers, and have become feeders to the Universities.

It may be asked, "To what is all this higher education leading?"

That is not an easy question to answer, even in the case of men. But in the case of women, it has enabled them to discharge their duties as teachers more efficiently. It has also given them greater opportunities for becoming good writers. Teaching and writing are occupations that seem to be within "woman's sphere." It has also enabled some of them to enter the medical profession, which cannot be quite unsuitable to them, as the greater part of the duty of nursing the sick always falls upon women.

Men, as a rule, do not seem to object to their presence in these professions. The real reason why men do try to keep them out of certain trades is because the women who enter them, having generally no families to support, can undercut the men who have. It would be well for women who secure higher education to demand the same salaries as men for performing the same work, or a reaction may take place.

The progress of the higher education of women, which has been so remarkable of late, will, it is to be hoped, prove a blessing to them, not only in the professional careers of the few, but also in domestic life to which the majority of women will always retire.

The education which fits a woman to be a wife and a mother cannot be of too high a character.

"It is the mother more than the father who determines the intellectual and moral, if not material interests of the household. A well educated woman seldom fails to leave upon her offspring the impress of her own intelligence and energy, while, on the other hand, an uneducated or badly edu-

cated mother paralyzes by her example and spirit all the efforts and influences exerted from all other sources for the proper training and culture of her children."

Whilst it is gratifying to record that so much has been accomplished in the past, there still remains much to be carefully considered by all interested in the education of women. The branches of knowledge are many, but all are not equally suitable for all persons. This fact is generally recognized in the case of men. A parent does not usually send to college the boy intended for commercial life; for the future artist he does not demand much science; for the engineer he does not require music or a classical education. The education of girls is not usually conducted in this definite fashion. In fact, women do not seem to have clearly ascertained what pursuits are open to them, should they have to depend on their own exertions for a livelihood. The present school programme cannot be accepted as a finality, neither can the present schools be regarded as the only kinds which must be founded in the near future. In this respect the study of institutions in New England and Europe will be suggestive.

The kind of education to which women have been admitted is simply that which has hitherto been in vogue for men, and concerning the utility of which teachers do not seem to be unanimous in their opinions. For instance, in the public schools of Boston instruction in cookery is in successful operation; as it is rightly deemed that the majority of women will have the superintendence of the cuisine of the homes over which they will preside. As a knowledge of chemistry must underlie the practice of cookery, why should this subject not form an essential part of the higher education of women?

Again, instruction in the principles of hygiene has not yet been recognized as an important factor in the development of women's education, yet on them will devolve a large measure of responsibility on the health and happiness of the coming race. In these, as in many other respects, the enquiry may be made—Does the higher education of women, as at present constituted, tend to the better fulfilment of their future duties in the sphere they are most likely to occupy?

THE SUPERINTENDENT'S DUTY.

THE first duty of the Superintendent is to make the school strong in the community; therefore he should look out for the newspapers, because they have their opinions about things, and if they set the current against his good things it is not easy to counteract it. The next great point is, are his schools popular with the people? He ought to so present the work of the schools to the people that it will carry them in favor of it, that they may feel large interest in it and be proud of it. He should see his school board once a week, if he can, and see the members that have opinions of their own and are worth convincing. He should in this way carry the working majority always. And this is his work with the school board. Now let us take the school

board in American politics. There will be always some persons elevated to the school board to use it as a stepping-stone for the legislature or city council. Again, there will be some persons elected simply because they are always harping on one idea. In the next place, the superintendent must influence his teachers. The relation of the superintendent to the pupils is not an immediate one; his relation is, first to public opinion; secondly, to the people whom he reaches through publications, his school report, and in various ways reaching the families of the citizens represented in his schools; third, with the school board; and fourth, with the teachers. If the superintendent is strong with them, he can carry his schools on his back.—*W. T. Harris, LL.D.*

THE TWO ASPECTS OF EDUCATION.

BY DR. W. T. HARRIS, U. S. NATIONAL COMMISSIONER OF EDUCATION.

THERE are two contradictions in education, the first arising from the necessity of the teacher to be conservative and radical at the same time in methods of instruction and discipline, because the teacher is obliged to restrain the native impulses of the pupil and induce rational habits in place of caprice, and yet on the other hand lead him to see the desirableness of the new habits. He tries also to replace the pupil's views of the world by a more scientific view founded on wider observation and the long experience of the human race. And yet he is bound to lead the youth under his charge to acquire the new intellectual view by his own activity and by this preserve and develop his individuality. The German educators are noteworthy as inclining to the extreme of the developing method, while the Anglo-Saxon peoples, wherever they are found, tend towards the other extreme of mechanical method and lay great stress on external authority, both in the discipline of the school and in the conduct of the studies. Hence, it comes that the memory is often taxed more than the understanding in our American schools. But the good side of our system is to be found in our strict mechanical discipline, which trains the youth to subordinate himself to order and to work industriously in classes. He learns, in short, to combine with his fellow-men. This makes the average common school in America an excellent training in civics or in citizenship.

The second contradiction in education is found in the necessity to train the youth for business and for the special accomplishments that are to enable him to make a living, and on the other hand the higher necessity to give him general culture and fit him to live with his fellow-men and participate in the rich inheritance of civilization.

Thus arise two tendencies, one leading toward special art and trades, and making the school more and more like an apprenticeship, and the other tendency leading to the culture studies which have no direct bearing on one's special vocation in daily life. The school must have both of these tendencies properly balanced, but the balance changes from epoch to epoch, and now one and now the other extreme must be pushed. It often happens that a really good device in educa-

tion is first recommended on wrong grounds. For example, the kindergarten was commended on the ground that it utilized the children's play for serious ends. But that seemed to wise educators wrong because play itself has a use of its own in developing the sense of personality in a child. To turn work into play, on the other hand, is a serious mistake, for it prevents the development of the secondary and deeper personality which feels satisfaction in subordinating itself for rational purposes. But when it was discovered that the true kindergarten did not turn play into work nor work into play, but that it furnished a very ingenious graded course of school work, which developed in the child an interest in doing serious tasks, but at the same time preserved in the gentlest manner the delicate individuality of the young pupil,—then the kindergarten began to commend itself to all wise educators as a sort of transition from the education of the family to the more severe education of the school as it is and has been.

So manual training, which has been pleading for a place in common school education, was at first defended on the preposterous ground that it is educative in the same sense that arithmetic, geography, grammar, and natural science are educative. It was distrusted by all teachers who had studied what is called the educational value of the several branches of study; for it was known that arithmetic and mathematics open the windows of the soul that look out upon matter and motion, while grammar opens a window that shows the operations and logical structure of the mind itself. Geography shows the social structure of society in its work of obtaining food, clothing, and shelter by division of labor and the collection and distribution of the products of labor through commerce. History shows the higher selves of man as organized into institutions,—man's self as family, as civil society, as nation, and as church, each of these realizing man's higher rational self in such a manner as to reinforce the puny individual. The insight into the educative value of these general school studies caused the plea for manual training at first to be slighted because of the evident absurdity of its claim to an educative value of the same kind as the studies that open the windows of the soul. But when it came to be considered later that modern civilization rests on productive industry, and that it uses the machine for its instrument and emancipates human beings from drudgery by making them into directors of machines, which increase the productive power of labor a hundred and a thousand fold, then it was seen that it is well to have all children educated to understand the construction and management of machines. The manual training school had hit by happy accident on the exact course of study to teach pupils the construction of machines out of wood and iron. This necessity of our civilization to have in its schools a study of the genesis of machinery makes sure the general addition to the common school course of study of what is called manual training. But it is important that there shall not be any injury done to the culture studies by curtailment on account of these new studies.—*N. E. Journal of Education.*

CHEERFULNESS IN THE SCHOOL ROOM.

CHEERFULNESS is a necessary quality in all teachers, and particularly so in those in charge of young children. The bright smile of the teacher on entering the school in the morning has a magic influence. It makes the little boys and girls feel happy, and gives the work of the day a pleasant opening. The children spend six hours a day for five days of the week with the teacher, and it is a very important that good and lasting impressions should be made. Some of the children come from homes in which cheerfulness is wanting, and it is the duty of the teacher in such cases to supply what the home does not or cannot give. Even with children coming from homes full of cheerfulness the cheerful teacher will be most successful. With cheerfulness there usually will be, and always should be patience. The teacher has not only to deal with the different dispositions found in the same family but also with those found in several families, and in doing so there must be great patience to secure success in dealing not only with the pupils, but also with the parents. That the teacher may be cheerful and patient he must be sound and healthy in body, mind and temper. He must have plenty of sleep, exercise and fresh air. He must keep good hours, read good literature and study very little after ten o'clock at night. The school work must be carefully prepared, and illustrations always ready and appropriate. There are many disadvantages. Some pupils come too late, some seldom come, some are indifferent when they do come, some are dull, and others slow. The highest hopes are frequently dashed to the ground. But in the face of all these discouraging circumstances the only chance for success lies in the direction of patience and cheerfulness. The teacher must take lessons from the flowers, the singing birds and the bright sunshine. He must love the work and the children though they are not all angels; he must persevere and remember that the impressions he is making will become permanent and ever widen in their influence, forming rings round a common centre, that centre being himself.—*From an essay read by Miss R. Gaunt, before the West Bruce Teachers' Association.*

WHAT IS A TEACHER ?

A TEACHER is one, who has liberty, and time, and heart enough, and head enough, to be a master in the kingdom of life; one, whose delight it has been to study mind, not in books, but in the strange realities of dull and ignorant pupils; one, who has found joy in darting a ray of light into dark corners, and wakening up hope and interest in the scared lesson-learners who have not learnt; one, who can draw out latent power from the lowest, and quicken, inspirit, and impart new senses to the highest.

A teacher has as his subject life and mind.

A teacher's life is in living beings, not in printer's ink.

A teacher is an artificer of mind and noble life.

Above all, a teacher never lets a single life of those put into his hands be spoiled, or wasted, or flung aside through neglect, or scorn.

A teacher is the helper and friend of the weak.

That is a teacher.

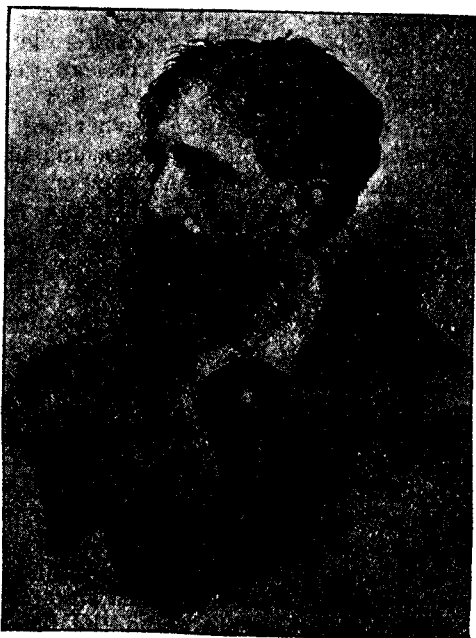
There is no law against dreaming. Though law and public opinion make teaching impossible, though there be no teacher and can be no teacher any more, dreams are beyond law. Men still can dream.—*Thuring*.

✻ English. ✻

Edited by F. H. Sykes, M.A., to whom communications respecting the English Department should be sent.

MAKING MAPLE SUGAR.

BY C. D. WARNER.



John May
C. D. Warner

I. NOTES AND SUGGESTIONS.

Enjoys more.—What other parts of farming do boys enjoy?

Blackberrying...fishing.—A droll assumption that these are a part of farming.

The most of it.—After reading the whole lesson carefully the pupil might be asked to make out from memory a list of things the boy does and another list of the other things which he does not do.

Picknicking.—Being a jolly trip to the woods with provisions.

Shipwrecked...world.—Alluding to the freshness and novelty of the situation. To a boy such a real shipwreck would appear full of enjoyment.

Tubs.—The hogsheds, mentioned farther on, for storing sap.

Rye-and-Indian Bread.—Bread made of rye-flour and Indian corn meal.

Sweetest.—Observe the double meaning.

I am told.—As if the writer were to say, "I don't know this myself and would rather not know it."

Old fun.—What particular features of this fun are alluded to as lacking in the new method?

Picturesqueness.—Which of the two methods would an artist choose to make interesting pictures of?

Carefully collected.—For instance the buckets are now hung on the tree close to the spouts so that no sap is lost, as formerly was the case by being blown to one side on the ground. Now, too, the sap is carefully strained before boiling.

Shallow pans.—To hasten the process and thus, it is said, to retain a better flavor in the sugar.

Paddle.—A clean piece of shingle or other such stick whittled into something resembling a paddle a foot or so in length.

May improve the sugar.—How?

Very intimate.—And so likely to know how he felt. Of course the writer means himself.

Qui vive (kē vev).—The challenge of French sentinels corresponding to the English "Who goes there." So to be "on the *qui vive*" means to be watchful as a sentinel; to be on the alert.

Something...veins.—A well known feeling not capable of more definite description than this "something" and "a sort of."

The sap stirs...little.—A quaint fancy. The spring feeling excites the boy.

Digging.—Show the force of this term.

As if...hen cackle.—This interests the boy in itself and particularly now as a sign of spring.

"Sap's runnin'."—A graphic touch.

South side...scalded.—The hot water and heat of the sun remove any mustiness that may have gathered in the buckets during a year's disuse.

To make a road.—To break down the snow evenly so that when the the load of buckets goes out there will be no troublesome upsets.

Campaign.—Show the connection with the usual meaning of this term.

Procession.—This word has a weakened sense in common American usage. Here it denotes first the oxen and sled, then the driver, usually walking, next the boy, also walking, and lastly bringing up the rear the two or three men referred to farther on in the Lesson.

Into the woods.—Note the significance of "into" here.

Spindling.—Young trees growing up close together in the shade of the deep woods are tall and slight, with but a few short side branches. Their slimness is especially noticeable in the winter or spring when the limbs are leafless.

Twittering.—Note the force of the word as due to its onomatopoeic origin.

A good sap-run.—A steady flow of sap lasting two or three weeks. If the spring opens early with bright but cool sunny days, sharp frosty nights and a foot or two of snow in the woods, the season will be a good one ordinarily.

Establishment.—Used in a mildly humorous sense as in "procession" above noted.

Sap-yoke.—A small wooden frame slightly hollow to fit the shoulders and rest on them. Each end projects a few inches beyond the shoulder. Suspended from the ends of the yoke are the large buckets used in collecting the sap from the smaller ones at the trees.

To sugar off perpetually.—Compare this with his desire to have the sap run fast. Impatience for results is a characteristic of boyhood well observed here.

"Wax."—The condition when the syrup is almost sugar.

The outside of his face.—Note the humor in "outside," an ordinary writer would have said "his face" simply.

Stingy.—Show that this word here has a wider meaning than usual.

To watch the operations.—Distinguish "watch" here from "watch" in the next sentence. Which has the broader meaning and what exactly is the element of difference? It is not usual to employ a word twice with different meanings in such close proximity except for humor.

A piece of pork.—A more common way is to suspend a small piece of fat bacon, over the kettle at such a height that when the hot boiling fluid rises and is about to overflow it touches the pork and melts a small portion off it. This overspreads the surface as an oily film breaking up the bubbles and moderating the surface violence of the ebullition. Compare the quieting action of oil on ocean waves as recently demonstrated.

Whittled smooth.—Why?

A perfect realization.—It satisfies his longing for the free, wild, outdoor life associated with adventure.

Like a bear.—Observe that to a boy a bear embodies all the danger from wild animals in the woods. The comparison is ludicrous coming from the boy, as he had never heard a bear probably.

An excuse for a frolic.—Perhaps the custom of having an "excuse" is a relic of the old Puritan repression which frowned on all sport except for children. Paring-bees, husking-bees and such other

gatherings, with one part work and three parts fun, seem to have had their origin in Puritan New England.

Little affectations of fright.—It was part of the sport for the youths to try to frighten the girls by going back into the woods and making hideous sounds.

Out of a fairy play.—Owing to the bright picturesqueness, the general happiness and the beautiful novelty of it all.

Practised in it.—Where is the drollery here?

The one thing he could not do.—This seems contradictory to the two things mentioned just before. The explanation probably is that the comma after "tree" is wrongly inserted, only one thing being there intended. To "climb a tree and howl" is an American colloquialism meaning to give violent expression to one's feelings when excessively vexed or annoyed.

OUTLINE OF THE SKETCH.

Pleasure of sugar-making for boys; the old way; the new way; the boy on the lookout for the sap season; home preparations; on the way; in the woods; tapping the trees; fitting up the camp; the boiling; the syrup; the boy's sugar-making; watching the kettles; night in the camp; sugaring-off; eating the maple taffy; the boy's trick on the dog.

Follow this outline and describe in your own words "Making Maple Sugar."

BIOGRAPHICAL SKETCH OF THE AUTHOR.

Charles Dudley Warner was born in Plainfield, Massachusetts, in the year 1829. He studied at Hamilton College, New York, and graduated from there at the age of twenty-two. He then spent some time with surveyors on the Missouri frontier. We next find him studying law in New York. He practised his profession subsequently for four years in Chicago, after which he returned to the East and settled down as a journalist in Hartford, where he edited the *Courant* for many years. During recent years he has been in charge of the "Editor's Drawer," the humorous department in *Harper's Monthly*. His most famous humorous book "My Summer in a Garden," first appeared in a series of sketches in his Hartford journal, but has since run through many editions in book form. It was his first book. Since then he has published several others, among which we may mention "Backlog Studies," "Being a Boy," "In the Wilderness," and a novel of great power entitled "A Little Journey in the World." It is an entirely serious story exposing the evil ways of railway magnates in the United States and the injustice which wealth inflicts there by controlling legislation. Mr. Warner has written various essays in favor of Prison Reform and the better management of Industrial Schools. He is also an energetic worker in the same cause.

Mr. Warner's humor is dainty, delicious and pure. His writings have none of the coarseness and exaggeration which characterize much of the writing of Mark Twain and Bill Nye, and which is sometimes confounded with humor. Nor is any of his merit based on the quaintness of dialect, or of broken English or bad spelling. It is in the situation seen as he sees it, and then as he shows it to us.

School-Room Methods.

*TEACHING LITERATURE.

BY MISS L. R. CHAPMAN.

How shall we measure the influence of literature on life? Let me know a man's diet and I will tell you what kind of an animal he is. Is this true only physically? Let each run over his list of friends, noting those who are broad-minded, public-spirited, respected and self-respecting citizens; oppose to these those who are easy, rather flippant in speech, and having but little weight in the community. If your experience has been mine you will find the former the best students of the best literature, in its broadest sense; the latter, you will find possibly *en rapport* with the latest serial romance, or maybe with the names of a few leaders of popular thought. The former will be found capable of appreciating to the full the meaning and beauty of life, their minds so broadened that:

*A paper read at the last convention of the North Hastings Teachers.

"The tidal wave of deeper souls
Into their inmost being rolls,
And lifts them unawares
From out all meaner cares,"

as they strive to level up their mental status to that of nobler, stronger characters, whose memories live by their works. "Never less alone than when alone," indeed is he, whose "working-house of thought" is thus well equipped. To the latter the "common deeds of the common day" grow tenfold more prosaic and monotonous as life advances and its interests narrow for them. How thoroughly should we become impressed with the value of imparting a taste for that literature which develops the best citizens and most effectively strengthens the character. "As the twig is bent, so is the tree inclined." Children love what is bright and beautiful; but they also admire strength. In all their reading let there be brightness and beauty, but let those be only wayside pleasures along the high-road of reason. And here let me protest against the meaningless rhymes of the Nursery Book—rhythmic! waddle, lulling to sleep the stirring activities of childhood. The importance of this early training cannot be over-estimated. Strange that so often it is left in incompetent hands.

Much of the literature teaching in our schools consists almost solely in translating the unknown language of the author into the familiar diction of childhood—sometimes far worse, in putting into columns the polysyllables of the text, and appending to each another polysyllable by way of explanation. The former is necessary to a correct understanding of the writer's idea; but how many take the trouble to show the suitability of the diction to the thoughts expressed? A dandelion may be painted with carmine pigments, so as to show its botanical structure quite as accurately as if done in its native color, yet we recognize at once the untruthfulness of the picture; so, by the interchange of a word, we may give a false color to another's representation. How often are little ones sent to their seats, glad that the lesson—if we may call it a lesson—is over; pleased that they have remembered the "meanings" of some score or more of words! The pleasure is short-lived. Unstrengthened for future exercises, they attack the next list of words with smouldering disgust, and so the weary round goes on from month to month. Do we find our pupils wishing the literature lesson to come oftener? If so—the picture is for us, overdrawn. If not—well, of course, the pupils are stupid. Believing, as I think you do, that good literature may be made a powerful means of moulding and developing character, do we strive to obtain that end?

Here let me say that our Readers do not always furnish us with the right sort of material for inculcating a taste for what is beautiful and true in our literature. It is a fact to be lamented. In our Second and Third Readers, we find many lessons suitable for information lessons, but very few, in my opinion, that are really literature lessons. Among these, if we leave out poetry, we may find: "The Children in the Wood," "The Story of a Drop of Water," "The Fables from Æsop," etc., in the Second Reader, while in the Third Reader are: "The Little Match Girl," "The Child's Dream of a Star," etc. Even with what we have at our disposal in these readers, are our aims right? Are our methods such as to achieve the best results? Of the methods employed one must ever speak diffidently. Experience must guide largely as to what plans should be adopted; nor can one prescribe an inflexible rule to be invariably followed. Here, as in every department of school-work, much depends on the enthusiasm and skill of the teachers. In discussing methods, the pleasantest part of my work would take the form of suggestions rather than laying down methods; but in adopting the latter course, I am yielding to the programme-framer rather than to inclination. There is much that is said and done in the teaching of literature that is hard to set down on paper. The eye, the voice, the whole manner is lost in doing so. Wherein my plan is faulty, your experience will enable you to avoid; wherein it may commend itself to your judgment, its adoption is optional with yourselves.

As a basis for successful teaching I have always found it advisable to know my pupils thoroughly—to know their interests—likes—dislikes—from what quarter I might seek information as to bird-life, "what child delights in having animals for pets," "who can tell about gardening," etc. What a won-

derful encyclopædia Johnny or Bessie will prove to you when the lesson in the Reader comes up in which they are especially interested! Sympathy will unfold many a bud into a brilliant luxuriance which else would have reached but a dwarfed development. Let us never treat our pupils as if they were ignorant of trivial matters of everyday life. Let us begin with the knowledge, gained as much as possible from real acquaintance with them, that we can easily awaken interest in certain quarters. Gradually wean that interest into a close attention to the form in which this information is given to us in the readers. Lead the children to see the appropriateness of the words to the ideas expressed. The question is often asked, should the lessons from the readers be taken *seriatim*? I would say "No."

In the springtime, the children come in all aglow, with bunches of flowers. They know where these are to be found—how lovely some look in their little nooks, visited only now and then by a wandering bee. They can tell you wonderful things about flowers. Believe me, we should lose much that we might profitably make use of, should we wait till midwinter to take up our lesson on "Flowers," because it does not happen to come in order of sequence. Children are forgetful.

Having made choice of a suitable lesson, what next? A plan I have adopted is to say to my pupils in the morning, "We will take the lesson 'The Dandelion,' etc., for to-morrow. I want you to read it over before the afternoon." This may be done at odd moments throughout the day. It should never be taken as equivalent to assigning a lesson. In telling my pupils to do this, I aim merely at their getting a general idea of the new subject—to form a nucleus around which their own experiences and the thoughts and experiences of the author may cluster. Here again may come up the question, would you assign a lesson immediately at the close of an old one? That, I think, will depend on what you mean by "assigning." If you mean suddenly to plunge your pupils into a new set of ideas and dwell on them so as to exclude what you have just taught, you are in my opinion undoing what you have just labored to accomplish. Let us give our pupils some little time to assimilate what they have received. If the succeeding lesson hinges on the preceding much of this injury is avoided. The pupils, having now read over the lesson, are ready to have it formally "assigned."

First, find out as much as possible what they know about it, and by judicious questioning put them on the track of finding out for themselves all that it is possible for them to find out. Teach them to get for themselves all that the printed page holds for them. After exhausting their experience, and this should be done so as to interest them in the wider knowledge of the author, you will have done much towards bringing them to the point where the beauty and appropriateness of the language employed will more easily attract their notice than the mere enumeration of facts. The latter will be observed, but will become more and more subservient to the vehicle employed for communicating them. And this in a literature lesson, by whatever means effected, is one of the most important points to be gained.

Words that present difficulty in their use, or are new to the vocabulary of the pupil, are noted and their use taught where necessary. Very few words in a new lesson need teaching. Children often grasp more of the meaning than we suppose. Impress these words by language exercises. Often as preparation for next day's lesson, I write out on the black-board a question or two bearing on some part of the lesson, and ask them to bring me a written answer. When the class comes up for recitation, with closed books, I question on the substance of the lesson, discuss it generally; if there are characters introduced, talk about them, their motives, words, etc. This, I find, helps the reading. Then, after questioning on the difficult words and phrases, with open books, so as to ascertain if the mere mechanical work has been mastered, we are free to devote the remaining time to the literature, *i.e.*, the pointing out of the beauties of description; the appropriateness of the language used to express certain feelings, ideas, etc.; aptness of the epithets, etc. Turn with me to that beautiful poem in the Second Reader, "Robert of Lincoln," by N. C. Bryant. The children have read it over and I wish to assign the first three verses for next day's lesson. I read over the verses with the class, asking them to note such words as: *mead, crest, note, patient, broods*. We talk about the religious society called

Friends, and sometimes Quakers; speak of their dress, customs, etc. I ask them to find out for me from whatever source they can, something about the Bob-o-link, and write on the black-board for them to think about and bring written answers next day, questions, such as: (1) What verse describes the Bob-o-link?

(2) Write out the line that tells what the bird thought of himself?

(3) Why is his mate described as "a Quaker wife"?

Next day the lesson comes up for recitation. We talk about the bird. One child tells me he builds his nest in a corner of the field—another that he keeps away from the nest when singing, so as to distract attention from it; another can describe him, telling us that his mate is of far soberer hue than he. The class then open books and we compare what they have told me with the way in which the author has told it.

What time of year does the lesson speak of? How do you know? What line tells where the nest is? Who has noticed a seeming difference in what the author has told us about the habits of the bird and what you have told me? Draw attention to the fact that the bird may distract attention from his nest by appearing anxious about another part of the field, yet he does not go far, he keeps "near to his little dame." Read two words that describe the nest. Compare the simple statement that the bird builds his nest in a corner of the field, with the words of the poet. Ask class if they see any difference and lead them to see the word-picture Bryant has given us of it. Why is the bird merry-hearted? Why is his dress called a wedding-coat? Read the lines that describe him. Tell the class that another poet calls the Bob-o-link "a little tipsy fairy," while another still, names him "Gladness on wings." Lead them to see how all three poets look on the bird in the same light.

What would the line:

"Look what a nice new coat is mine."

tend to show in the bird's nature? Why is his mate spoken of as "a Quaker wife"? What in her character and appearance makes her similar to the Quakers? Why is her life a "patient life"? Who is the I spoken of in the third stanza? What do the last two lines of the third verse show in the bird's character? Lastly, take up the reading. When the class is over for my language for that day I make use largely of the literature lesson, with such exercises as:

(1) In your own words describe the "Bob-o-link."

(2) Describe his mate.

(3) Where are their nests found? How are they guarded?

After each section of the poem that is taken up as a separate lesson, I use similar language exercises. When the poem is finished I make it the basis of a short composition which may take the form of a letter, as:—

Write a letter to a friend in Belleville, telling him about the Bob-o-link of which you have lately read; describe his appearance and that of his mate; tell where his nest is; describe the appearance of the eggs, the difference in the character of the bird and his mate, how his color and song change as summer wears away, and express your pleasure at his return each spring. As a part of Friday afternoon exercises, I tell the class what I can about any particular author they've been reading about, and thinking of through the week. The class often can tell me some fact as to his nature or character that they've been led to notice through their reading. As in the case of N. C. Bryant, they will readily see that one who can describe birds and nature so well must be a lover of them. If a short poem from that author can be found, read it to them, that is, if it is adapted to their understanding. If not, take it from some simpler writer.

In this way we can do so much to render the literary ascent so gradual that before he is aware of it, without conscious intellectual effort, the pupil's taste for good reading grows. By learning to appreciate those gems in our Readers "The Fairies of Caldron Low," "The May Queen," "Flax," "The Brook," etc., he instinctively turns aside from what does not elevate and refine the character.

Let such a result be our aim in our work, then will we be giving our pupils a lasting pleasure and strength. We shall be doing our right work.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.— ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION. ENGLISH COMPOSITION AND RHETORIC. PRIMARY.

Examiners: { W. J. ALEXANDER, PH D.
T. C. L. ARMSTRONG, M.A., LL.B.
JOHN E. BRYANT, M.A.

NOTE.—Candidates may take questions 4 and 5, or questions 7 and 8, but must take all the rest of the paper.

A.

It cannot be denied, however, that his piety was mingled with superstition, and darkened by the bigotry of the age. He evidently concurred in the opinion that *all nations which did not acknowledge the Christian faith were destitute of natural rights*; that the sternest measures might be used for their conversion, and the severest punishments *inflicted upon their obstinacy* in unbelief. In this spirit of bigotry he considered himself *justified* in making captives of the Indians, and transporting them to Spain to have them taught the doctrines of Christianity, and in selling them for slaves if they *pretended* to resist his invasions. In so doing he sinned against the natural goodness of his character, and against the feelings which he had originally entertained and expressed towards this gentle and hospitable people; but he was goaded on by the mercenary impatience of the crown and by the sneers of his enemies at the unprofitable result of his enterprises. It is but justice to his character to observe, that the enslavement of the Indians *thus taken in battle* was at first openly *countenanced* by the crown and that when the question of right came to be discussed at the entreaty of the queen, several of the most distinguished jurists and theologians advocated the practice, so that the question was finally settled in favor of the Indians solely by the humanity of Isabella. As the venerable Bishop La Casas observes, where *the most learned men have doubted*, it is not surprising that an unlearned mariner should err.

These remarks in palliation of the conduct of Columbus, are required by candor. It is *proper* to show him in connection with the age in which he lived, lest the errors of *the times* should be considered as his individual faults. It is not the intention of the author however, to justify Columbus on a point where it is inexcusable to err. Let it remain a blot on his illustrious name and let others *derive* a lesson from it.

1. What is the main theme and the topic sentence of each of these paragraphs? How is the relation of each paragraph to what has gone before shown? What is gained by making two paragraphs here?

2. Examine the first paragraph showing the main theme, the nature and intention of each sentence and its relation to the main theme. Point out also the various means employed to maintain explicit reference.

3. Briefly examine each sentence in the first paragraph as to the merits of the direct and indirect order employed, and as to the use or omission of connectives.

4. Criticise and explain the use of the pronoun "it," wherever used throughout both paragraphs, and rewrite each clause containing it, without using this pronoun.

5. Discuss the correctness of the italicised passages, correcting where you think a change advisable, giving your reasons.

B.

Columbus was a man of quick sensibility, liable to great excitement, to sudden and strong impressions and powerful impulses. He was naturally irritable and impetuous, and keenly sensible to injury and injustice; yet the quickness of his temper was counteracted by the benevolence and generosity of his heart. The magnanimity of his nature shone forth through all the troubles of his stormy career. Though continually outraged in his dignity, and braved in the exercise of his command; though foiled in his plans, and endangered in his

person by the seditions of turbulent and worthless men, and that too at times when suffering under anxiety of mind and anguish of body sufficient to exasperate the most patient, yet he restrained his valiant and indignant spirit by the strong powers of his mind, and brought himself to forbear, and reason, and even to supplicate.

6. Point out briefly the peculiarities of style in the foregoing sentences.

7. Rewrite the passage, substituting English words or phrases for those of Latin origin.

8. Distinguish impetuous and impulsive; sensible and sensitive; irritable and excitable; benevolence and generosity; continually and continuously; exasperate and aggravate; suffering and anguish; restrained and restricted; valiant and brave; sufficient and enough.

COMPOSITION.

NOTE.—The letter and the essay are both required, and will constitute 66 per cent. of the value of the paper. Candidates will not sign their names to the letter.

1. Write a letter, of at least thirty lines, from Toronto, dated July 1st, to a former school fellow who has been residing for the past year in Edinburgh.

2. Write an essay, of at least sixty lines, on any one of the following subjects:

- The Crusaders.
- England in the time of Richard I.
- Trial by combat.
- The reading of novels.

ENGLISH POETICAL LITERATURE.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: { W. J. ALEXANDER, PH.D.
T. C. L. ARMSTRONG, M.A., LL.B.
JOHN E. BRYANT, M.A.

NOTE.—Candidates for the Junior Leaving Examination will take sections A and C. Candidates for Junior Matriculation will take sections A and B. Of the questions marked with asterisks, only ONE is to be answered.

A.

1. What are the merits and defects of *Evangeline* as a poem? Make your answer as definite as you can, and illustrate, as far as possible, by references to particular points or passages.

2. Tell in good literary form the story of *The Birds of Killinquoorth*, reproducing, as far as you can, the spirit of the original.

3. Explain the italicised words in the following passages, carefully giving, in the case of common nouns, the exact shade of meaning:

- The wind seized the *gleeds*.
- In the *bivouac* of life.
- It glanced on flowing flag and rippling pennon.
- No morning gun from the black fort's *embrasure*.
- The right of *eminent domain*.
- _____he hears in his dreams
The *Ranz des Vaches* of old.
- Softly the *Angelus* sounded.

*4 Reproduce in your own words the sequence and development of thought in the poem entitled *Resignation*.

*5 Indicate in what poem and in what connection the following passages appear:

- Nor deem the irrevocable past
As wholly wasted, wholly vain.
If rising on its wrecks, at last
To something nobler we attain.
- Fame is the fragrance of heroic deeds
Of flowers of chivalry and not of weeds.
- Sorrow and silence are strong, and patient
Endurance is godlike.
- _____the cares, that infest the day,
Shall fold their tents, like Arabs,
And as silently steal away.
- Nothing useless is, or low;
Each thing in its place is best.

*6 Mark the scansion of the following passages, and discuss all variations from the regular metre:—

- He hears the parson pray and preach
He hears his daughter's voice,
Singing in the village choir,
And makes his breast rejoice.
- Robert of Sicily, brother of Pope Urbane
And Valmond, Emperor of Allemaigne.
- Mixed with the whoop of the crane, and the
Roar of the grim alligator.
- So in each pause of the song, with measured
Motion the clock clicked.
- All were subdued and low as the murmurs
Of love, and the great sun—

B.

Beautiful was the night. Behind the black wall of the forest,
Tipping its summit with silver, arose the moon. On the river

Fell here and there through the branches a tremulous gleam of the moonlight,
Like the sweet thoughts of love on a darkened and devious spirit.

Nearer and round about her, the manifold flowers of the garden

Poured out their souls in odours, that were their prayers and confessions

Unto the night, as it went its way, like a silent Carthusian.

Fuller of fragrance than they, and as heavy with shadows and night-dews,

Hung the heart of the maiden. The calm and the magical moonlight

Seemed to inundate her soul with indefinable longings,

As, through the garden gate, beneath the brown shade of the oak-trees,

Passed she along the path to the edge of the measureless prairie.

Silent it lay, with a silvery haze upon it, and fire-flies

Gleaming and floating away in mingled and infinite numbers.

Over her head the stars, the thoughts of God in the heavens,

Shone on the eyes of man, who had ceased to marvel and worship,

Save when a blazing comet was seen on the walls of that temple,

As if a hand had appeared and written upon them "Upharsin."

And the soul of the maiden, between the stars and the fire-flies,

Wandered alone, and she cried,—“O Gabriel! O my beloved!

Art thou so near unto me, and yet I cannot behold thee!

Art thou so near unto me, and yet thy voice does not reach me?

Ah! how often thy feet have trod this path to the prairie!

Ah! how often thine eyes have looked on the woodlands around me!

Ah! how often beneath this oak, returning from labours,

Thou hast lain down to rest, and to dream of me in thy slumbers!

When shall these eyes behold, these arms be folded about thee?”

Loud and sudden and near the note of a whip-poor-will sounded

Like a flute in the woods; and anon, through the neighboring thickets,

Farther and farther away it floated and dropped into silence.

“Patience!” whispered the oaks from oracular caverns of darkness;

And, from the moonlit meadow, a sigh responded “To-morrow!”

7. What is the general idea set before the reader in this passage? Point out the relation of the thoughts, *i.e.* their relation to the general idea or to one another.

8. Indicate concisely, with references to definite points and passages, the chief merits of this passage.

C.

Old Yew, which graspest at the stones
That name the under-lying dead,
Thy fibres net the dreamless head,
Thy roots are wrapt about the bones.

The seasons bring the flower again,
And bring the firstling to the flock
And in the dusk of thee, the clock
Beats out the little lives of men.

- O not for thee the glow, the bloom,
Who changest not in any gale,
Nor branding summer suns avail
To touch thy thousand years of gloom :
And gazing on thee, sullen tree,
Sick for thy stubborn hardihood,
I seem to fail from out my blood
And grow incorporate into thee.
9. Tell concisely the subject of this poem, and of each stanza in it.
10. Show the development of the thought in this poem and the appropriateness of the introduction of the idea which each clause expresses.

* Hints and Helps. *

BUSINESS IN THE PUBLIC SCHOOL.

BY WATTY.

I WONDER how many teachers remember being taught, in the Public School, how to transact such business as writing notes, orders, keeping accounts, etc. I am afraid that those who could answer my question in the affirmative would be very few indeed. It was not until we were studying Book-keeping in the High School that we got a clear idea of these things.

Are the teachers of the present day doing more towards presenting this form of work to the pupils than the past teachers did? While some may be doing so, by far the larger portion do not give the matter even a passing thought.

It is painful to look at some of the accounts kept by farmers. Who is to blame for all the blunders and irregularities found there? It might grieve the teachers to think that the blame must be laid at their doors; but it is the fault of no one else. It is the fault of the pedagogue who is wasting much precious time in trying to impress "mud-clear" grammatical principles, when he should be endeavoring to teach "business," something that will be of practical as well as disciplinary value. Teachers in rural districts have boys under instruction who will be the farmers of the future, and it is quite necessary that such be taught such business principles as are needed by farmers; for it is seldom that they have the chance to attend more advanced educational institutions than those in their own sections.

Every one should keep an account of receipts and expenditures. Let us as faithful teachers see that the account-keeping of the future farmer is a great improvement on that of the present and past.

Friday afternoon is a good time to have a lesson in business with the fourth class. The interest of the pupils is excited by requiring them to perform business transactions such as buying and selling, giving notes, orders, due bills, etc. A good substitute for money may be made by placing coins under white paper and then rubbing the end of a lead pencil over it until an imprint is left on the paper. These round paper coins are then cut out and distributed to the pupils. It is well not always to have the denomination of the coin marked on it, but let the pupils learn to distinguish one from another by the size. Let the pupils have special exercise books for this work. Let accounts be opened, notes, orders and due bills given, letters ordering and acknowledging receipt of goods written, and bill-books kept, and see that all communications are properly indexed. With small classes, such as we have in graded schools, an active teacher can keep all the work under his own supervision. This work is excellent for cultivating the writing and language faculties.

HOME-MADE SCHOOL APPARATUS.

We should have suitable tools with which to work. If the district does not furnish all that are needed the earnest, original teacher will not spend the precious days in waiting and repining. He will make what is most needed, the larger pupils assisting him, often with great pleasure as well as profit to themselves.

The following list shows what was provided by one country school teacher, aided by her pupils:

1. A stated globe made of a croquet ball. A small hole was bored through the ball and a wire inserted for an axis. It was painted with shellac varnish in which a little lampblack and flour of emery had been stirred to give color, and the requisite hardness and roughness to the surface.

2. A reading chart composed of twenty sheets of heavy manilla paper, 24x36 inches. Each sheet was mounted on strips of lath dressed down by the boys. Staples of wire were inserted in the top lath for support. Pictures clipped from children's papers and old books were pasted on the sheets, and lessons were neatly written with crayon.

3. Measures of length—a foot rule, a yard stick, a rod pole, with sub-divisions.

4. Surface measures—a board one foot square checked off into square inches (144), and nine boards each one foot square making a square yard. On the grounds a square rod was staked off, and in an adjoining pasture, a square acre.

5. Circular measure. On a piece of heavy paste-board a large circle was drawn and the circumference, or a portion of it, divided into degrees, etc.

6. Dry measure. From the stores boxes were secured, one holding a pint, another a quart, a peck, a bushel.

7. Liquid measure. Tin cans of the required sizes—gill, pint, quart, gallon—were found and brought to the school room.

8. Cubic measure. From a stick of timber a block measuring one foot each way—length, breadth, thickness—was cut, and two of its surfaces checked off into squares, showing the number of cubic inches in the block (1728). Inch cubes also were cut.

9. Weights. Packages weighing a dram, an ounce, a pound, were prepared, fine sand being used.

Note.—All this work was performed while the classes were studying the tables—thus learning by doing—by actual observation.

10. A set of forms for illustrating square root.

11. Blocks for illustrating cube root.

These were made by a young man who had considerable skill in the use of tools, and was learning the rule for extracting this root.

Besides the articles named above, six muslin curtains were made for the windows, a scraper for the steps, and two husk mats for the hall. Several mottoes and pictures were tastily framed and hung up on the wall.

Perhaps some reader may think that this teacher put herself to a great deal of unnecessary trouble; that she was "a fool for her pains." It was not so, as she took delight in all that she did, and the constantly growing interest of her pupils made her very happy. Moreover, the people of the district became interested through their children, and feeling that it would be money well spent, they re-employed her term after term, paying her good wages.—*School Education.*

BRIGHTENING THE SCHOOL ROOM.

WE all know that it makes a great difference in the mental and physical well-being of teacher and pupils whether they find themselves in an airy, well-lighted school room, with neat furniture, good blackboards, maps and charts, some pictures and other ornaments; or whether their room is cramped, dark, and dingy, with battered desks, seats, and blackboards, and other accessories conspicuous by their absence.

However, school-rooms, good and bad, have one point of resemblance: there is a best and a worst to be made of them. If teacher and pupils drift along day by day, with no particular interest in their surroundings, and with no regard to possibilities of improvement the shabby things will only grow shabbier and uglier, and the bright spots, if any, will sink into permanent eclipse.

If, on the other hand, the occupants of the room set to work to make it better, little by little, it is astonishing how fast the small improvements add up into a pleasing result. Perhaps you can begin by rubbing up the furniture a little, the blackboards. This is a problem, but at least you can have a cloth to dust them. You will breathe less pulverized chalk by doing this.

Another suggestion in the neatness and order line, is to have a dust-pan and brush at hand. Let the restless boy work off some of his superfluous energy in "tidying up." Do not call upon him always, however; the quiet lad over in the corner would like to serve you, and would also like an opportunity of moving about.

Tell the children to make little bags for their slate pencils and sponges. They are less noisy than boxes. Have boxes for all miscellaneous articles. Materials for busy work, science lessons, etc. The children will bring them. Have a place for the lunch boxes, out of sight if possible.

Have something really pretty as soon as you can get it. A picture wears longest, and is, perhaps, best in all respects, yet a ginger-jar kept full of daisies is quite enough to redeem most rooms. Give the children manual work in decoration. A good deal can be done in skilfully disposing and combining.

Maps form another obstacle, but if they are dilapidated they can be made more presentable, as well as more useful, by mending. Very good color charts can be made from educational colored papers, by cutting out squares of the standard colors, shades, and tints, and arranging them in regular order.

Finally, if the teacher is a home-maker, the home charm will creep into the most unpromising surroundings, but for this no directions can be given.—*The Teachers' Institute.*

For Friday Afternoon.

COW BELLS.

BY MRS. AGNES E. MITCHELL.

Probably the following may have been given before in this Department some time ago, but it seems so well adapted for recitation, especially in rural schools, that teachers will, we are sure, be glad to have it again.

With klinge, klange, klinge,
'Way down the dusty dingle,
The cows are coming home.

How sweet and clear, and faint and low,
The airy tinklings come and go,
Like chimings from some far-off tower,
Or patterings of an April shower

That makes the daises grow ;
Ko-ling, ko lang,
Ko-ling, Ko-lang, koline-ingle,
'Way down the dark'ning dingle

The cows come slowly home ;
And old-time friends and twilight plays,
And starry nights, and sunny days,
Come trooping up the misty ways,
When the cows come home.

With jingle, jangle, jingle,
Soft tones that sweetly mingle,
The cows are coming home ;

Malvine, and Pearl, and Florimel,
De Kamp, Redrose, and Gretchen Schell,
Queen Bess, and Sylph, and Sprangled Sue—
Across the fields I hear loo-oo,

And clang her silver bell ;

Go-ling, Go-lang,
Go-ling, go-lang, go-linge-linge,
With faint, far sounds that mingle,

The cows come slowly home ;
And mother-songs of long-gone years,
And baby-joys, and childish tears,
And youthful hopes, and youthful fears,
When the cows come home.

With tinkle, tankle, tinkle,
Through fern and periwinkle,
The cows are coming home ;

A-loitering in the checkered stream,
Where the sun-rays glance and gleam ;
Clarine, Peachbloom and Phoebe Phyllis
Stand knee-deep in the creamy lilies,
In a drowsy dream ;

To-link, to-lank,
To-link, to-lank, to-linkle linkle,
O'er banks with butter-cups a-twinkle,

The cows come slowly home ;
And up through Memory's deep ravine
Come the brook's old song, and its old time sheen,
And the crescent of the silver queen,
When the cows come home.

With klinge, klange, klinge,
With loo-oo, and moo-oo, and jingle,
The cows are coming home.

And over there on Merlin Hill
Hear the plaintive cry of Whip-poor-will ;
The dew-drops lie on the tangled vines,
And over the poplars Venus shines,
And over the silent mill ;

Ko-ling, ko-lang, ko-linge-linge,
With a ting-a-ling and jingle,
The cows come slowly home ;

Let down the bars ; let in the train
Of long-gone songs, and flowers, and rain,
For dear old times come back again
When the cows come home.

The Educational Journal.

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A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART
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J. E. WELLS, M.A. - - - - - Editor.

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Norfolk County, at Simcoe, Oct. 15th and 16th.
West Grey, at Owen Sound, Oct. 15th and 16th.
Carleton County, Oct. 15th and 16th.
North Essex, at Windsor, Oct. 22nd and 23rd.

✻ Editorials. ✻

TORONTO, OCTOBER 15, 1891.

TRUE PATRIOTISM.

A GOOD deal has been said of late on platforms and in the press on the duty of teaching patriotism in the schools. Patriotism means, of course, love of one's own country, and love of country has always been regarded as one of the noblest of passions. Certainly it has always been characteristic of the noblest nations. The people who have been ready to die for their country have been usually the people who have had a country worth dying for. We are not sure whether we have stated that proposition in the logical order, or whether the clauses should be reversed to indicate the relation of cause and effect. Certain it is that the two act and react upon each other very powerfully. The natural features and characteristics of the country, its configuration, soil and climate, have much to do in moulding the character of its people; while it is for the people in their turn to fashion those political, social, moral and religious qualities of the nation which alone make it worthy of the love and loyalty of intelligent citizens.

What is patriotism, and how can it be taught? These two questions at once arise in the mind of the thoughtful teacher, when he is urged to instil that principle, or sentiment, or whatever it may be, into the minds of his pupils. The questions are comprehensive enough to suggest a magazine essay, or a volume. We can but touch one or two salient points.

If we may commence with the negative, let us say that true patriotism is not, in our estimation, a blind passion. It is not prepared to stand up for its country, *right* or *wrong*. It is not unnecessary to say this, for the contrary is often proclaimed in substance, and sometimes in so many words. Patriotism, at least any patriotism worthy of a free people and an advanced Christian civilization, is intelligent, discriminating, fair-minded. It at least strives earnestly to be free from prejudice, and to seek for its country only what is just. The true patriot will remember that the nation is but an aggregate of individuals, and that it is just as wrong and just as contemptible for a nation to take or seek an unfair advantage over its neighbor, as for an individual to do so. As with the man so with the nation; respect for one's own rights demands as its logical complement, respect for the rights of others.

Hence it will be seen that true patriotism cannot be taught by simply shouting huzzas, or waving flags, or reciting historic incidents, in prose or verse, with a large admixture of unhistoric exaggerations, or by pouring denunciation or ridicule upon other nations, or marching through the streets with swords and guns, of either wood or steel, and singing or shouting defiance at imaginary foes in general and our nearest neighbors and kinsmen in particular. The flag and the drill, and even the shouting and the declamation, may have their places and uses, but none of these can develop the nobility of individual character and aim without which there can be no true greatness in the national aggregate. We are disposed to go even further, and to question whether these things, unless carefully guarded, do not have a potent influence in implanting and fostering the national prejudice and bigotry and greedy, grasping selfishness, which do so much to embitter international relations, when they might be and should be of the friendliest character.

Positively, true patriotism is intelligent, discriminating, broad-minded. It loves that which is worthy to be loved in the national character and institutions; it despises whatever is false, or ignoble, or in any way unworthy. And it constantly strives to develop the one and to eliminate the other. Its loyalty is not of the kind which wor-

ships and defends the constitution, laws, customs, traditions, of the country, simply because they are those of the country. It loves those of them which it sees to be good and ennobling, and seeks to conserve and perpetuate them. It dislikes and decries those which it sees to be bad and degrading and seeks to reform them, or to do away with them. The nation in which such patriotism prevails will be constantly improving in its laws, its modes of government, and the qualities of its citizens, and so will become more worthy of the love and devotion of those citizens. And the more worthy it becomes of these sentiments, the more will they abound. Other things being equal, the nation which has the wisest laws, the freest institutions, the purest administration, will be the nation which can rely most securely upon the genuine loyalty of its people.

Patriotism, like morality, can best be taught incidentally rather than formally. For instance, the present time is unhappily a most favorable one for an object lesson on the necessity of truth and honor in both public and private life. "Ought not political morality to be taught in our schools?" asks an esteemed correspondent in a private note. To ask the question is to answer it. The Canadian nation of a quarter of a century hence is now in the school-rooms of the country. Its character is under the moulding hand of the teacher. The revelations of the late session of Parliament have brought a keen sense of humiliation to all right-minded Canadians. They have disgraced our country in the eyes of the world. Every true patriot in the land is laid under the weightiest obligations to do what in him lies, not only to purify Parliament and the public service, but to search out the causes of the gross corruption which has been revealed, and as far as possible, remove or remedy them. Two of the most potent of these causes lie on the surface, viz., the intensity of the party spirit, and, in the case of too many, a low standard of public and business morality. The judicious teacher can do much to convince those of his pupils who are old enough to think about such matters, that it is unworthy of an intelligent citizen to permit himself to become the mere tool of a party, that it is his duty as well as his privilege to investigate calmly, think clearly, and act with manly independence in all matters in which his "vote and influence" can be of service to his country. Party organization and action may be useful, may be even necessary to the accomplishment of great reforms, but they will command the assent of the true patriot only so far as both their aims and their methods are such as

commend themselves to his individual judgment and conscience. His judgment may err, even his conscience may be at fault, but that is no reason why he should act in opposition to their dictates, or surrender his moral freedom at the bidding of others. He should of course, seek their enlightenment by all means and from every quarter. But they are given him to be his guides and safeguards. To subject them to the behests of a leader of a party, is to surrender his moral freedom, to abdicate the highest functions and prerogatives of manhood. The teacher should not forget that the dishonorable conduct of politicians and public servants is made possible by the low standard of political and business morality in the constituencies. This, though obvious, is too much lost sight of. The business men who tempt, are sharers in the guilt of the tempted who yield and fall. Had a high sense of honor ruled in the business firms with which the Government officers had dealings, most of the peculations and breaches of trust which have been revealed at Ottawa would have been impossible. Were a high sense of honor predominant among the people, neither dishonesty in public life nor political corruption in the electorate, would to any considerable extent prevail. Let every teacher, then, do his or her best to implant lofty principles, and a noble contempt for whatever is dishonest, underhanded, or base, in the minds of the young, and they will thereby rank themselves among the country's best patriots. They will do more than most others can possibly do, to make Canada a country worth loving and dying, or still better, living for.

* Editorial Notes. *

ATTENTION is directed to the advertisement of Mr. Richard Lewis, Teacher of Reading and Elocution, in this number. Mr. Lewis is no doubt well known to our readers, through his contributions to our columns and otherwise, as a competent elocutionist, and will, we have no doubt, render good service to any Institute to which he may be invited.

ACCORDING to the Educational Statistics of the United States for 1891 there are 361,237 public school teachers in the Republic, and 12,563,894 pupils attending the free schools. In private unsectarian schools there are 686,106 pupils, and in sectarian schools there are 573,601 pupils. The army of scholars in all the schools is nearly 14,000,000 young people.

TEACHERS and others proposing to join the shorthand class announced in our last number will please write us without delay. Prof. Moran has conducted similar classes through the medium of some of the best educational papers of the United States. The lessons will teach the Pitman system which is, we believe, the system for all English-speaking countries. Prof. Moran is engaged in University Extension work and is well qualified to instruct students practically while they remain at home. For fuller information write directly to the Editor.

LADIES in the Universities are maintaining well their claim to intellectual equality with their rivals of the other sex. For the first time, a lady has this year carried off the Cobden Club sixty pound prize offered at the universities for the best essay on an economic subject. The prize is competed for in successive years in rotation at Oxford, Cambridge, and Manchester. This year it is the turn of the Victoria University, and the winner is Miss Victoria Jeans, B.A., of 10, Mayfield-road, Whalley Range, Manchester. The subject of the essay is "The Industrial and Commercial Effects, Actual and Prospective, of English Factory Act Legislation."

AT its last commencement, the University of the City of New York conferred for the first time pedagogical degrees. Fourteen graduates received the degree of Doctor of Pedagogy, and twelve the degree of Master of Pedagogy. "It is a remarkable fact" says an exchange, "that the average age of the doctor's class is over fifty years, all of whom have been faithful students of educational science for four years and amply earned the honorable distinction they have received. It is safe to say that no class ever graduated from any university since time began, the average of whose members is as old as this. The members of both these classes are engaged in teaching, most of them being principals or heads of departments, in this and surrounding cities. Since the commencement of lectures on pedagogy, four years ago, more than five hundred teachers have been in attendance; a School of Pedagogy has been organized and endowed as a department of university work; a definite course of study marked out, a good library commenced, free text-books pledged, and definite degrees promised. Now, for the first time, education is recognized as equal in professional rank to law, medicine, and theology."

SOME of the modes of evasion of the Free Education Act in England are ingenious. The *Daily News* describes one which has

been suggested in a county near London, in the interests of the Voluntary School and of "religious education." The school managers are counselled to proclaim themselves free, and so entitle themselves to the free grant; but as there are many districts where the Church people would not like to think their children were going to a free school, the matter is to be squared in this way. It is to be pointed out to them that they can practically pay for their children's schooling by becoming subscribers to the amount of five or ten shillings per annum, as the case may be, and the school managers are to make a point of obtaining as many of these small subscriptions as possible. The next thing the *Daily News* expects to hear will be that parents unable to pay a subscription in a lump may give it in weekly instalments to the school managers, only taking care not to call the instalments school pence. Probably it will not take parents generally many years to see that schools supported out of the national funds to which all are contributors are not charity schools.

* Question Drawer. *

WILL some teacher kindly recommend, for the information of an inquirer, "a good song-book for schools," also a good book in Geography as help for the teacher?

A. C.—We find nothing in the Act making the immediate election of a trustee to fill a vacancy imperative. We suppose that the two remaining trustees will constitute a lawful quorum for the transaction of business, and that the election of a third to supply the vacancy may be postponed for sufficient reasons till the annual meeting.

SUBSCRIBER.—We do not think that a teacher in an overcrowded school would be justified in dividing the primary class, so as to have half of them come in the morning and half in the afternoon, without the consent of trustees and parents. With that consent the plan would, in our opinion, be an excellent one. Three hours a day are, we think, quite as many as children of five to eight years of age ought to be in school. Their powers of attention will be exhausted in that time, and to keep them longer wearies and disgusts them, and often makes them dislike school when they would otherwise enjoy it.

A TEACHER.—There are many excellent magazines in the United States, almost any one of which is suitable for teachers, for wide-awake teachers will not confine their reading to educational periodicals. *The Century*, *Scribner's*, *Harper's*, etc., are illustrated, and have more fiction and articles for general readers; *The Forum*, *The North American*, *The Atlantic*, *The Arena*, etc., contain heavier discussions, dealing more with public questions of the day. *The Literary Notes*, which appear in almost every number of the JOURNAL, will give you a good idea of the character and contents of each. The rates range from \$3 to \$5. *The Review of Reviews* is new, and in some respects unique. *Littell's Living Age* is a weekly eclectic—price, \$8. It has an excellent reputation.

WHATEVER you are, be frank, boys!
'Tis better than money and rank, boys!
Still cleave to the right,
Be lovers of light,
Be open, above board, and frank, boys!

Primary Department.

CUT-UP STORIES.

BY ANNIE EVANS, LONDON.

SUGGESTIONS.—Cut out these paragraphs and paste them on stiff cardboard. Distribute among pupils and call upon them to read by number.

NOTE TO TEACHERS:—All words not found before Lesson XII. in Ontario First Reader, may be discovered through phonics or told to pupils. The last paragraph is a test in phonics, and may be left out if too difficult in reading or meaning.

MAY AND HER PETS.

No. 1. May has a lot of pets. She has a cat, a dog, a hen and a kid.

No. 2. The cat is fat and sits on the mat, but the dog runs in the lot with Pat, who sees to a big ox that is in the lot.

No. 3. A pig is in the lot too, but the pen it is in has a lot by it, so that it can not get out.

No. 4. May got a rat-tan box for her hen but you may see it, if May lets it be in the pat-ch that the kid runs in.

No. 5. A fox ran by to get at her hen but Pat got his hat and the dog and ran at it.

No. 6. The fox ran to a van in the lot, and so the dog did not get it, but he will get the an-i-mal yet.

No. 7. May's kid has a skin like sat-in, if you pat it with your hand.

No. 8. This is a cat-a-logue of May's pets. and to see them is a pan-or-a-ma to sat-is-ify you all.

HOW TO MAKE MORNING EXERCISES BENEFICIAL.

ARNOLD ALCOTT.

THESE Exercises should be such as will leave a lasting and favorable impression on the pupils' minds. In order to produce this effect opening exercises should be (1.) Suited to the capacities of the scholars; (2.) Varied in the manner in which they are conducted; (3.) Carried on chiefly by the class, *i.e.*, the pupils should do most of the work.

A great deal depends on the teacher, as to the real interest in, and reverence for, the Word of God felt by the children.

I have said firstly, that opening exercises should be adapted to the capacities of the scholars. By this I mean that, in a primary class, for example, a teacher should choose simple and familiar topics, and should illustrate these by Bible verses and easy hymn tunes. The introduction of suitable gems would be of great help.

Secondly, that opening exercises should be varied in manner and form as well as in substance. Change makes us able to appreciate new beauty, and attracts attention because of novelty. Adherence to one or two particular subjects for Bible lessons is apt to make them monotonous, and consequently, to lose effect. Then again, a certain stereotyped way of pursuing these devotions would not be so well for the little ones, as a variety of methods.

Thirdly, that morning exercises should be carried on by the pupils chiefly. The meaning of this is that it is not so well for the teacher to read the Bible lesson, or to relate the Bible stories, at all times.

She should have the pupils sometimes, repeat verses, and tell the stories. It is very appropriate to have some pupil, a good reader, come up occasionally and read from the Bible aloud. Of course, the reverential attitude and respect depends greatly on the teacher's power.

Having briefly explained my ideas as to methods of conducting morning exercises, let me suggest outlines of a few subjects, and how to develop them.

GOD'S LOVE FOR THE LITTLE ONES.

1. Hymn,—“Jesus Loves Me.”
2. Prayer.
3. Bible Verses,—Mark x. 14: “Suffer the little children.”

4. Recitation,—“Where did you come from, baby dear?”—Geo. Macdonald.

5. Song,—“Precious Jewels.”

“Little children, little children
Who love their Redeemer.”

THANKSGIVING.

1. Song,—

“Can a little child like me,
Thank the Father fittingly?
Yes, O yes, be good and true,
Patient, kind in all you do,
Love the Lord, and do your part,
Learn to say with all your heart
Father, we thank Thee,
Father, we thank Thee,
Father, we thank Thee,
We thank Thee.”

2. Prayer,—This may be chanted.

3. Bible Verses,—Psalm xcv. 1-6.

4. Gems,—

(a.) “Thanksgiving is good, but thanksgiving is better.

(b.) “For the wish to thank Thee, Lord,
We thank Thee, most of all.”

(c.) “What though the winds be chilly,
And clouds the sky may fill,
And all without be dreary
If the heart is happy still,
Then let us give thanksgiving
And looking through the years
We'll labor ever onward
Unharm'd by doubts or fears.”

5. Ask some of the pupils to tell you for what they feel most thankful.

6. Harvest Hymn,—“We Plough the Fields and Scatter”; or, “Swell the Anthem”; or, “Come Ye Thankful People Come”; or, “The God of Harvest Praise.”

N.B.—These hymns may be found in the Baptist, and also in the Methodist Hymnal.

RAIN.

1. Opening hymn of praise for our blessings such as the German Chorale,

“Praise to God, O let us raise
From our hearts a song of praise.”

This may be found in the “Standard Music Course,” by Curwen, Tonic Sol-Fa.

2. Prayer.

3. Bible Verses,—Lev. xxvi. 4; Matt. v. 45.

4. Recitation,—Longfellow's “Rainy Day.”

5. Close with a bright Kindergarten song on rain, or with this little gem,

“What's the use of repining,
Where there's a will, there's a way,
To-morrow the sun may be shining,
Although it is raining to-day.”

SOLDIERS.

1. Hymn,—“Dare to be a Daniel,” or, “Only an Armor-bearer.”

2. Prayer

3. Bible Verses,—1 Tim. vi. 12, “Fight the good fight of faith”; 2 Tim. 2, 3, “Thou

therefore, endure hardness, as a good soldier of Jesus Christ.”

4. Recitation,—“Am I a Soldier of the Cross.”

5. Hymn,—“Onward, Christian Soldiers.”

THE CLOSING DAY.

On the last day of the session we might choose the following as our morning exercise:—

1. A hymn of praise.

2. Prayer.

3. Bible Verses,—Num. vi. 24, 25, 26:—
“The Lord bless thee, and keep thee. The Lord make His face to shine upon thee, and be gracious unto thee: The Lord lift up His countenance upon thee, and give thee peace.”

4. Teacher expresses her kindly feelings and goodwill towards her pupils, and wishes them health and pleasure in their vacation.

5. Closing Hymn,—“God be With You till we Meet Again.”

We have followed the order, singing first, and then prayer, because of the hallowing influence produced by music. Having selected a subject, such as Love, for a Junior Second class, the teacher might, the night previous to its being taken, ask the pupils to bring in texts on this subject, written on paper, the next morning. It is obvious that by this means we may encourage the use of Bibles in the homes.

Perhaps at a later date we may outline other subjects, such as, Obedience to Parents, Light, Wisdom, Kindness, Truth and Purity.

Book Notices, etc.

Polyeucte par Corneille. Edited by A. Fortier, of Julane University. Pp. 130. Price 35 cents. Boston: D. C. Heath & Co.

Professor Fortier here gives us a good text of the play with appropriate historical and literary introductions. His annotations, in point of idiomatic rendering of the French are satisfactory, but viewed as aiding the student to comprehend the force of the French idiom they are unsatisfactory. For example in the note to Act v. Sc. 2, l. 13: “Sans attachement qui sente l'esclavage,” we are merely given the rendering “which has anything slavish.” Now the student requires here a careful exposition of the peculiar forces of *sente*, including its original force and secondary meanings with brief illustrative phrases in French. ‘By these means he would be enabled to understand the force of “sente” in the clause before us—to smack of, be tinged with, suggest, etc.—and would then be prepared for the loose rendering, “which has anything slavish.” The little volume is well printed and prettily bound in pale green manilla.

Unseen Passages for Dictation, Reading, and Composition. Compiled by Earnest Protheroe. Pp. 170. Price 1s. 6d. London: Moffatt & Paige.

This volume contains graduated exercises chiefly from standard authors, suitable for dictation, etc., They are selected with taste and judgment, so that while in length suited to school use, they do not lose unity. The range of topics in the two hundred selections of the volume is so great as to prevent the dictation lessons from becoming monotonous. The book is a useful practical volume, truly helpful to the teacher.

LET fraud, and wrong, and baseness shiver,
For still between them and the sky
The falcon, Truth, hangs poised forever,
And marks them with his vengeful eye.

—J. R. Lowell.

BULFINCH—"Say, see here, Wooden, if you have any grievance or grudge against me, I wish you'd come to me and have it out like a man, and not try to get back at me in this underhand way."
WOODEN—"Why, I don't know what you mean."

BULFINCH—"Don't know what I mean? Wasn't it you that sent that new cook book to my wife?"

DR. T. A. SLOCUM'S
OXYGENIZED EMULSION OF PURE COD LIVER OIL. If you have any Throat Trouble—Use it. For sale by all druggists. 35 cents per bottle.

MAMMA (from the next room, hearing a suspiciously sibilant noise, followed by a scream)—
 "What was that, Agnes?"

MR. Sissy (who lisps, but is equal to the occasion) "That wuth a mouth; it thartled Mith Agneeth."

MAMMA, (who has been young herself)—
 "Yes, I thought it was. Don't do it again, please."

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Little Books

REQUIRED BY EVERY TEACHER.

We ask attention to the Catalogue of Books and School Supplies recently issued with the **EDUCATIONAL JOURNAL**. In it will be found a large list of books for assistance or recreation especially valuable to the teachers. We select the following from the list:

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Humorous Dialogues and Dramas, handsome cover, contains a great variety of specially prepared selections, humorous without being coarse. Paper, 25c.

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Words Correctly Spoken. A work valuable to all who desire accuracy of language. Cloth, 15c.

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Ritter's Book of Mock Trials. An entirely novel idea. The trials are very amusing take-offs of actual scenes in court and daily life; containing sixteen complete trials—adapted to performance by amateurs or professionals. Paper cover, price 25c.

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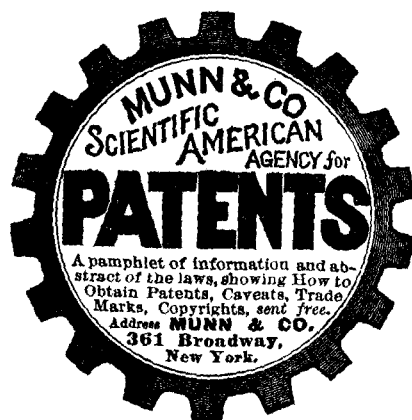
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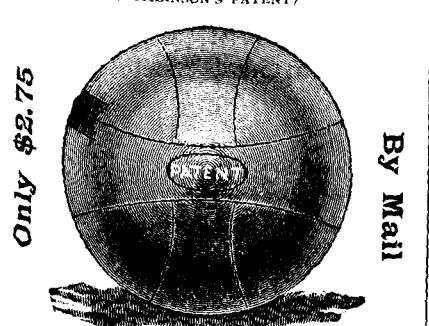
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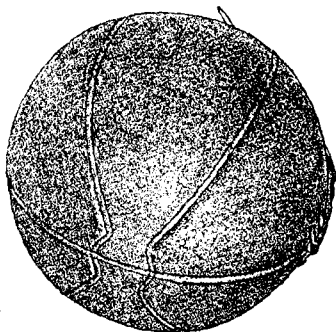
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After his last great fight I again saw Sir John, and expressed a regret that I had not written of events as they occurred instead of always working from a distance of time, and showed him a synopsis of what I was preparing respecting the election of 1891. He was greatly interested, and asked me to finish it with all possible speed. Almost to the last time he was at Council I met him at the door to talk about it, and went to Earncliffe the morning of the day he was struck down to tell him that it was finished.

I have also submitted part of the work to the criticism of Mr. George Johnston, Dominion Statistician, and a great admirer of the late premier, who is good enough to say that "the manuscript passed through his hands previous to its being sent to Sir John, that he had read it carefully, and that it appeared to him well executed, both as to the matter and manner." Finally: The preface to the book which gives a full statement of how I came to write it and of what it contains, has been submitted to Mr. Hugh Macdonald, who considers it in accordance with the facts.

My work is but a humble tribute of love and admiration to the memory of one whom I knew from my infancy, and represents my own conception of his career.

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68	
<u>6324</u>	
62	63
97	48
<u>6014</u>	<u>3024</u>
69	
44	
<u>3036</u>	

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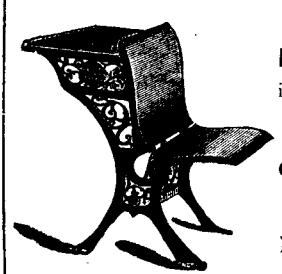


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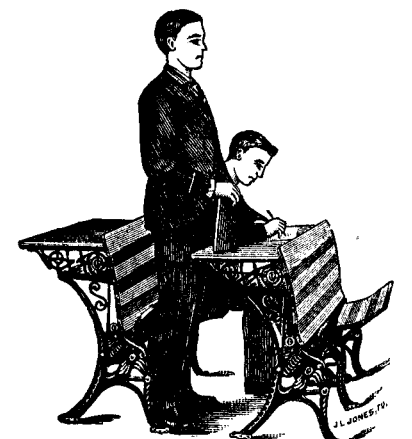
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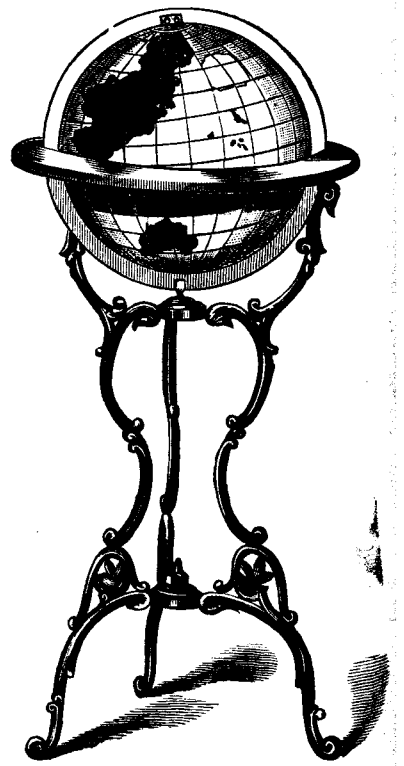
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