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# The Canada School Journal.

## AND WEEKLY REVIEW.

VOL. X.

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No 26.

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### The Canada School Journal and Weekly Review.

Edited by J. E. WELLS, M.A.  
and a staff of competent Provincial editors

An Educational Journal devoted to the advancement of Literature, Science, and the teaching profession in Canada.

#### —o—TERMS.—o—

**THE SUBSCRIPTION** price for THE CANADA SCHOOL JOURNAL is \$2.00 per annum, strictly in advance.

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

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### The World.

We omitted last week to notice the annual announcement of the "Woman's Medical College," of Toronto. This school is in affiliation with the University of Trinity College. We sympathize most heartily with the work in which it is engaged believing that the thorough medical education of a large number of women is a much needed and most salutary reform. We wish the Women's Medical College every success, and hope its growth and efficiency may be indicated by many an annual announcement in the years to come.

The course of the new British Ministry will be watched with great curiosity and great interest. One of the most progressive Cabinets that ever guided the affairs of the State is suddenly superseded by another composed almost exclusively of land-owning peers, and yet there are indications that this aristocratic government is prepared even to outbid its Liberal predecessor in radical reforms, especially in concessions to the demand for Irish Home Rule. If this be true, it will be a curious study

to watch the process of winning over the rank and file of sturdy Conservatives to the support of measures which contravene all the principles and traditions of British Toryism. There can be little doubt that, through the one set of leaders or the other, home rule for Ireland is to be one of the events of the near future. The change is as inevitable as it seems inherently just and reasonable. Whether it, or any possible political change, will bring early peace and prosperity to the disturbed and distressed districts of Ireland is another question.

We received a few weeks since a well written pamphlet by Mr. Thomas Ritchie, on the "Fallacy of Insolvency Laws and their Baneful Effects." There is much to be said in favor of the views advocated in the pamphlet, and also a good deal on the other side. The space at our disposal for general topics will not permit the discussion of so wide a question. A kindred question in regard to both political economy and legislative morality, has been raised by the recent remarkable Act passed by the Manitoba Legislature, to protect from seizure the property of insolvent debtors. How to protect the honest debtor from unreasonable persecution and cruelty without putting a premium on fraudulent dealing, is one of the most difficult problems with which the legislator has to deal. Some, and perhaps an increasing number, are contending, with a good deal of plausibility, that all legislation on such matters is wrong in principle, and that both solvency and morality would be promoted by leaving all business transactions matters of mutual trust between man and man.

### The School.

The *N. E. Journal of Education* comes to us this week in a new and beautiful dress, having been printed from new type cast expressly for its use. This valued weekly we regard as *facile princeps* amongst many excellent American exchanges. We are often glad to give our readers the benefit of copious extracts from its pages. We congratulate our contemporary on its great success and hope that its hope of a doubled subscription list may be speedily realized.

We beg leave to congratulate Mr. W. H. G. Colles on his appointment to the responsible position of Public School Inspector for East Kent. From all we know of the character and abilities of Mr. Colles we believe the schools and the public are equally entitled to congratulation. The appointment is, no doubt, a good one, and we are glad to learn that it was unanimous. Mr. Colles has been Principal of the Chatham Model School for several years, and by his efficiency, earnestness and ability, has proved himself well fitted for the duties of the Inspectorate. We wish him every success.

We have received a copy of the Annual Report of Mr. Arthur Brown, I. P. S. for the County of Dundas, containing

carefully prepared and tabulated statistics of the Public Schools of that county for 1884. Two facts, indicative of healthy improvement in the County may be quoted. First:—The promotions made by the November examinations in 1883 were 98, while in 1884 they were 367; the average standing of the schools of the County in 1883 was 297, while in 1884 it was 485. Second—One half of the teachers employed in the County at present have passed the non-professional second class examination, two of them the first-class examination, and a considerable portion of these forty hold professional second-class certificates.

An incident which recently occurred in the vicinity of Uxbridge, well illustrates the value of the practical element in school literature. A young lad, to all appearance drowned, was rescued from the water by some school mates. His young companions had studied to good advantage the lesson in one of Gage & Co.'s School Readers, entitled, "Till the Doctor Comes." They at once set at work to apply the treatment described, and with the happiest results. The circulation was restored, animation returned, and the boy's life was saved. There is no other way in which all the people of every class in a whole generation can be effectively reached with useful, practical information, save through the schools. The hint is a valuable one for school-book makers and for teachers.

The recent revelations in regard to the evasion of Canadian Custom's regulations by the English firm of Nelson & Sons, will be a disappointment and a shock to every right-minded reader. We blush to think that a great publishing House, and especially a House that makes a specialty of educational publishing, could stoop to the dishonesty of systematic undervaluation, or the trickery of inserting a false title page with a false date. We regret most of all that some of the Canadian agents of the firm must have connived at the fraud. We trust the boys now passing through our Canadian schools are being trained to a sense of honour that would make it as impossible for them to cheat the Government as to lie or steal in any other way.

In response, or rather concession, to a very vigorous and persistent agitation by the National Union of Elementary Teachers in England, the new Drawing regulations of the code have been materially modified. The change is in the most reasonable direction of allowing one or two years for the schools to adapt themselves to the new requirements, instead of enforcing at once a standard for which many of them are quite unprepared. We refer to the matter chiefly to note that the National Union of Elementary Teachers is becoming a power in determining educational legislation in England. It will doubtless prove a steadying power, putting a check on the sudden changes and rash experiments, which, the *Schoolmaster* says, make the life of managers and teachers, but especially of the latter, one continual worry. The *Schoolmaster* asks some pointed questions which are not just now without pertinence in Canada as well: "Is all this kaleidoscopic changing needful? Is all this unending hesitation or disarrangement in any way beneficial to the work of education? Is any one better or

wiser by this continual uncertainty in the minds of those who are charged with the control of the elementary schools of the kingdom?"

An exchange quotes a noteworthy *bon mot* of the late President Garfield, which not only involves a handsome compliment to the great ability of the speaker's teacher, President Hopkins, of Williams' College, Mass., but also enunciates an important educational truth. At a commencement dinner, many years after his graduation from the College, General Garfield said:—"I rejoice with you over the new surroundings of our old college; these beautiful buildings, large collections, ample endowments, and the improvements of this beautiful town. But permit me to say that if I were forced to elect between all this without Dr. Hopkins, and Dr. Hopkins with only a shingle and a piece of chalk, under an apple tree, he on one end of an oak log and I on the other, I would say, *My university shall be Dr. Hopkin's, President and College in one.*" The true efficiency of a college depends not half so much upon its fine buildings and costly apparatus, or even upon the breadth of its curriculum, and the number of its professors, as upon the teaching power of the latter. One Dr. Hopkins is worth half a regiment of perfunctory lecturers or book-devouring dryasdusts.

An influential Canadian Journal a few weeks ago propounded the theory that the United States should pension its ex-presidents, so as to enable them to spend the rest of their days after leaving the White House in dignified retirement. Rutherford B. Hayes seems to have a different, and what our readers will agree with us in thinking, a better idea of what is due to ex-official dignity. The *New England Journal of Education* tells us that "to the dignified occupation of a western farmer and first citizen of a good Ohio town, he has added the presidency of the Slater Educational Fund, with constant observation and interest concerning educational progress in the country, and that his excellent wife occupies herself in the same work, and, a few weeks since visited the city of Savannah, Ga., to establish an industrial home for colored girls." Our contemporary well observes that "there is room in the upper story of American life for all retired statesmen, ex-presidents and first-class men and women of ripe experience, abundant leisure and ample fortune, among the educational thinkers and leaders who, more than any other class, are now moulding the future of the Republic."

There would seem to be a few cases in which it can scarcely be claimed that "they do these things better in England." One of the exceptions must be in the matter of school discipline judging from what we occasionally see in the educational journals. For instance "A Perplexed Manager," writes to *The Schoolmaster* that the Head Master and his staff in a certain school are in despair because the managers allow corporal punishment to be inflicted only by the Head Master and "contend that satisfactory results at the inspection cannot possibly be obtained if the assistant teachers are prohibited from using the cane in their respective classes wherever they may think it necessary, and as (they allege) is cus-

tomary in all schools." Would said Headmaster and his staff be surprised to learn that there are very many of the best and most efficient schools in Canada and the United States—we know not how it may be in England—in which corporal punishment is unknown, and the use of the cane would be considered as beneath the dignity of any master, and derogatory to the best interests of the school? We learn, for instance, on good authority that Mr. Colles, the newly appointed Inspector for East Kent, in all the five and one half years during which he was Headmaster of the Chatham Model School, never once resorted to corporal punishment and yet that the order and discipline in his classes were excellent.

The *New England Journal of Education* devotes a column to the discussion of the question "Does education make people lazy?" One of the results reached is the broad principle that "Education,—that is, intelligence, the cultivation of the mind,—lifts any class of workmen to higher grades of labor and to better wages." This is undoubtedly true, and the point is well taken. The charge of laziness is generally brought by those who find that they cannot employ the brain and muscle of intelligent labourers at four or five dollars per week and keep them in the same position year after year as they would like to do. The schools are surely to be praised not blamed, if they lift men to higher grades of work and better remuneration. But there is, nevertheless, another side to the shield, at which our contemporary does not look. The tendency of young men and women to quit the farm house and the workshop of the country and flock to the counter and the office in the city has much of evil in it. It is the source of much poverty, suffering and sin. Teachers cannot too assiduously uphold the dignity of manual labour—not the brainless, unending drudgery of by-gone days, but the intelligent, brain-directed work of the farm and the mechanics' shops of to-day. Labour saving machinery and scientific appliances are robbing manual labour of its chief terrors. It may be well to educate our children as a means of lifting them to higher grades of employment. But it is infinitely better to teach them that a cultivated mind is the birthright of every man and woman, a birthright which will fit them to ennoble any toil however humble and put them into possession of sources of the highest enjoyment, independence and usefulness, of which no-kind of toil and no reverses of fortune can ever despoil them. Free education is an end in itself, not a mere means to an end. Yet, even from the most "practical" point of view there is much pith in the reply made by Dr. McCosh to a gentleman who, at the close of a public address on Education, asked if it was not true that a large number of persons were unable to obtain employment because their education and sensibilities were above the wants of the society in which they live? The Dr. naively replied that he did not know of any case where education had *hurt anybody*.

#### HOLIDAY NUMBERS OF THE SCHOOL JOURNAL.

*Rest and recreation are now the order of the day in the educational world. Teachers and other subscribers will be glad of a change all along the line. "The School Journal" enters heartily into the holiday spirit, and wishes the members of the profession the fullest enjoyment*

*of the vacation. Feeling assured that they will be wisely indisposed to keep up their professional studies closely during the vacation, we propose for the months of July and August to issue the "Journal" on alternate weeks, and to give to these vacation numbers as much as possible of a holiday character. Our next number will appear on July 16th. We shall be glad to receive communications of a sprightly, holiday style.*

#### SCHOOL PRIZES.

A glance at the columns of the newspapers of the last week or two shows how universal the customs of keeping records of standing and awarding prizes for proficiency have become in our educational institutions from the public school upward. We are not of the number who object to reward-giving on principle. On the contrary, we believe that judiciously managed and kept within proper limits the method is in accord with the soundest principles of both philosophy and morality. Neither child nor adult will work without motive. Love of approbation and desire to excel are in their own sphere, legitimate motives. The susceptibilities to which they appeal are deeply implanted in the child-nature. Who shall say that they are not so implanted for good and wise purposes?

In regard to character, few will class such motives among the highest. But they surely take a moral rank far above the abject physical dread which was too often the main reliance of the average teacher but a generation or two back, as it is, we fear, of too many a wielder of the birch even yet. Contrast the array of "bodily tremblers," whom many of us have seen in the old-time school-rooms, poring stupidly over their dog-eared books, in an almost chronic mood of either nervous terror or dogged resentment, with the sparkling sea of animated, happy faces, which often greets the eye in a modern school-room. The contrast carries with it its own argument. Looking on this picture and on that who can doubt that the change marks a great moral as well as intellectual advance?

But what are the proper limits within which such motives should be appealed to? We should answer, Those limits are undoubtedly reached whenever higher and more potent motives become available. Such motives are a sense of duty, of responsibility for the use and cultivation of God-given faculties; and the love of knowledge both for its own sake, and as a power for good. We confess we do not care to see grown men and women carrying off books and gold and silver trinkets from the colleges and universities. They ought to have got beyond the stage of such secondary rewards. If they have made the best use of their time and talents they have but done what was right. They have simply consulted their own best interests. There seems something incongruous, not to say puerile, in a metal badge as the recognition or the reward of a well cultivated mind. Something may perhaps be said in favour of bur-saries and scholarships as a means to an end, though even these are open to serious if not fatal objections.

But there is one special danger attending the giving of standings and prizes in the schools to which we wish to direct the earnest attention of teachers and others interested. It is more or less customary to make up the daily records partly from the

reports of the pupils themselves. Sometimes these report upon their own work or conduct, sometimes upon that of fellow-students, as in the comparison of slates and papers. This seems all right in itself, and should be attended with the best results. Theoretically there is nothing more healthful than to throw a pupil back upon his own sense of honour, to make him feel that he is trusted and thought incapable of a lie or any act of meanness. Yet just here is danger of great abuse and great evil. If the pupil's sense of honour is unhappily, not sufficient; if he falls into the habit of systematically cheating, for himself or others falsifying the record, the system becomes to him a source of infinite harm. In such cases boys and girls pervert that which should be a training in principles of justice and honour, into a training in fraud and falsehood. From facts and incidents which have from time to time come under our own observation, we fear this perversion is much more common than high-minded teachers suppose. They may forget to make due allowance for the defective moral training many children receive outside the school room. To say that there is nothing of higher importance than the development of a high sense of honour in the youth of the country is to express a great truth but feebly. There is scarcely anything else at all comparable to this in importance. No trouble, no anxious painstaking can be too great to secure it. Even high intelligence and great brain power should be held but as secondary. A word to the wise is sufficient. We commend this subject and these hints to the observation and anxious study of all concerned.

## Special Articles.

### AGRICULTURAL TRAINING.

In lecturing to Kent and Sussex farmers upon the purposes of the Science and Art Department in respect to instruction in agriculture, Mr. Buckmaster made the following remarks in the course of his speech: We are constantly hearing of the necessity of schools for teaching the scientific basis of our manufacturing industries, but what about agriculture—an industry which requires more varied scientific knowledge than any other industry, which is, in fact, the mother of every other industry, since the productions of nature are the material of art? Where are the technical schools and universities for teaching the scientific basis of farming? Every other industry requires some training or preparation, but there is a widespread public opinion that anybody can be a farmer—a liberal art that needs no pains or science, industry, or brain. A central department in Stuttgart superintends the agricultural education of Wurtemberg. The institutions for this purpose are an agricultural academy for young farmers, agricultural schools for peasants, schools for vine growers, schools for fowls, where domestic economy and the management of the dairy are taught; agricultural winter schools, voluntary agricultural progressive schools, adult evening schools, and meetings for reading papers and discussions, reading rooms, agricultural libraries, and special classes for various branches of agriculture. The farms on which these schools are placed receive moderate aid from the state. Wurtemberg is about the same area as Yorkshire, and here you have ninety-seven progressive schools of agriculture, and fifty-six agricultural reading rooms, with 2,400 members. . . . What science has done for

other industries it will also do for agriculture. Now, let us see what they are doing in France. In the country schools, instruction relating to farm work, the management of animals, the cultivation of a garden, the keeping of bees, the proper cultivation of fruit trees, enters largely into the ordinary teaching. . . . At the agricultural meeting in Paris last year the plan of a parish in Burgundy was made and exhibited by the parish schoolmaster, in which the nature of the surface soil and subsoil on the little plots round the cottages of the pupils were explained, and the pupils were taught the best methods of cultivating them. Why could not the same thing be done in our industrial agricultural schools?

### TEACHERS WHO FAIL.

BY SUPT. E. U. AUMILLER, IN EDUCATIONAL NEWS.

It's very easy to criticize and to say harsh things about school teachers, but it's quite difficult to teach successfully.

If you should ever chance to find a community where all unite in praising their teacher, it will be worth your while to sit at that teacher's feet and learn the secret of his success.

The fact is, most teachers do not succeed. A great many shades of classification might be made between the really successful teacher and the one who utterly fails, but it were vain to attempt an enumeration.

However, there are several classes (large ones, too) who always did fail, and it is probable never will succeed. Prominent among them is the young inexperienced teacher—a boy sixteen to eighteen years old—who may have "book learning" enough to teach a certain school, but is sadly deficient in common sense, lacks the discretion as to *what* should be taught and developed, has little knowledge of the affairs of men or of human nature.

How can he succeed? Many a bright boy is thus sacrificed in order to please some one who has influence enough to obtain him a position.

The other extreme is the teacher who has had too much (?) experience, that is, the man who has taught so long that no one can suggest to him anything better than he already knows. This teacher is scrupulously observing the traditions of the olden time pedagogue. School boards are tired of him; so are the people. They give him a school out of respect, because, they say, "He was once a good teacher," and every year, it is thought, will be his last term, but he turns up each succeeding year, like the old Scotch lady for her "annuity."

Then, there is the *lazy, careless* teacher, who sees no reason for being so particular in everything. His ambition is to put in his time and draw his salary promptly. He can't succeed.

Also, there is a class of teachers whose "book" qualifications are too meagre. They are like continental money, marked for a certain amount per month, say forty dollars, while their intrinsic value is sixty-two and a half cents per diem, as master of a spade or shovel.

To classify a little closer we might speak of the whining, scolding teacher; the too-much-talk teacher; the weak, indcisive teacher; the rash, indiscreet teacher, and the teacher who takes a school near his home so that he may add a little salary to the income from his regular occupation or business.

Many teachers lose sight of their relation to patrons, besides being careless as to their conduct in public. One of Aesop's fables gives us the moral, "Familiarity breeds contempt." It may do so in certain cases, but when it does, one of two things is certain; either the teacher is not what he was looked upon as being, or the person with whom he associates is one whose familiarity the teacher should not court.

## ARCHDEACON FARRAR ON MODERN SCHOOLS.

We extract the following passages from a recent sermon by Archdeacon Farrar at Westminster, on behalf of the parochial schools. Some of the questions asked and sentiments uttered are worthy of attention by educators in America as well as in Britain :

After a reference to the marvellous advance of the age in material civilization the preacher said, "But when we turn to the higher things of life, it becomes a very anxious question whether there has been any analogous improvement. Have the vaunted glories of civilization tended to anything nobler or better for the race of men in the realm of character, in the domain of spirit? Are human aims more worthy, is the human heart richer now in elements of eternal value? Is human life on the whole happier and more worth living for the great mass of mankind than it was of old? It is obvious that only by the balance of many conflicting elements of decision can we come to a clear opinion respecting so wide a question. It would be wrong to dismiss it once for all with a dashing peremptory answer, but surely there are abundant reasons why we should not indulge in any premature exultation, as though we were so much better in these respects than our forefathers. However, I will only touch, and that very briefly, on one single element of inquiry, and ask whether we have, in this nineteenth century, made an adequate advance in the wisdom of education. That this test is a crucial one you will all acknowledge, since education is of the highest importance to the welfare of mankind. And perhaps you will assume that on this point, at any rate, there will be no doubt as to the answer. 'Look,' you will say, 'at our Educational Acts, look at our compulsory national education, look at our revised Codes, look at our School Boards, look at our flourishing national schools, look at the comparatively few in these days who are still unable to read or write. Look at the fact that so large a multitude of each generation is directly occupied in teaching and training the generation which is springing up. Look at the happy diminution of juvenile crime, and then can any one doubt that, in matters of education, at any rate, we have wrought a very great deliverance in the earth, and are far wiser than our fathers? Now, I desire to admit most fully and most thankfully all our real gains, and especially those of late years. I give the largest meed of generous acknowledgment both to the motives and to the results achieved by all those who have labored to widen and to improve the national teaching of the young. Were it my object to set before you the bright side of the picture, nothing would be easier, or even in some respects fairer, than to pronounce on our modern system of national education a glowing eulogium. That there is a bright side to the shield I do not for a moment deny; but to-day I rather want you to look at the neglected obverse; I want you to see how much remains to be done, and I fear, to be amended. And I must express a sorrowful doubt whether our aims are so sufficient, our methods so perfect, or our results so satisfactory as a self-satisfied optimism is always ready to proclaim. It would be wrong to ignore the very real advance; but, on the other hand, nothing is so deadening, so unfruitful, as self-congratulation on our own virtues or acquiescence in our own failures. We shall make no advance whatever unless we regard the goal of yesterday as the starting-point of to-day.

After some remarks upon the system of payment by results and a powerful allusion to the evils of our over-populated cities, and to the frightful misery existing amongst large masses of the people, coupled with an exhortation to greater self-denial on behalf of the suffering poor, the Archdeacon proceeded. Our education should embrace far more of manual training, more direct training for labour and domestic service, even if it be purchased at the expense of a considerable diminution of mere intellectual knowl-

edge. Of religious education I will say nothing. Owing to sectarian differences and many mistakes I fear we have lost our golden days of opportunity, and religious knowledge can no longer be under the recognition of the State. But what shall we say of moral training? Are we in such a condition as to assert that morals cannot be taught? Are we to satisfy ourselves with the paltry sophism that nations cannot be made virtuous by Act of Parliament? I say, on the contrary, that nations will be what their youth are; that the youth of a nation can be trained, as all history shows, in the highest ideals of a nation, and that a nation can make of its youth "arrows in its giant hand." We boast of our educational ideal. It is nearly as high in some essentials as that even of some ancient and heathen nations long centuries before Christ came? The ancient Persians were worshippers of fire and of the sun; most of their children would have been probably unable to pass the most elementary examination in physiology, but assuredly the Persian ideal might be worthy of our study. At the age of fourteen—the age when we turn our children adrift from school, and do nothing more for them—the Persians gave their young nobles the four best masters whom they could find to teach their boys wisdom, justice, temperance, and courage—wisdom including worship, justice including the duty of unswerving truthfulness through life, temperance including mastery over sensual temptations, courage including a free mind opposed to all things coupled with guilt. Are our moral conditions universally encouraging as to these virtues? I am afraid that I cannot join in the flourish of trumpets about ourselves and our conditions, which we are all so fond of hearing? Do we not hear on all sides of fraud, of the deleterious adulteration of food and drink, of the deterioration of goods, of cheating operations, of things only made to sell, of triumphant success of sham and quackery? Are not our streets and our country made hideous by being plastered over with miles of puffery?

After some further reference to abounding frauds, a scathing allusion to religious hypocrisy, and some remarks on the over glorification of mere physical courage, the preacher proceeded:—*But moral courage, the courage which will tell the truth and shame the devil, the courage which will oppose the violence of unscrupulous factions, the courage which will tell corrupt societies or churches that they lie, the courage of men who would scorn to follow the giddy fluttering rag of public opinion after which in these days, so many run in adoration, where is this courage? And justice and reverence, are they so common? Look, again, at what we call the dark ages. The young knight of those days, though he might not be able to sign his own name, had yet been taught to reverence his conscience, to keep his body in temperance, soberness, and chastity; to respect womanhood, to resist oppression, to protect the weak, to tell the truth always, to take Christ for his captain, and to do his duty to all the world. If they knew little of the three R's, they knew something of the three great elements by which alone the human soul can live, namely, adoration, hope, and love. And too many of us do not equal them in the four cardinal virtues or three Christian graces, and there are not too many who look up, as the best of them did in their souls to God through blue air and starry sky. Would that we had something of the life of that chivalry which has passed away!*

Referring again to the English educational methods the Archdeacon compared them with those of some other countries as follows: In Holland, in Belgium, in Saxony, in Prussia (I believe also in America), the system is purely educational, and not in the slightest degree pecuniary. Nowhere, we are told, does a single penny of the State's money depend on any examination, nowhere is there a system of individual examination, nowhere is there that striving

after percentages or the mechanical accuracy which causes anguish to teachers and so much weariness, nowhere amongst teachers are there such traces of worry and anxiety. Demanding that all its children should be educated, the State in those countries entrusts them to the intolligence of teachers of the highest character, and best training it can secure, and for results it trusts neither to the accidental competency, or incompetency of an Inspector who comes into the school once a year for examination, but mainly to the honor and faithfulness of those whom it has chosen, and whom having chosen it supports and trusts. I think that however much is achieved by our system, which we ought most gratefully to acknowledge, there is much more that it might achieve, and achieve in a manner more satisfactory than at present. It might make the schools more beautiful and attractive at a very small expense, and so educate the neglected sense of art and beauty. It might provide play grounds, gymnasias, and baths for swimming, it might give direct training in trades by which a living could be earned, it should institute at least something of healthful military drill for our youths. It might correct the fatal error of turning our children loose at fourteen or fifteen, and doing no more for them at the most critical period of their lives. It might supply, by these means, relief to teachers and children, and mitigate many pressing hardships.

**Prize Competition.**

**ARITHMETICAL PROBLEMS.**

FOR CANADA SCHOOL JOURNAL COMPETITION PRIZES—THIRD CLASS  
QUESTIONS—BY NO. 700.

1. A farmer sold 300 bushels of wheat at \$2 per bushel, corn and oats to the amount of \$750; with the proceeds he bought 120 head of sheep, at \$3 per head, one pair of oxen for \$90, and 25 acres of land for the remainder. How much did the land cost him per acre?

$$\begin{aligned} 300 \times \$2 &= \$600. & 600 \times 750 &= \$1500 \\ \$3 \times 120 &= \$360. & 360 \times 90 &= 450 \\ & & \$ 900 & \quad \$900 \div 25 = \$36 \text{ Ans.} \end{aligned}$$

2. Divide  $\$456 \times (24 - 12) \times 5$  by  $(80 \div 6) \times (3 \times 111 - 18)$   
 $450 \div 12 \times 5 = 510. \quad 90 \div 6 = 15. \quad 3 \times 111 = 33. \quad 33 - 18 = 15.$   
 $510 \div 30 = 17 \text{ Ans.} \quad 15 \div 15 = 30 \text{ Divisor.}$

3. Divide  $648 \times (3^2 \times 2^2) \div 9 - (2010 \div 15)$  by  $2863 \div (4375 \div 175) \times 4^2 \times 3^2$

$$\begin{aligned} 648 \times (9 \times 8) \div 9 &= 648 \times 8 = 5184 \\ 2010 \div 15 &= 134. \quad 5184 - 134 = 4990 \text{ Dividend.} \end{aligned}$$

$$\begin{aligned} 2863 \div (4375 \div 175) \times 4^2 \times 3^2 &= 2863 \div (25 \times 8) \div 9 = \\ 2863 \div 400 &= 7, \text{ divisor.} \quad 4990 \div 7 = 712 \frac{6}{7} \text{ Ans.} \end{aligned}$$

4. A mechanic earns \$60 a month, but his necessary expenses are \$42 a month. How long will it take him to pay for a farm of 50 acres, worth \$36 an acre?

$$\$60 - 42 = 18. \quad \frac{50 \times 36^2}{18} = 100 \text{ months. Ans.}$$

5. The product of 3 numbers is 107100, one of the numbers is 42, and another 34. What is the third number? Ans. 75.

6. What must be the number, which divided by 453, will give the quotient 307, and the remainder 109?

$$453 \times 307 + 109 = 139180 \text{ Ans.}$$

1. A farmer bought a lot of sheep and hogs, of each an equal number, \$1276. He gave \$4 a head for the sheep, and \$7 a head for the hogs. What was the whole number purchased, and how much was the difference in the total cost of each?

$$\begin{aligned} 12 \frac{1}{2} \times 116 &= 116. \quad 116 \times 2 = 232 \text{ purchase.} \\ 116 \times 3 &= \$348 \text{ difference in cost.} \end{aligned}$$

2. A house and lot valued at \$1200, and 6 horses at \$95 each, were exchanged for 30 acres of land. At how much was the land valued per acre?

$$\begin{aligned} &1200 \\ 116 \times 6 &= 570 \\ 1770 & \quad 1770 \div 30 = \$59 \text{ per acre. Ans.} \end{aligned}$$

3. If 16 men can perform a job of work in 36 days. In how many days can they perform the same job with the assistance of 8 more men?

$$\begin{aligned} 16 \text{ men do the work in } 36. & \quad 1 \text{ man will do it in } 16 \times 36 \text{ days.} \\ & \quad 24 \text{ men " " " } 16 \times 36 \div 24 = 24 \text{ days.} \end{aligned}$$

4. A coal dealer paid \$965 for some coal. He sold 160 tons for \$5 per ton, when the remainder stood him but \$3 per ton. How many tons did he buy?

$$\begin{aligned} 160 \times 5 &= 800. \quad 965 - 800 = 165. \quad 165 \div 3 = 55. \quad 160 + 55 = \\ & \quad 215 \text{ tons. Ans.} \end{aligned}$$

5. A drover bought a certain number of cattle for \$9800, and sold a certain number of them for \$7680, at \$64 per head, and gained on those he sold \$960. How much did he gain a head, and how many did he buy at first?

$$\begin{aligned} 7680 \div 64 &= 120. \quad 7680 - 960 = 6720. \quad 6720 \div 120 = 56 \text{ cost price.} \\ \$64 - \$56 &= \$8 \text{ gain per head.} \quad 9800 \div 56 = 175 \text{ bought.} \end{aligned}$$

1. A dealer in horses gave \$7,560 for a certain number, and sold a part of them for \$3,825 at \$85 each, and by so doing lost \$5 a head; for how much must he sell the remainder per head to gain \$945 on the whole?

$$\begin{aligned} \$7,560 - \$3,825 &= \$3,735. \quad 3,735 \div 945 = 4, \text{ bought,} \\ 84 - 45 &= 39, \quad 4,680 \div 39 = \$120 \text{ Ans.} \end{aligned}$$

2. Bought a Western farm for \$22,360, and after expending \$1,742 in improvements, I sold one-half of it for \$15,480—at \$18 per acre; how many acres of land did I purchase and at what price per acre?

$$\begin{aligned} \$22,360 - 1,720 &= \$13 \text{ per acre.} \\ \text{Ans. } 1,720 \text{ acres bought at } \$13 \text{ per acre.} \end{aligned}$$

3. If A can build 14 rods of fence in a day, B 25 rods, C 8 rods, and D 20 rods; what is the least number of rods that will furnish a number of whole days' work to either one of the 4 men?

$$\begin{aligned} &1) 14, 25, 8, 20 \\ &2) 7, 25, 4, 10, \quad 2 \times 2 + 5 \times 7 \times 5 \times 2 = 1,400 \text{ Ans.} \\ &5) 7, 25, 2, 5 \\ & \quad 7, 5, 2, 1. \end{aligned}$$

4. A can dig 4 rods of ditch in one day, B can dig 8 rods, and C can dig 6 rods; what must be the length of the shortest ditch that will furnish exact days' labor either for each working alone or for all working together?

$$\begin{aligned} \text{L, C, M of } 4, 8, 6 &= 24 \text{ days' labor} \\ \text{working alone } 4 + 8 + 6 &= 18. \quad \text{L, C, M of } 18 \text{ \& } 24 = 72 \text{ Ans.} \end{aligned}$$

5. What number must you add to the sum of 126  $\frac{1}{2}$ , and 240  $\frac{2}{3}$  to make 560  $\frac{1}{3}$ ?

$$\begin{aligned} 126 \frac{1}{2} &= 126 \frac{2}{4}, \quad 560 \frac{1}{3} = 560 \frac{4}{12} \\ 240 \frac{2}{3} &= 240 \frac{8}{12}, \quad 866 \frac{2}{3} = 366 \frac{8}{12} \\ & \quad 366 \frac{8}{12} \quad 193 \frac{1}{3} = \text{Ans.} \end{aligned}$$

1. Find the cost of a piece of land 2 miles long, 180 rods wide, at \$30 per acre.

$$\begin{aligned} 2 \times 320 \times 180 \times 30 &= 2 \times 20 \times 18 \times 30 = \$21,600 - \text{Ans.} \\ & \quad 4 \times 40 \end{aligned}$$

2. Bought a piece of land 1  $\frac{1}{2}$  miles long, and 120 rods wide for \$8,600. Find price per acre.

$$\begin{aligned} 1 \frac{1}{2} \text{ miles} &= 480 \text{ rods} \\ 480 \times 120 &= (3 \times 120) \text{ acres, } \frac{\$8,600}{3 \times 120} = \$23 \frac{2}{3} \text{ per acre - Ans.} \end{aligned}$$

3. John has 150 acres of land, James has 40  $\frac{1}{2}$  acres, and Richard has 63  $\frac{1}{2}$  acres; how many more acres has John, than James and Richard together?

$$63 \frac{1}{2} = 63 \frac{2}{4}, \quad 40 \frac{1}{2} = 40 \frac{2}{4}, \quad 63 \frac{2}{4} + 40 \frac{2}{4} = 103 \frac{4}{4}, \quad 150 - 103 \frac{4}{4} = 46 \frac{7}{4} \text{ Ans.}$$

4. Divide 150 acres 3 rods and 20 per, between A and B, giving A 20 acres 2 rods and 30 per. more than B.

	ac.	ro.	per.	ac.	ro.	per.
150	3	20		65	0	15
20	2	30		20	2	30
2) 130 0 30 = twice B's						
65 0 15 = B's						
85 3 0 A's						
65 0 15 B's						

5. Find the cost of painting the floor of a room 18 ft. wide and 25 long, at 8 cts. per sq. yard.

$$18 \times 25 = 50 \text{ sq. yds. } 50 \times 8 = \$4.00 \text{ Ans.}$$

6. The walls of the above room are 9 ft. high; find the cost of plastering the walls of the ceiling at 12 cts. per sq. yd.

$$\begin{aligned} & \frac{86 \times 9}{9} = 86 \text{ sq. yds. in walls} \\ (18 + 25) \times 2 &= 86, \quad \frac{18 \times 25}{9} = 50 \text{ " " ceiling} \\ & \quad 136 \text{ " " both} \\ 136 \times 12 &= \$16.32 \text{ Ans.} \end{aligned}$$



7. A load of hay and wagon together weighed 2,500 lbs., the wagon alone weighed 900 lbs.; find cost of the hay at \$12 per ton.  
 2,000 lbs. cost \$12 1,600 lbs. will cost  $\frac{1,600}{2,000} \times 12 = 9.60$  Ans.

1. From a barrel of vinegar containing  $31\frac{1}{2}$  gallons,  $14\frac{3}{8}$  gallons were drawn; how much was there left?

$$31\frac{1}{2} = 31\frac{4}{8}$$

$$14\frac{3}{8} = 14\frac{3}{8}$$

$$16\frac{1}{8} \text{ Ans. } 16\frac{1}{8} \text{ gallons.}$$

2. If 1 horse eat  $\frac{2}{3}$  bushels of oats in a day, how many bushels will 10 horses eat in 6 days?

1 horse eat  $\frac{2}{3}$  in 1 day, 10 horses will eat  $\frac{20}{3}$  in one day and in 6 days they will eat  $12 \times \frac{20}{3} = 25\frac{2}{3}$  bush. Ans.

3. Bought  $\frac{1}{2}$  of  $4\frac{1}{2}$  cords of wood for  $\frac{2}{3}$  of  $\frac{1}{2}$  of \$30; what was one cord worth at the same rate?

$$\frac{1}{2} \text{ of } 4\frac{1}{2} = 2\frac{1}{4}, \frac{2}{3} \text{ of } \frac{1}{2} \text{ of } \$30 = \$10$$

$$\frac{1}{2} = \$4, \frac{1}{3} = \frac{1}{3} \text{ and } \frac{1}{3} = \frac{1}{3} = \$4\frac{2}{3} \text{ Ans.}$$

4. What number is that, which if multiplied by  $\frac{3}{4}$  of  $\frac{2}{5}$  of 2 will produce  $\frac{1}{5}$ ?

$$\frac{3}{4} \text{ of } \frac{2}{5} \text{ of } 2 = \frac{3}{4} \times \frac{2}{5} \times 2 = \frac{3}{5} = \frac{6}{10}$$

$$\frac{6}{10} \times x = \frac{1}{5} \Rightarrow x = \frac{1}{5} \times \frac{10}{6} = 1\frac{1}{3} \text{ Ans.}$$

5. What will  $\frac{1}{2}$  of  $10\frac{1}{2}$  cords of wood cost at  $\frac{2}{3}$  of \$42 per cord?

$$\frac{1}{2} \text{ of } 10\frac{1}{2} = 5\frac{1}{4}, \frac{2}{3} \text{ of } \$42 = \$28$$

$$\text{one cord costs } \$28, 5\frac{1}{4} \text{ cords will cost } \$28 \times 5\frac{1}{4} = \$311 \text{ Ans.}$$

6. Divide \$2000 between 2 persons so that one shall have  $\frac{2}{3}$  as much as the other.

$$\frac{2}{3} + \frac{1}{3} = 1 = \$2000, \frac{2}{3} = \$1250$$

$$\frac{1}{3} = \$1250 \times 9 = \$1125, \frac{1}{3} = 1250 \times 7 = \$875$$

$$\$1125 \text{ and } \$875 \text{ Ans.}$$

### Examination Papers.

#### ENTRANCE LITERATURE.

#### THE BLACK HOLE OF CALCUTTA.

By N. S. McKechnie, Eng. Master, Woodstock College.

- Name the East Indian possessions of Great Britain.
- "Fort William," When founded? Why so named?
- What war was going on between France and England at the time of the Black Hole incident?
- What were the functions of the Nabob? What change has taken place in the application of the word?
- "The servants — forced by Duploix to become statesmen and soldiers." Name any.
- "The governor — took refuge in the nearest ship." Name him.
- Give brief sketch of Macaulay's life.
- In what departments of literature did he labor?
- What was there common in the character of most of his subjects?
- The extract contains specimens of the following qualities of style: Parallel construction, antithesis, concreteness, abruptness. Point them out.
- "Then the prisoners went mad — to fire among them." Criticise the two sentences, pointing out chief characteristics of the description.
- Distinguish *whim*, *freak*, *fancy*.
- Distinguish *notion*, *idea*, *History* and *story*.
- "Summer solstice." Explain.
- (a) "The governor — was frightened out of his wits."  
(b) "The military commandant — could not do better than follow so good an example." Figures?
- Derive: *corpse*, *charnel*, *climate*, *horror*, *remorse*, *pity*, *savage*.

Silence has charms. Esterbrook's easy writing pens also charm by their quiet, noiseless action. Stationers sell them.

### Practical Department.

\*George Gordon Byron (1788-1824), on the death of his father, 1791, who was a dissolute captain in the Guards, went with his mother to live at Aberdeen. In 1798 on the death of his great uncle, he succeeded to the title of Lord and family estates near Nottingham. His school life was spent at Harrow and Cambridge. At nineteen he published "Hours of Idleness." He was dissipated for a time and visited on the continent for two years, which improved him much. On his return he published two cantos of "Childe Harold," producing a deep impression upon the public mind. His Turkish tales followed. In 1812 he took his seat in the House of Lords. In 1815 he married, but separated within a year, and left England for ever, but sent his poems home for publication. In 1823 he gave his pen, counsel, and money to aid Greece to throw off the Turkish rule, and displayed remarkable executive ability in bringing order out of confusion at Missolonghi. At this favorable turn in a chequered life he fell ill, and died 1824. His chief works are, "English Bards and Scotch Reviewers," "Childe Harold," "The Giaour," "Siege of Corinth," "Prisoner of Chillon," "Mazeppa," and a large number of others, containing many of exquisite beauty.

#### LANGUAGE EXERCISES.

So change the following sentences that each noun shall be in the plural form, and each verb shall agree with its noun. Observe closely the spelling of each form:—

- |                                      |  |
|--------------------------------------|--|
| 1. The cat mews and purrs.           | 12. The pony is in the pasture-field.        |
| 2. The duck has a broad bill.        | 13. This monkey amuses the boys.             |
| 3. The boy plays and works.          | 14. That chimney is made of stone.           |
| 4. Has a mouse sharp teeth?          | 15. Has the donkey been fed?                 |
| 5. The tree was struck by lightning. | 16. Was the child at home?                   |
| 6. Our cow was lost in the woods.    | 17. Is the goose in the shed?                |
| 7. The horse is a beautiful animal.  | 18. A mouse is smaller than a rat.           |
| 8. This book differs from that.      | 19. That bird's nest is made of twigs.       |
| 9. The girl swings very well.        | 20. The child's hat is trimmed with flowers. |
| 10. A town is larger than a village. |  |
| 11. The box is not large             |  |

So change the following sentences that each noun shall be in the singular form, and each verb shall agree with its noun:—

- |  |   |
|--|---|
| 21. Children go to school.                   | 31. Those horses are not large enough.          |
| 22. The men and women have gone home.        | 32. Were the boys home last evening?            |
| 23. Where are my books and pencils?          | 33. Have the horses been fed?                   |
| 24. Camels carry burdens.                    | 34. The ship sails over the sea.                |
| 25. The foxes were caught in the traps.      | 35. Are the men very well armed?                |
| 26. The oxen are in the stables.             | 36. The small boys sing better than the others. |
| 27. The waters gush forth.                   | 37. My sisters write to my father regularly.    |
| 28. The stories were peculiarly interesting. | 38. These stones were found in Germany.         |
| 29. White fleecy clouds are floating above.  | 39. The pupil's lessons should be explained.    |
| 30. The girls have finished their work.      |   |

—Our Country & Village Schools.

#### ONE WAY OF TEACHING GRAMMAR.

BY MISS IDA M. GARDNER, IN N. E. JOURNAL OF EDUCATION.

*Topic:* Objective Element.  
*Definition:* An objective element is whatever answers the question, What? or Whom? after the verb, and means a different person or thing from that denoted by the subject.

\*Note.—This concluding paragraph was accidentally omitted from Mr. McIlmoyle's paper on Byron's "Ocean," last week.



*Method*: Observe these two sentences: "History casts its shadow far into the land of song;" "Thou, God, seest me."

Give the subject and simple predicate of the first sentence.

Read them, and after the verb ask the question, What? Thus, "History casts" what?

What word answers this question?

*Ans.* The word "shadow."

Compare the object denoted by "shadow," with the object denoted by the subject, "history."

*Ans.*—It is a different object.

Describe the word "shadow," by telling all we have found to be true of it.

*Ans.*—The word "shadow" answers the question, What? after the verb, and denotes a different object from that denoted by the subject.

Take the second sentence. Read the subject and simple predicate, adding the question, "Whom?" Thus, "Thou seest" whom? What word answers this question?

*Ans.*—The word "me."

Do the words "thou" and "me" denote the same or different persons?

*Ans.*—Different persons.

State what we have found true of the word "me."

*Ans.*—It answers the question, "Whom?" after the verb, and denotes a different person from that denoted by the subject.

Whatever answers the question What? or Whom? after the verb, and means a different person or thing from that denoted by the subject is an object of the verb, or an objective element.

Define Objective Element.

Too much stress can hardly be laid upon the importance of making the pupil clearly understand the difference between the Objective Element and the Attribute. The Attribute answers the question What? or Who? after the verb, but always means the same person or thing as the subject. The object of the verb answers the question What? or Whom? and always means a different person or thing from that denoted by the subject.

Before allowing pupils to analyze sentences containing the objective element, special drill should be given on distinguishing between the attribute and the object. A large proportion of errors of analysis will be found to consist in the inability to distinguish between these two elements.

#### EXERCISE I.

Point out the objects and attributes in the following sentences, and give the reason for each choice.

1. Cato learned Greek at eighty.
2. A deed of humbleness deepens humbleness.
3. Chaucer at eighty-two wrote *Canterbury Tales*.
4. Knowledge is no burden.
5. The apparel oft proclaims the man.
6. Moral virtues are not religious graces.
7. Everything in this life has its price.
8. School-houses are the republican home of fortification.
9. Contentment is our best possession.
10. Sounds the most faint attract the ear.
11. Calumny will sear virtue itself.
12. Brevity is the soul of wit.
13. Man foretells afar the courses of the stars.
14. Ideals are the world's masters.
15. No scientific analysis can discover the truths of God.
16. Worry is rust upon the blade.
17. The seed sown in the ground contains in itself the future harvest.
18. Earnestness is the first requisite for real success in everything.

19. Politeness has been well defined as bonvolence in small things.

20. The child is father of the man.

21. The noblest mind the best contentment has.

#### EXERCISE II.

Analyze the sentences in Exercise I. Also the following sentences:

1. The truly great man does not scorn little acts of kindness.
2. Even from the body's purity the soul receives a secret, sympathetic aid.
3. By compliance with laws of the universe, we put ourselves in possession of its blessing.
4. Tact teaches when to be silent.
5. Post-mortem kindnesses do not cheer the burdened spirit.
6. Nothing can need a lie.
7. Simple duty hath no place for fear.
8. Nature fits all her children with something to do.
9. Large charity doth never soil white hands.
10. We build the ladder by which we rise.

(The reader will observe that the writer does not hesitate to use sentences conveying ideas and thoughts that are occasionally above the comprehension of young children. She uses none, however, that may not be brought within their comprehension by proper questioning. The general knowledge gained in this way should form no small part of the child's acquisition. This point cannot be too frequently urged upon the teacher's attention.)

#### LANGUAGE TEACHING.

R. C. METCALF, SUPERVISOR OF BOSTON SCHOOLS, IN "THE PRACTICAL TEACHER."

#### LETTER-WRITING.

Another branch of language should receive considerable attention, even in the primary school. Little children should be taught to write letters. It is a mistake to suppose that any well educated person will drift into letter-writing, and become a proficient in the art if he has only practice enough. Practice is necessary, it is true, but "practice will not make perfect" unless the effort be directed by sound judgment.

Leaving the form of the letter to be determined by the dictation lessons, as described in a previous paper, I will now speak only of the matter that is to enter into its construction.

With young children, assume certain conditions, and require the pupils to answer them in the proposed letter. At first one condition will be sufficient, then two, and afterward more.

For example, ask the children to write a letter inviting you to spend next Saturday afternoon with them, at their homes. The second letter should contain the above, or something similar, and the additional particular that their mothers wished them to extend the invitation to the teacher. The third letter adds an invitation to "tea," and, perhaps, to spend the evening. Thus the letter can be made to grow day by day until it reaches proportions of considerable magnitude.

With children in the grammar school, the following, or something similar, may prove helpful:—

1. John Wilson lives in Dorchester. Warren Johnson lives in South Boston. John has made a kite and is quite proud of his success. He writes a letter to Warren telling him about the kite, and asking him to come to Dorchester the next holiday, and enjoy the sport of flying it.

a. Write John's letter. b. Write Warren's answer.

2. Willie Jackson lives in Salem. Last July he spent three weeks in Boston with his cousin George Williams. Willie and

George visited the skating rink several times, and enjoyed the skating very much. After his return to Salem, Willie's mother consented to buy him a pair of roller skates, but none could be found to suit. Willie wanted a pair like those he had seen in Boston. Accordingly he wrote to his cousin George stating his troubles and asking him to buy a pair of skates, and send them by express to Salem, giving the street and number of his house. The money was to be sent on receipt of the skates.

a. Write Willie's letter, stating all of the facts mentioned above.

3. Anne Jones lives at 28 Bremen street, New York. She is nearly fourteen years old and attends the public school. Her mother proposes to give her a birthday party on the evening of the 28th of May. Annie has decided to invite twelve of her school mates to the party, and anticipates a "lovely" time.

a. Write her note of invitation to Sarah Wilkins, one of the invited guests.

b. The night of the party proved to be rainy and all of the guests were obliged to ride. The party, however, proved a success. The games were greatly enjoyed, and all of the little girls were very sorry when the carriages arrived, at ten o'clock, to take them home.

Write Sarah Wilkins letter to her aunt Sophia, who lives in Boston, telling her all about the party. The letter is to be dated May 30.

The above conditions for letters are to be written upon the black-board by the teacher before the letter-writing begins. The conditions, of course, must be adapted to the age and capacity of the pupil. They should be prepared carefully and the pupils should be trained to answer all of them.

Such training is very valuable in preparing pupils for business correspondence.

The following plan may be used for the sake of variety, and by some teachers is preferred to the one already outlined :

When the children are all ready for the work, slates clean, pencils well pointed, and attention fixed on the teacher, they are told that, to-day we will write a letter to cousin Joe, who lives in Chicago. Now who will suggest something to write about? One pupil suggests the "school," another "the circus that paraded the streets a week ago and is now encamped in Melbourne Park;" another "the trained horses on exhibition at the 'Windsor'," another, "the last holiday and what we did," etc. When suggestions enough have been made, the teacher calls attention to the fact that, if treated in the order given, the letter would not be well arranged. The children now examine the "items" and decide which one should come first, which one second, and so on through the list. After the rearrangement has been made on the board and the items numbered, the pupils should have a quiet half hour for the writing.

To assist in paragraphing, require them to put into one paragraph all that they say upon one subject. If there are four "suggestions" on the board, there should be four paragraphs in the letter. This simple rule for dividing the composition will suffice until the pupils are old enough to understand all the mysteries of paragraphing.

### Educational Notes and News.

Miss Margaret Somerville, of Dandas, won the Governor-General's Gold Medal at Brantford Presbyterian College the other day, for the highest marks obtained at the Local University examinations, 1884; and Miss Margaret R. Wilson, of Seaford, took the general proficiency medal in all the subjects of the senior year.

There are in all 198 candidates for Matriculation in Arts in To-

ronto University, attending the examination now in progress in the city. This number is exclusive of 71, who are up for the local examinations at various places outside Toronto. Of the 198, twenty-one are ladies. There are 32 candidates for honors in Greek and Latin. In Latin only, 55; in Mathematics, 100; in English, 106; in History and Geography, 45; in French, 45; in German, 44; and 36 in all the moderns.

Thursday last was a gala day for the children of the Toronto Public Schools. It was the day for the annual procession and review. About 9000 children representing upwards of 30 schools, were marshalled in good order by Inspector Hughes and Mr. Alfred Metcalf, and marched in procession through the city. The children of several of the schools wore hats alike, of a style known in juvenile parlance as "cows' breakfasts." Nearly all the girls were attired in airy white dresses and a profusion of coloured ribbons. Many of the older boys carried wooden guns and marched in fine soldierly style, and some of the companies saluted and performed various military evolutions with the precision of trained volunteers. The games and sports at the old Jarvis-street Lacrosse Grounds were interesting. The companies from the different schools drilled in a most excellent manner in competition for the Boswell Banner. Wellesley company (Captain Knowlton) took the banner, being first in the competition for the fifth consecutive year. The company from Dufferin School was second. In the calisthenic competition between the senior classes the Wellesley School class was first and Dufferin second. The Wellesley School girls looked charming in black polo caps and white dresses. The competition was for the Hay clock for the school, and a brooch for each of the girls, presented by Mr. George Gooderham. The Phoebe-street class was second, and each member is to receive a brooch as second prize, presented by Mr. W. J. Gage. In the second book class calisthenic competition the Phoebe-street class was first.

Of the total number of candidates now up for Matriculation Examinations in Toronto University, Toronto Collegiate Institute furnishes 16, Upper Canada College 15, Galt Collegiate Institute 11, St. Mary's C.I. 10, St. Catharines C.I. 9, Hamilton C.I., and Uxbridge H.S., 7 each; Woodstock College, Barrie C.I., Strathroy H.S., Bradford H.S., Clinton H.S., St. Michael's College, Belleville H.S., 6 each; Whitby C.I., Orillia H.S., Brantford C.I., 5 each; London C.I., Perth C.I., Walkerton H.S., Harrison H.S., Collingwood C.I., Wycliffe College, 4 each; St. Thomas C.I., Weston H.S., Richmond Hill H.S., Stratford C.I., Ottawa C.I., Ridgeway H.S., Orangeville H.S., Newmarket H.S., 3 each; Port Hope H.S., Bowmanville H.S., Oshawa H.S., Brantford H.S., Berlin H.S., Port Rowan H.S., Guelph H.S., Woodstock H.S., and Pickering College, 2 each; Trinity College school, Albert College, Oakville H.S., Seaford H.S., Knox College, Aylmer H.S., Wexford H.S., Bishop Strachan school, Owen Sound H.S., Goderich H.S., Mount Forest H.S., Cobourg C.I., Almonte H.S., Brockville H.S., Picton H.S., Petrolia H.S., Peterboro' C.I., Ingersoll H.S., Brighton H.S., Simcoe H.S., St. John's College, Winnipeg, Port Dover H.S., 1 each. Prepared by private study, 5. Of the 71 presenting themselves for the Local Examination Brantford Ladies' College furnishes 7, Fergus H.S., 8; Guelph H.S., 1; Petrolia H.S., 13; Galt C.I., 6; St. Thomas C.I., 27; Toronto C.I., 2; Streetsville H.S., 1; Ontario Ladies' College, Whitby, 6.

The closing exercises of the De La Salle Institute, on Wednesday, the 24th ult., were conducted in the presence of a large assemblage of ladies and gentlemen. Beautiful and costly prizes were distributed by the priests of the different parishes, trustees and other gentlemen present.

The new Connecticut law against "flash" literature, which has just gone into effect, imposes a fine of \$50 or less, and imprisonment for three months or less, or both, at the discretion of the court, upon every person who shall sell, lend, give, or offer, any book, magazine, pamphlet, or paper devoted wholly or principally to the publication of criminal news, or pictures and stories of deeds of bloodshed, lust, or crime.

Mr. Rothwell, Principal of the Perth Collegiate Institute, was made the recipient of a testimonial and an appreciative address from his pupils on the occasion of the recent "send off" of the students going up for the matriculation examinations at the University of Toronto.

At the recent Teacher's Examinations in Prince Edward Island, there were 37 successful candidates for license. In addition to these, 26 candidates received licenses through the primary or elementary course.

McMaster Hall, Toronto, is about being affiliated with the University of Toronto.

More than eighty pupils have applied for permission to write at the approaching entrance examinations at the Woodstock High School.

Former pupils of the Collingwood Collegiate Institute obtained at the late examinations of Toronto University, nine first-class and five second-class honors.

Among the teachers who passed the final examination at the Toronto Normal School, the other day, were Misses Natrass, Emily Howard, Kate Rogers and Maggie Smith. The young lady who won the Prince of Wales' gold medal was Miss Maggie Thomson, teacher of section 7, Township of London, and who is to be congratulated on her success in reaching the summit of the educational ladder. Miss Thomson stood highest on the report of the Normal School masters, on that of the Model School masters, and also at the final examination before the Central Committee. — *London Free Press*.

Mr. Charles Trow, son of Mr. James Trow, M.P., of Stratford, passed his final examination at Trinity College Medical School, Toronto, the other day, taking a large share of the honors, and received the degree of M.D. — *London Free Press*.

Mr. John R. Gair, one of our rising local poets, is in receipt of a kindly-worded letter from Miss Gordon, sister of the late Gen. Gordon, conveying her thanks for the epitaph sent by him in memory of her gallant brother. — *London Free Press*.

### QUEBEC.

From Our Own Correspondent.

**THE MCGILL NORMAL SCHOOL.**—The closing exercises of this institution took place on the 28th of May, the Hon. Gideon Ouimet, Superintendent of Public Instruction, presiding. Dr. Robins, Principal of the Normal School, read the annual report, showing that 111 candidates were admitted to the school during the session, six for the academy class, thirty-eight to the Model School Class, and sixty-seven to the Elementary Class; of these six obtained Academy Diplomas, thirty-two Model School Diplomas, and thirty-seven Elementary Diplomas. The Normal School Session has been changed from ten to nine months, in order to enable the professors to hold Normal institutes at different local centres during the summer months. Miss Maude Clark, of Montreal, took the lead in the Academy Class, and secured the Lansdowne Silver Medal. Miss Flora Taylor, Montreal, gained the first place in the Model School Class, and obtained the Prince of Wales Medal and Prize, and Miss Jennie Ferguson, Cayaville, gained the first place in the Elementary Class, and received the J. C. Wilson Prize.

**TEACHERS' MEETINGS.**—Local meetings of teachers' have again been held through the Eastern Townships, under the direction of the School Inspectors. At these local meetings the Inspectors gather twenty-five or fifty teachers for the purpose of discussing the best methods of conducting the work of the Elementary Schools. The day is taken up by the Inspector, who is assisted by the Secretary of the Department, and by local teachers. These meetings have proved very useful in improving the character of the teaching in the district schools. They bring the teachers face to face with the difficulties and weak points connected with their work, and with the best methods of overcoming these.

**BISHOP'S COLLEGE, LENNOXVILLE.**—The annual report of Bishop's College shows that the financial condition of that institution is improving. Through the exertions of Rev. Dr. Roe, Professor of Divinity, very large additions have been made to the Harold Fund and to the Principal's Salary Endowment Fund, which will enable the College to claim the promised donations of Robert Hamilton, Esq., and thus raise the funds to \$25,000 and \$10,000 respectively. At the end of this month Dr. Lobley's connection with the Institution ceases, as it is his intention to return to England. In Dr. Lobley the Province loses one of its ablest and most successful educationists.

**CHANGES.**—A large number of the Superior Schools of the Province are, for one cause and another, changing their head teachers. St. Francis College, Stanstead College, Durham Ladies' College, Waterloo, Knowlton, Clareville and Inverness Academies, are all to be under new masters for the coming year.

Miss Nannie E. Green, a former pupil of the Normal School, who has received special training at South Kensington, is to take charge of the Drawing at the McGill Normal School.

The Rev. F. J. B. Alnatt, special Examiner of Academies and Model Schools, for the Province, has resigned his position on account of his appointment to St. Mathew's Church, Quebec.

The Teachers' Institutes, which are to be held during the month of July next, promise to be very successful. They are to be held at Lennoxville, Waterloo, and Ormstown, during the first, second and third weeks of July. Each meeting continues in session four days, and is conducted by the professors of the Normal School.

**ASSOCIATES IN ARTS.**—The school examinations which are conducted under the joint management of the Universities of McGill and Bishop's College, took place during the first week in June. The declaration of results took place at the William Molson Hall, McGill College, on the 20th June, when thirty candidates received their certificates. Among these were representatives of the High Schools of Montreal, Lennoxville and Hawkesbury, Misses Summers and Smith's Private School, Halty Academy, and also several prepared by private tuition. Miss A. E. Livingstone, of St. John, New Brunswick, passed her Senior Associate in Arts Examination, which is equivalent to the Intermediate Examination in the Arts Course at the University. This is the third successful candidate for this certificate since the school examinations were established. On the whole, however, the number and standing of the candidates were not as high as in previous years.

### Question Drawer.

#### QUESTIONS.

1. Trees are planted 12 feet apart around the sides of a rectangular field 40 rods long containing two acres. Find the number of trees.
2. A cubical box exactly holds 64 shot each 3 inches in diam. ter. Find how many cubic inches are empty in the box when it is full of shot.
3. John had \$80 less than  $\frac{2}{3}$  of his money at one time, and at another \$40 more than  $\frac{1}{4}$  of the remainder and now has \$40 left. How much had he at first?
4. A level reach in a canal 14 miles 6 furlongs long, and 48 feet broad is kept up by a lock 80 feet long 12 feet broad and having a fall of 8 feet 6 inches, how many barges might pass through the lock before the water in the upper canal was lowered 1 inch?
5. A merchant in Montreal has to pay a bill of 1387 francs 18 cents in Paris. Find the amount he will have to remit for payment of the bill it being known that the sovereign is worth 25 franc 20 cents and exchange on England in Montreal at premium of  $7\frac{1}{2}$  per cent.
6. If 3 men and 2 boys do a piece of work in 8 days and 3 men and 7 boys can do it in 6 days, in what time will 1 man or 1 boy do it?
7. Also three women and two boys can do a work in  $6\frac{2}{3}$  days and two women and three boys can do it in  $7\frac{1}{2}$  days, in what time can 1 woman and 1 boy it.

INQUIRER.

[NOTE. Correspondence for this as all other departments of the JOURNAL should be accompanied with name of writer, not necessarily for publication. Teachers are invited to send solutions of all practical questions, like the above.—ED.]

### Miscellaneous.

#### OLD AND BLIND.

I am old and blind !  
Men point at me as smitten by God's frown ;  
Afflicted and deserted of my kind ;  
Yet I am not cast down.

I am weak, yet strong ;  
I murmur not that I no longer see ;  
Poor, old, and helpless I the more belong,  
Father, supreme to thee.

O merciful One,  
When men are furthest, then thou art most near,  
When friends pass by me and my weakness shun,  
Thy chariot I hear.

Thy glorious face  
Is leaning towards me, and its holy light  
Shines on my lonely dwelling-place—  
And there is no more night.

On my bended knee  
I recognize thy purposes clearly shown ;  
My vision thou hast dimmed that I may see  
Thyself—Thyself alone.

I have naught to fear,  
This darkness is the shadow of thy wing ;  
Beneath it I am almost sacred, here  
Can come no evil thing.

Oh ! I seem to stand,  
Treading, where foot of mortal ne'er hath been,  
Wrapped in the radiance of thy sinless land,  
Which eye hath never seen.

Visions come and go :  
Shapes of resplendent beauty round me throng ;  
From angel's lips I seem to hear the flow  
Of soft and holy song.

Is it nothing now,  
When heaven is opening on my sightless eyes ?  
When airs from paradise refresh my brow  
The earth in darkness lies. —Anon.

#### OVER THE HILLS.

When the song of the fays has just begun,  
When the gleam in the west grows pale,  
And twilight bows like a calm-faced nun  
For the clasp of the convent veil,  
From down in the glow, where the sunset stops,  
Such visions as come to me !  
For the bold blue hills seem like light-house tops  
On the shores of a cloudland sea.

Bright purple waves float over a bar  
Of gold from the sunset thrown ;  
And a silver boat, from the glow afar,  
Sails up o'er the waters lone ;  
And the rose-hued clouds are just pink-lipped shells  
That are tossed in the breakers' din.  
I can almost fancy long, azure swells,  
And watch the tide come in.

And under the glow 'neath the twilight star,  
Is a beautiful golden gate ;  
And I know some eve it will swing ajar,  
If I only watch and wait,  
And the loved and the lost we long for so  
Will come to the cloudland rift ;  
Then the mystical sea and the sunset glow  
Will down to the night-time drift. —Ed. Courland.

#### INDIA'S NATURAL RESOURCES.

But we must begin at the beginning and endeavor to give our readers some idea of the natural resources of India before we attempt accounts of her people and their traditions. India is essentially an agricultural country ; it is not wholly without manufactures, but they are not the main basis on which the national wealth depends. More than two-thirds of the male population are directly engaged in cultivating the land, and to these must be added a vast number of persons more or less dependent on them. Before proceeding further, we will, therefore, say a few words about the products, the objects on which the agricultural energy of India is expended. It is popularly supposed that rice is the staple crop and universal food throughout India. This, however, is very far from being the case, for north of Behar wheat and other grains

form the chief articles of food, and in these districts rice forms no part of the diet of the people. Rice is only grown in the deltas of the great river and along the western coast, and besides this it is raised in patches in all the hill valleys. In those regions where rice is grown largely, however, it is the only crop. The quality varies much according to the place where it grows ; even in a single district in Bengal it is said there are as many as 295 different kinds. Wheat is cultivated over a very large area and the products of good quality, but the chief grain used as food is millet, a most prolific grain, specially adapted to tropical climes, and one which forms the largest crop grown in India. Rape, linseed, gingelly, and castor-oil are largely grown for the sake of the oil, a certain amount is exported, but a large annual supply is needed at home for use in food, for anointing the body, and for burning in lamps. There is not much variety in fruits. As this is being written, nothing but plantains and melons are to be had in the south ; mangoes are expected soon, and there are good oranges in their season. Guavas are made into an excellent preserve, but are not eaten raw. There are few other fruits, such as the shaddock, but they do not commend themselves to European tastes. The great characteristic of Indian cooking is the excessive presence of spices and condiments, especially those kinds which have a very hot taste.

#### IN NORWAY.

We found ourselves anchored in a land-locked bay I will call for convenience sake Bruysdal. There are fifty Bruysdals in Norway, and this is not one of them. That is all I need say. It forms the head of a deep inlet well stocked with dabs and haddocks, and whiting, and wolf-fish, and other monsters. The landscape is at once grand and gentle, mighty snow-capped mountains cleft into gorges so deep and dark that the sun, save in the height of summer, can never look into them, while on the immediate shores rich meadow-land and grassy undulating hills stretch along the fiord for miles, and from the estate of a prosperous bonder, who rules paternally over his mountain valley, a river runs in near our anchorage, which, after leaving a lake half a mile from the sea, winds down with an overflowing stream through heathery pine-clad slopes and grassy lands covered with wild roses and bilberries.

The cuckoos were calling in the woods as we came up, widgeon and wild duck were teaching their young broods to take care of themselves ; oyster-catchers flew to and fro—they have no fear of men in a place where no one cares to hurt them. Boats with timber were passing down the river to a saw-mill opposite the mouth. The lake out of which it flows is two miles long, and ends in a solitary glen, closed in by precipices at the head and on either side. There was beauty here and grandeur, food of all kinds, from nut-ton to gilberries, now ripe and as large as grapes. Above all, we knew by past experience that sea-trout swarmed in the lake and trout in the river. The bonder's acquaintance we had made before, and the old man, learning from the pilot who we were, came on board at once with his son and the schoolmaster to pay his respects. He himself was hale and stout, age perhaps 60, with dark hair, which as yet had no gray streaks in it ; in manner very much of a gentleman doing the honors of his country and his dominions with rough dignity.

His lake, his river, all that he had, he gave us free use of. The fish had not come up in any number yet, but perhaps there might be some. He accepted a glass of wine, being temperate, but not severely abstemious. The younger ones touched nothing of that kind—to-tallers they called themselves. They were two fine-looking men, but without the father's geniality, and with slight tinge of self-righteousness. The interest of the moment was a bear

which they had just killed among them, having caught him committing murder among the sheep. As the flocks increase the bears multiply along with them, and the shooting of one is an event to be made much of. This particular offender's head came home with us, swinging in the rigging, and looked so savage, grinning there, as much to reduce the pleasure of the crew in going ashore among the bilberries.—*Froude, in Longman's Magazine.*

### OLIVER WENDELL HOLMES ON INTERNATIONAL COPYRIGHT.

The *Century* for July publishes the following interesting letter addressed by Dr. Holmes to the Secretary of a meeting of American Authors, convened at the Madison Square Theatre, New York, in April last:

Boston, April 27, 1885.

MY DEAR SIR,—I regret deeply that I cannot be present at the meeting, where so many of my friends will be gathered. It will be a grand rally in the cause of one of the hardest worked of the laboring classes,—a meeting of the soft-handed sons of toil, whose tasks are more trying than those of the roughest day-laborer. though his palms might shame the hide of a rhinoceros. How complex, how difficult is the work of the brain operative! He employs the noblest implement which God has given to mortals, He handles the most precious material that is modeled by the art of man: the imperishable embodiment of human thought in language.

Is not the product of the author's industry an addition to the wealth of his country and of civilization as much as if it were a ponderable or a measurable substance? It cannot be weighed in the grocer's scales, or measured by a shop-keeper's yard-stick. But nothing is so real, nothing so permanent, nothing of human origin so prized. Better lose the Parthenon than the Iliad; better leave St. Peter's than blot out the *Divina Commedia*; better blow up St. Paul's than strike *Paradise Lost* from the treasures of the English language.

How much a great work costs! What fortunate strains of blood have gone for the formation of that delicate yet potent brain tissue! What happy influences have met for the development of its marvelous capacities! What travail, what throbbing temples, what tension of every mental fibre, what conflicts, what hopes, what illusions, what disappointments, what triumphs, lie recorded between the covers of that volume on the bookseller's counter! And shall the work which has drained its author's life-blood be the prey of the first vampire that chooses to flap his penny-edition wings over his unprotected and hapless victim?

This is the wrong we would put an end to. The British author, whose stolen works are in the hands of the vast American reading public, may possibly receive a small pension if he come to want in his old age. But the bread of even public charity is apt to have a bitter taste, and the slice is at best but a small one. Shall not our English-writing brother have his fair day's wage for his fair day's work in furnishing us with instruction and entertainment?

As to the poor American author, no person will ever keep him from dying in the poorhouse. His books may be on every stall in Europe, in their own or in foreign tongues, but his only compensation is the free-will offering of some liberal-minded publisher.

This should not be so. We all know it, and some amongst us have felt it, and still feel it as a great wrong. I think especially of those who are in the flower of their productive period, and those who are just coming into their time of inflorescence. To us who are too far advanced to profit by any provision for justice likely to

be made in our day, it would still be a great satisfaction to know that the writers who come after us will be fairly treated, and that genius will no longer be an outlaw as soon as it crosses the Atlantic.

Believe me, dear Mr. Lathrop,

Very truly yours,

*Oliver Wendell Holmes.*

GEORGE P. LATHROP, Secretary, etc.

### All Sorts.

Canon Knowles, of St. Peter and Paul Cathedral, on the west side, a High Churchman, recently advertised for several boys for choristers. The morning after, an elderly lady called at the rectory in reply, and said she had a boy.

"What sort of a voice has he?" asked the rector.

"Voice?"

"Yes: can he sing?"

"Is it to sing that you want him?"

"Why, certainly, my good woman: that's what I advertised for."

"Then you don't want my boy. I thought it was to do chores that you wanted him. No: he can't sing."—*Chicago Herald.*

A new reporter sent to investigate a rumour that a well known citizen had become insane, wrote: "There was a report yesterday that something was the matter with Mr. Saunder's head. It is as sound as it has always been. There is nothing in it."

"How did you like that sermon?" said one to his companion, as they were walking home from church. "First rate, I always liked that sermon."—*Acta Victoriana.*

If a pompous wisacre tries to sit down on you, ask him rapidly a few questions like the following:

What, if any, is the difference between kaiak and a caique?

What, if any, is the difference between Jacobins and Jacobites?

What, if any, is the difference between the ear of Dionysus and the ear of Dionysius?

How do you accent vagary, coterie, and survey?

How do you pronounce pronunciation?

These questions will make it pleasant for him.—*John Swinton's Paner.*

### Literary Review.

ST. NICOLAS for July, is promptly to hand. Amongst the papers which combine amusement and instruction are "A School of Long Ago," by Edward Eggleston, and "Washington's First Correspondence," "Among the Lawmakers," and "A School Afloat" by other writers. The interesting serials, "His One Fault," by J. J. Trawbridge, "Driven Back to Eden," by E. P. Roe, and "Sheep or Silver" by William Baker are continued. The frontispiece "The Pet Fawn," is from a drawing by Mary Hallock Foote, and there is a number of bright short stories and poems by Laura E. Richards, Helen Gray Cone, and other popular writers.

CATALOGUE OF THE PUBLICATIONS OF Ginn & Company, 1853:—"OR! FOR A BIGGER BOAT!" A SEQUEL TO "THE BITTER CRY," BY J. H. R., AND THE BATTLE OF THE MUSIC HALLS by Fredk. N. Carrington, contain graphic accounts of some of the efforts being made to rescue the perishing from the dens of vice and misery in London.

SCHUBNER & WELFORD'S CATALOGUE OF RARE CURIOUS AND VALUABLE BOOKS. New York.

CONCERNING PRINTED POISON, by Josiah W. Leeds. Philadelphia, 529 Walnut Street, Published for the Author, 1885. Square 16mo., pp. 42. Price (unaided), 8 cents; per dozen, 60 cents; fifty copies, \$2.25. In addition to a fitting characterization of the undisguisedly vicious publications that so abound in the United States, and a discussion of the best methods of suppression, this little book brings a strong indictment against many of the leading dailies of Philadelphia, and other cities.

THE STUDENT'S JOURNAL of New York, a fourteen page weekly, devoted to Phonography, Music, Hygiene, Philology, Biography etc., is ably edited and beautifully printed, and must be of great value to all reporters and other students and users of Phonography.