

The Canada School Journal.

AND WEEKLY REVIEW.

VOL. X.

TORONTO, DEC. 3, 1885.

No. 44.

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The Canada School Journal and Weekly Review.

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

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

OFFICE: 423 Yonge St., Toronto

The World.

The death of Alfonso, King of Spain, renders possible, if not probable, another revolutionary struggle in that rather unhappy country. In the presence of so many turbulent elements in the population, and especially of a strong Carlist party, it seems scarcely likely that the authority of a five-year-old queen can be upheld during her long minority. It may be, however, that the popularity of the late King will be transferred in sufficient strength to Christina, to insure order and progress under her regency.

There seems good reason to hope that progress is being made towards the settlement—let us hope the final settlement—of the Canadian-American, or rather English-American fisheries question. If the dispute can be finally settled on some equitable trade basis the fact and the omen will be alike happy for Canada. There are indications that the people on both sides of the long boundary line are beginning to realize the criminal absurdity of the present non-intercourse regulations, and that both may be ready to commence a gradual approach towards a more common-sense and more Christian attitude towards each other in matters of trade. Whatever weight may

attach to secondary considerations the abstract absurdity of two neighboring nations, with great diversity of natural resources, seeking to shut out each other's productions, must be clear to all.

The result of the British elections up to the date of this writing is no doubt a great surprise to both parties. The indications are that if the Conservatives are not actually triumphant the Liberal majority will be very small. The Conservative reaction is shown to be an accomplished fact. Several of Mr. Gladstone's former ministers and under-secretaries have been defeated, and while the Conservative majorities have in several cases been very large, those of the successful Liberals have often been narrow. It does not yet appear that the reaction is due so much to the votes of the newly enfranchised as to the influence of the church-defence cry and the aid of the Irish vote. If the present Government is sustained the settlement of the Irish question will be its most delicate and dangerous task.

The excitement that has arisen in Quebec over the execution of Riel exceeds in fire and fury anything that could have been anticipated by the most nervous. So far as the indignation is the offspring of a conviction that Riel fell as a martyr in a just cause, it is entitled to forbearance, if not sympathy. So far as it is simply an outburst of race prejudice or religious antipathy, it is as unreasonable as it is menacing to the confederation. To demand that law be over-ridden and the arm of justice stayed because the felon had French blood in his veins, would be to attempt to overturn the only stable foundation of organized society. On the other hand, to put to death the leader of an insurrection provoked by delay and despair of justice, is contrary to the merciful policy of modern Christian nations. Upon the pivot of these alternative views, turns the grave agitation which is producing the most dangerous crisis through which confederated Canada has yet passed. Each citizen should carefully study the facts and keep cool while doing so.

If we may compare small things with great the Servian fiasco resembles in many respects that of France in the Franco-Russian war. In the unprovoked character of his aggression, his confident boastings and the sudden defeat and collapse of his invading expedition, King Milan has repeated the history of the last Napoleon. At latest accounts the meekness with which he was listening to the advice of the powers and entreating King Alexander of Bulgaria to do likewise, was in striking contrast to his former refusal to take counsel save with his own ambition. If, as seems probable, Servia was after all but a puppet of Austria the result will probably force the latter to show her hand. In fact the war preparations of both Austria and Russia are omens of a possible struggle in comparison with which the little conflict of Servia and Bulgaria will be mere child's play.

The School.

We quoted a week or two since a left-handed compliment which Archdeacon Farrar was so unfortunate as to pay in advertently to the ladies of America. Here is another from a leading English educational paper. "The men of Sheffield * * are like the ladies in so far that they are not supposed to be familiar with phrases borrowed from other tongues than their own." Had such a reference been made to American or Canadian ladies we should be inclined to resent it as an unwarranted bit of masculine priggism.

The County Council of York at its last session corrected the mistake it had previously made in appointing the Principal of the Newmarket Model School to a position on the County Model School Examining Board. As there are two Model Schools in the county it would be obviously undesirable to give the headmaster of one a jurisdiction over both. Mr. Rannie was, of course, wholly free from blame, having been appointed without solicitation on his part, and the Council took especial care, in rescinding the appointment, to make it clear that the action was taken simply as a matter of fairness to the Parkdale school and implied no reflection of any kind upon Mr. Rannie, who was spoken of throughout in terms of the highest respect.

The teachers of New York are just now excited over a plan which contemplates the readjustment of their salaries. Amongst other changes it is proposed that the difference of amount paid to men and women be increased in favor of the men. The disproportion is very great. A man who is first assistant will get \$2,004, while a woman for the same work will get but \$1,056. A young man entering the service without any previous training will get \$900 for the first year with an increase for every subsequent year up to a certain maximum. A young woman who has spent four years studying her profession receives \$400 the first year and \$500 the next and may teach a lifetime without reaching the \$900. Well may the *N. Y. School Journal* ask. "Where is the justice of this scheme?"

An interesting article in the *Mail* of the 21st ult. advocates the establishment by the Dominion Government of a department of archæology and ethnology for the purpose of collecting and preserving the history of the Indian tribes, now buried in their mounds, ceremonies and language. It is to be hoped that the suggestion may be promptly acted upon. The field to be explored is rich and attractive. The results already attained by Mr. Hale and other investigators are sufficient to make it certain that there is abundance of material to reward research. Careful examination of the sources above named affords the best if not the only hope of a solution of the problems connected with the original peopling of the continent and the nature and extent of the civilization reached by the mound builders as well as by the ancestors of tribes still surviving.

The closing examinations of the County Model Schools are to begin on Monday, December 7, and continue as many days as the Board of Examiners may deem necessary. It is announced the Department will not submit a paper in drawing, but a candidate will get his standing from the inspection of his drawing books by the Board of Examiners at the final examinations. With all due reference to the Department we cannot but regard this as an unwise arrangement and a dangerous precedent. If the object is to compel the sale of the largest number possible of the *Departmental Drawing Books*, it may be successful. But if it is to test the proficiency of the student, it is as unreliable a mode as can well be conceived. There is no subject, probably, in which the average teacher does so much of the pupils' work by way of instruction and example. Under the system adopted how are the examiners to discover how much of the work has been done by the pupil himself, and how much by some schoolmate, or elder brother, or sister, or friend?

The English Journals which are strenuously opposing the free school movement, are constantly bringing forward facts and statistics to show the alleged failure of that system in the United States. They quote, for instance, statements which go to prove the undoubted fact that the City of New York has not provided, and seems at present unable to provide, sufficient accommodation and instruction for all its children of school age, and that gangs of ragged and dirty children haunt the back streets and alleys, under no restraint of either school or home, and in gutter training for lives of vice and crime. What the journals in question seem to overlook in regard to this deplorable state of affairs is, that the United States in general are the recruiting ground for the ignorant and degraded from all parts of Europe, Great Britain included, and that New York in particular is the common sink into which the refuse population of other lands has been freely poured. Under the circumstances the wonder is that matters are no worse. The fact that the States have absorbed such masses of heterogeneous and intractable material, and still maintained so high an average of popular education and intelligence affords, fairly considered, the highest evidence of the beneficent power of free institutions, political and educational.

A decision of special interest to professors and lecturers in schools and colleges has been given by the Edinburgh Court of Sessions. The suit was brought by Professor Caird against a publisher who brought out a book compiled from shorthand notes of the Professor's lectures, taken by a student. The Sheriff-Substitute before whom the case was first tried, decided that the lectures were the Professor's property even after delivery, and could not be published without his consent. The publisher appealed and the full court reversed the verdict. Seven judges against six decided that after delivery the lectures became public property. The law is declared to be that, "A professor discharges the duties of a public officer not for his own benefit, but for the benefit of his students, and through them of the public."

Commenting on the above mentioned decision a contemporary observes that, if the decision can be interpreted so as to mean that loose notes of lectures can be flung together in print, with an eminent professor's name attached to them, then assuredly a new terror is added to the occupation of a university chair. Another presents a more consolatory view and thinks it will not be a bad thing for a professor to be compelled to take a line in his public teaching that will set the mere note-taker or note-devourer at defiance. Unfortunately for this hopeful view those professors who write out their "course" and deliver it unchanged year after year are the ones least likely to be affected by the decision in question, inasmuch as their's are not ordinarily the productions which offer a temptation, or inducement, to enterprising publishers.

Our correspondent from Whitevale, whose very practical letter appears in this issue, has struck a chord harmonious to our mind. We have made efforts, on more than one occasion, to elicit opinions on methods of teaching particular subjects, but they proved fruitless. It is with some difficulty teachers can be induced to place before the Convention of their Association any new phases in the art of teaching that may be the result of their own experience or thought, and, strange to say, there is no profession so averse to committing their thoughts to paper for the benefit of co-workers, as the teaching profession. Yet, from his professional standing the teacher should be pre-eminently qualified to do so, and certainly is, if he would only bring his energy and spare time into requisition.

To help in solving some of the difficulties teachers—especially the younger ones—have to encounter, we opened the "Question Drawer" in our columns, but that does not meet the argument raised by our correspondent, as he refers to difficulties in teaching,—not in study, school laws, &c.

We respond most cordially to the proposal of our correspondent and request the co-operation of the wise ones among our numerous readers. We desire to know what are the principal difficult subjects to be taught and then we shall fix certain dates in advance for insertion of plans and methods in order to give our friends in distant provinces an opportunity of helping. No article will be inserted that finds fault with another's plan, for that would lead to disputation for which we can spare no space; we want to know the writer's own plan only. This he can give over his own name or a *nom de plume* as he chooses. We specially invite our lady friends to join in.

We start the matter now by giving, in question form, a subject that presents difficulty to many teachers who have to travel over a wide field to gather suitable material to prepare a pupil for High School entrance examination. It is this:—

How would you teach a fourth-class in a public school, the outlines of English History, from the earliest period to the present time?

We shall be prepared to publish replies to this question in the JOURNAL of December 10th; in the meantime please inform us of any barriers met with in other subjects to obstruct successful teaching. We shall look to our friends to clear them away.

FREE SCHOOLS AND STATE EDUCATION.

One of the favorite arguments of the opponents of free schools in England is based upon the assumption that if the free primary and public schools are established, free colleges and universities must follow as a matter of course. As *The Schoolmaster* puts it for the benefit of Mr. Mundella who, we are glad to see, has ranged himself on the side of free public schools: "How do you justify the application of taxes to the free education of one class while you do nothing for the other part of the community?" This way of putting it postulates the existence of classes who make no use of the public school system. That is of course a matter of choice on the part of those concerned, as the free public school must be free to all classes without distinction. The sufficient answer to such an objection is to be found in the broad general maxim of statesmanship: "The greatest good of the greatest number."

We in Canada have got beyond this stage of the school question. But there are many amongst us who do not seem to see so clearly as could be wished the broad difference in the principle involved between free elementary education and free university and "secondary" education. The only valid ground on which free elementary schools, supported by general taxation, can be vindicated is that of national self-preservation. It is assumed, and seldom questioned, that for the highest well-being and prosperity of the State and all its citizens a certain minimum of intelligence and moral training must be made a condition of citizenship. To this extent the Government is not only authorized but bound to insist on universal education up to a certain standard. Just where this standard shall be fixed is a difficult question. No absolute rule can be given. It is impossible to find any mathematical lines in the sphere of moral relations. Some arbitrary rule has to be made. But this is a common difficulty in civil government. All legal prescriptions and limits are largely determined by expediency and are to a certain extent arbitrary and liable to vary with changing circumstances and conditions.

The broad distinction seems, nevertheless, clear enough, and the fact that so many in England fail to see it shows the power of custom and prejudice over even the most intelligent minds. The education which the State may be held bound to provide free to all is that which it has a right to insist that all shall acquire. Show us just the kind and degree of mental and moral training which the highest interests of the State require that every citizen should receive, and you have drawn the line at which compulsory and free education should cease. All the schools and colleges which lie above the plane described by the sweep of that line are in the domain of voluntarism.

It may be said that this argument proves too much, that it strikes at the whole system of State colleges and universities, and even of grants in aid of High Schools and Collegiate Institutes. Pushed to its strictly logical issues this is perhaps true. We cannot help it. We defy anyone to point out any other principle upon which free schools and compulsory universal education can be defended. The question in regard to these higher institutions must be left an open one. So long as the great majority of the tax-payers are convinced that

either the endowment of universities, or the partial support of high schools and colleges, pays by reason of their influence in promoting the best interests of all classes, so long they may continue to sanction the appropriations on the ground of expediency. The people may do what they please with their own. But it is none the less clear that the moment we reach a class of institutions whose advantages are, in the nature of the case, absolutely above the reach of the great majority of citizens, that moment the ground on which the appropriation of public funds to such institutions can be justified is shifted. The wonder to our mind often is that while it is a notorious fact that the chief work of the State universities is to train young men for the learned professions to which they aspire for the sake of their own personal benefit, the great body of the people are so willing to find the money. It is not unlikely that the day will come in every Democratic country when the masses of the citizens will decree that those who expect to profit directly by the higher institutions of learning must found and support them. We have such faith in the operation of the voluntary principle that we are inclined to believe the coming of that day will prove helpful rather than otherwise to the interests of sound learning and broad culture.

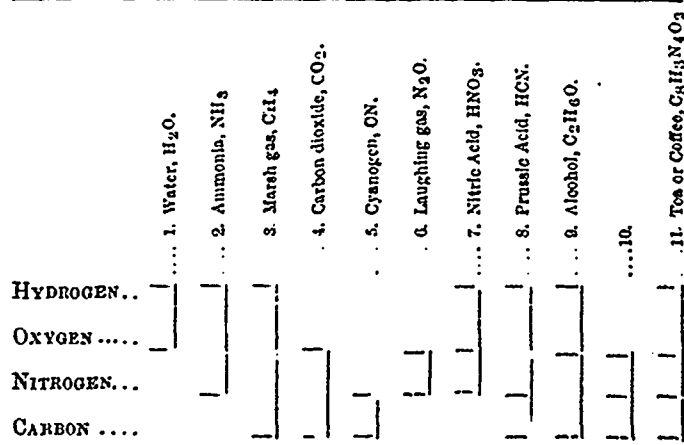
Special.

ELEMENTARY CHEMISTRY.

CHAPTER III.

Combination of Elements Already Studied.

Having considered the preparation and properties of the four elementary bodies, oxygen hydrogen, nitrogen, and carbon, we will proceed to study some of those more important compounds with each other. From the following diagram it will be seen that, leaving out of consideration the proportions of each element in the different compounds, ten sets are formed in which occur every possible combination of the four elements, taking two, three, and four together, with one exception. The brackets show which elements are united together in each set, and at the top of each bracket is placed the name of some body which serves as an example of the class to which it belongs in the arrangement. —



Observe that the tenth bracket has no name above it; no compound has yet been discovered which consists of oxygen, nitrogen, and carbon. We shall find that more than one compound belongs to each class. For instance in the fourth class, besides carbon dioxide, there is another oxide of carbon, called carbon monoxide, CO, which contains just half as much oxygen. So in the sixth class, besides N₂O, there are four other oxides of nitrogen.

For convenience we will discuss these subjects in the following order:—

1. Compounds of carbon and oxygen (4).
2. " " " and hydrogen (7).
3. " nitrogen and " (6).
4. " nitrogen and hydrogen (2).
5. " hydrogen and oxygen (1).
6. A mixture of several of these substances, the atmosphere.
7. Compounds of carbon and hydrogen (3).
8. A mixture of these or coal gas. Combustion.

CARBON DIOXIDE.

Symbol, CO₂. Molecular Weight, 44.

Carbonates. 100 parts by weight of calcium carbonate, chalk, or marble consists of—

Calcium.....	40 Ca.
Carbon.....	12 C.
Oxygen.....	48 O ₃ .

From these and other considerations it is inferred that a molecule of calcium carbonate is denoted by the formula CaCO₃. If we compare this formula with the formula of carbonic acid, H₂CO₃ (Art. 44.), we see that the two formulæ are identical, except in the one case we have Ca, the symbol for calcium, and in the other we have H₂. The former may be considered as derived from the latter by the replacement of H₂ by Ca. Compounds formed by replacing the hydrogen of carbonic acid by a metal are called CARBONATES. Most of the common metals, such as zinc, copper, mercury, act like calcium, one atom of the metal replacing two atoms of hydrogen. These metals are called *dyads*. Others, such as potassium, sodium, and silver, replace the hydrogen atom for atom. These are called *monads*.

Bicarbonates.—When only half the hydrogen of the acid is replaced by a metal the resulting compound is called a *bicarbonate*. Thus, Na₂CO₃ is sodium carbonate, and NaHCO₃ is sodium bicarbonate.

SYSTEMATIC NAME.	COMMON NAME.	FORMULA.
Calcium Carbonate.....	Chalk, marble, limestone..	CaCO ₃ .
Sodium ".....	Barilla, washing-soda....	Na ₂ CO ₃ .
Hydrogen Sodium Carbonate....	Bicarbonate of soda, baking soda....	NaHCO ₃ .
Potassium Carbonate.....	Potash, pearlash.....	K CO ₃ .
Hydrogen Potassium Carbonate.	Selaratus.....	KHCO ₃ .
Ammonium Carbonate.....	Smelling salts.....	(NH) ₂ CO ₃ .
Magnesium Carbonate.....	Magnesia.....	MgCO ₃ .
Lead Carbonate.....	White lead.....	PbCO ₃ .

Properties of Carbonates.

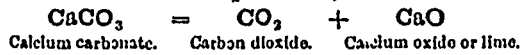
(1) All carbonates are insoluble in water except potassium carbonate, K₂CO₃; sodium carbonate, Na₂CO₃, and ammonium carbonate (NH₄)₂CO₃.

(2) All carbonates evolve carbon dioxide, CO₂, when heated to redness, except the alkaline carbonates, such as potassium carbonate and sodium carbonate.

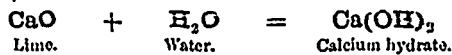
(3) All carbonates effervesce on the addition of any strong acid; the escaping carbon dioxide is without smell.

(4) All bicarbonates are decomposed with heat.

Calcium hydrate.—If calcium carbonate is heated to redness it loses a molecule of carbon dioxide, and there is left a molecule of calcium oxide or quicklime; thus:—



This change is identical with that which takes place in a lime-kiln when lime is made by burning limestone. When water is added to lime it combines with a definite amount of it, 56 parts by weight of lime with 18 parts by weight of water forming *calcium hydrate*, a white powder familiarly called slaked lime; thus:—



Lime-water.—If this calcium hydrate is mixed with about 700 times its volume of water it dissolves, forming a clear solution which is familiarly called lime-water. This lime-water is an alkali, turning red litmus blue. It quickly absorbs carbon dioxide from the air, and is used in medicine, and in the laboratory to detect the presence of carbon dioxide and carbonic acid.

(To be continued.)

READING AS A PART OF ELOCUTION.

THOMAS SWIFT.

"Some people," said a late inspector of high schools "accuse me of being mad on the subject of mathematics; in the interest of our schools I wish some one would go mad on the subject of reading." Although I have no intention or desire to carry out Dr. McLellan's wish in this matter, yet these words are significant enough, coming from one whose occupation afforded him ample room for judging. And my experience as a teacher in the public and high schools, as well as in county and provincial model schools, has forced me to the conclusion that the above quoted words were not uncalled for. It is, however, true that of late more attention has been paid to this very important subject, though much yet remains to be done.

It is a remarkable fact that this subject, the first to be taken up in our public schools and prosecuted day after day for a number of years, is the one in which our pupils are, as a rule, the least proficient. In all other subjects they are able to reach a high degree of proficiency; in reading they do not seem to be able to rise above a standard which can only be considered mediocre. There must be a reason for this condition of things, and though I shall not take upon myself to say what actually is the cause, I will undertake to hazard an opinion. It is this. The fault lies, for the most part, not with the pupils but with the teachers. I say for the most part, for certain difficulties present themselves which even the best teacher will find hard to surmount. These are due to home influences. Reading is an art, and as an art has to be acquired by diligent study and practice, and the acquirement of this art is not gained in a day or in a short course of spasmodic and desultory training, as experience too truly shows. In the public schools it has not met with that attention and systematic treatment which its importance demands, whilst in the high schools and collegiate institutes until the last two or three years it was almost entirely neglected or ignored, for what were deemed, though erroneously, more important subjects. Consequently, candidates for teachers' certificates came, and still come, to the county model schools and the normal schools with little or no acquirement of this art beyond fair intelligence and fluency which they have obtained they scarce-

ly know how, through the labor of years. At these institutions they are met with a variety of work and study deemed necessary for their equipment as teachers, and rightly too, and the consequence is that under even the most skilful teachers of reading, the time and attention that can be devoted to this pursuit is all too little. And thus lightly equipped in this respect they are drafted off into our schools to become in their turn the teachers and trainers of the rising generation. Again I shall not take upon myself to say how this condition of things can be improved, but I may take the liberty to offer a suggestion. First, then, more stress might be laid on the subject at the various teachers' examinations, and a higher standard exacted. It should no longer be looked upon, or at all events passed over, as of little moment.

Secondly, a more extended course in this branch at the normal schools.

Thirdly, a special recognition by the Education Department of excellence in this art, or if not in this art alone, in a certain group of subjects of which it is one. There are certain acquirements which are looked upon rather as accomplishments than as essentials of a public school teacher. Such are music, drawing, and penmanship, and I may put in this class also the art of reading in that degree of perfection in which a teacher should possess it.

The consideration of the methods employed in teaching beginners does not fall within the province of this paper. It will not be out of my way, however, to call your attention to the fact that the reading reform now in progress has begun at the right point, namely, at the beginning. In the normal and model schools no subject, I believe, receives more care and attention than the method of teaching the first reading lessons. This is as it should be, and the work done—and done in such a thoroughly sound and efficient manner—in the lower classes, will advance most materially the higher grade of reading which should be taught in the advanced classes of the public schools as well as in all the departments of the high schools and collegiate institutes.

I now come to the consideration of the standard in reading which we should aim at in our teaching.

If reading is to be worthy of the name it must involve the principles of elocution, but to what extent I shall leave to your own judgment. I shall merely lay my views on this question before you, not indeed in the expectation of their being accepted by you, because they may be wrong, but simply because they seem to me to be right.

In a few words, the reading which we should aim at should have three qualities:—

- It should be *intelligent*.
- It should be *intelligible*.
- It should be *expressive*.

And the amount of elocution which should be introduced into our teaching should be sufficient to bring about reading possessing these three qualities.

The question here naturally presents itself, what system of elocution suitable to our classes shall we adopt? There are systems and systems. Most systems consist of a bundle of rules, so complex in character and so terrifying in number, that even the anxious, enthusiastic student; feel inclined to close the book with a bang, and give the matter up in sheer despair. Such systems, it seems to me, cannot be too strongly condemned. We do not speak by rule, why should we read by rule? Why, the very rules themselves are obtained from natural sources and common usage. And if we have nature and usage to draw upon, why perplex and distract the mind by rules?

Let us for a moment examine the information a pupil occasionally receives by learning a rule.

ILLUSTRATIONS.

Rule I.—"Questions end with the rising inflection":

- Was John *there*?
- What time is it? *What time is it?*
- Was John *there*?

Rule II.—"Negative sentences have a rising inflection in the part denied":

- It is *not my fault*.
- It is *not my fault*.
- It is *not my fault*.

In short, then, however valuable such system may be in the eyes of the authors of them, they can be of but little assistance to the

common teacher, who has not time, even if he had the patience, to reduce the unruly rules to order. Moreover, it is plain that a system of this kind is liable to become, in the hands of an unskilled teacher, highly injurious to the advancement of his class.

But why should we go to the trouble of carrying water to our pupils, when they can just as easily drink at the spring itself? Why give them dry rules when they can more easily have recourse to nature and custom, from which these rules themselves have been obtained?

Whately, in a chapter on elocution, says very pertinently: "Suppose it could be completely indicated to the eye in what tone each word and sentence should be pronounced, according to the several occasions, the learner might ask: But why should this tone suit the awful, this the pathetic, this the narrative style? Why is this mode of delivery adopted for a command, this for an exhortation, this for a supplication? etc. The only answer that could be given is, that these tones, emphases, etc., are a part of the language; that nature, or custom, which is a second nature, suggests spontaneously these different modes of giving expression to the different thoughts, feelings and designs which are present to the mind of any one who, without study, is speaking in earnest his own sentiments. Then, if this be the case, why not leave nature to do her own work? Impress but the mind fully with the sentiments, etc., to be uttered, withdraw the attention from the sound and fix it on the sense, and nature or habit will spontaneously suggest the proper delivery."

Here, then, I will give the basis of the system of elocution which appears to me the best, the most effective and the easiest, because the simplest, that can be employed by school-teachers.

"First, lead the pupil to get at the sense of the passage; then lead him to find the proper and natural way of expressing the thoughts and sentiments which he has almost made his own, couched as they may be in the words of another."

I come next to the consideration of the three qualities of good reading, and of the means of producing these qualities. And here I may state that I have not written an essay on each point (which could very well be done), and shall trust the minds of my hearers to supply a great deal which might be said, but said, perhaps, unnecessarily. Thus I shall not enter upon a lengthy disquisition on what intelligent reading is, but shall advance at once to the consideration of the means of bringing it about.

I have, however, one remark to make on the nature of intelligent reading which at first seems paradoxical. Intelligent reading is not necessarily true reading, as far as the real sense of a piece is concerned. The reader, to read intelligently, must not necessarily understand the piece he is reading, but he must at least seem to his hearers to understand it. To illustrate this statement, place in the hands of two most accomplished readers Othello's famous vindication of his conduct before the senators, and it is not at all likely that certain passages of the speech will leave the same impression on the minds of the hearers when rendered by each reader. This of course, results from the mental attitude assumed by each reader towards these passages; yet the hearers, in each case, may be equally impressed with the truth as represented. Hence the utility of the teacher listening, with his own book closed, to a pupil reading. He is often thus enabled to judge better of the degree of intelligence with which that pupil reads.

Now, it cannot be denied that he only who properly understands a passage can properly interpret its sense to others by reading. But it does not follow that a pupil who has mastered the sense will also be able to convey that sense to others. This would assume that reading is very easily taught, whilst experience informs us that the reverse is the case. When a child even of tender years, makes known his wants, he has his attention riveted on the matter, not on the form; he thinks only of his wants, not of the words or the mode of uttering them. These things are of secondary importance, and he leaves them to display themselves; and yet with what perfect expression are they delivered! This, then, is the natural process. With reading it is entirely different. He is apt to think first of that which meets his eye, the characters and the words, and of the way in which they are to be spoken; and, until he has withdrawn his attention from these and centred it on the sense, truly intelligent reading is impossible. From this we are led to infer that the pupil, before attempting to read, should be able to pronounce every word easily and at sight, and should have a full knowledge of their meaning in the context. Then he must be trained to read with his thoughts and attention fixed on the sense to the neglect of words, inflections, emphases, etc. Many little

ways of securing this result will doubtless present themselves to your minds after a little reflection. I have barely time to make even a suggestion.

ILLUSTRATIONS.

I. Wrong inflection—"Mother, may I go on the hill with my handsleigh?"

II. Wrong emphasis—"Oh, mother! my MAP was the nicest of all."

The teacher, by preliminary questioning on the substance of the lesson, can do a great deal towards directing the attention of the class to the sense as well as to the spirit of the piece.

(To be continued.)

ENTRANCE LITERATURE.

THE SHIPBUILDERS.

Ontario Readers, old series, page 67.

AUTHOR'S LIFE.

John Greenleaf Whittier was born December 17, 1807, at the homestead near Haverhill in Essex County, Massachusetts. Like most American boys of that time he had but scanty schooling. A Quaker by birth and of Puritan surroundings his reading was limited almost entirely to the Bible, the Pilgrim's Progress, and the weekly newspaper. He lived at home until he was eighteen years of age, working on the farm, and employing the otherwise idle hours in the little shoemaker's shop which belonged to the homestead. His writings indicate that he did not relish beyond what boys do generally, the manual, homely labor of the farm and the workshop, but to it, no doubt, may be traced much of that interest which he has always taken in, and the sympathy he has ever shown with, working classes. His "Songs of Labor," including *The Shipbuilders*, *The Shoemakers*, *The Fishermen*, *The Lumbermen*, *The Huskers*, *The Corn Song* and *The Drovers*, teach that the "working hand makes strong the working brain," and that honest toil fosters a "manlier spirit of content." His poetry throughout is characterized by boldness, energy, and simplicity, often united with tenderness and grace. At twenty-two years of age he was appointed editor of "The American Manufacturer," having previously sent poems to "The Haverhill Gazette." In 1831 he published in prose his *Legends of New England*. *Mogg Megone*, published in 1836, draws attention to the relation held between the Indian and the settlers. His sympathy was always with the oppressed, and "while he found an object of pity in the Indian, his profoundest compassion and most stirring indignation were called out by African slavery." The following quotation from lines written on reading the spirited and manly remarks of Governor Ritner, of Pennsylvania, on the subject of slavery, shows what a powerful advocate the slave had in Whittier; greater perhaps was his influence in bringing about emancipation than that of all other poets combined:

"Thank God for the token!—one lip is still free—
One spirit untrammell'd, unbending one knee!
Like the oak of the mountains, deep-rooted and firm,
Erect, when the multitude bend to the storm.

* * *
"Right onward, oh, speed it! wherever the blood
Of the wrong'd and the guiltless is crying to God;
Wherever a slave in his fetters is pining;
Wherever the lash of the driver is twining.

* * *
"The pure German pilgrims, who first dared to brave
The scorn of the proud in the cause of the slave;
Will the sons of such men yield the lords of the South
One brow for the brand—for the padlock one mouth?
They, sator to tyrants? They rivet the chain,
Which their fathers smote off, on the negro again?

"No, never! One voice, like the sound in the cloud,
When the roar of the storm waxes loud and more loud,
Wherever the foot of the freeman hath press'd
From the Delaware's marge to the Lake of the West,
On the south-going breezes shall deepen and grow
Till the land it sweeps over shall tremble below!
The voice of a people—up-risen—awake—
Pennsylvania's watchword, with Freedom at stake,
Thrilling up from each valley, flung down from each height,
'Our Country and Liberty! God for the right!'"

Whittier's poems are so numerous it would be quite out of place to attempt an enumeration of them here. In addition to the *Songs of Labor* above named a few of the best known are:—*Snow-Bound*, *Among the Hills*, *Mabel Martin*, *Cobbler Kezlar's Vision*, *The two Rabbits*, *The Prophecy of Samuel Sewall*, *The Tent on the Beach*, *Maul Miller*.

His prose writings are also numerous, and consist mainly of his contributions to journals, and of *Leaves from Margaret Smith's Journal*, an imitative work, after the style of "*Lady Willoughby's Diary*," giving a picture of the New England of the last quarter of the 17th century.

DESCRIPTIVE NOTES.

Ship-builders.—Another name for such workmen? Do we say mill-builders? Where are ships built? See page 65.

Spectral in the river mist.—The ship timbers are here represented as dimly seen in the river mist, but, like a spectre, their outline cannot be clearly defined.—In Whittier's poem, "The Spectre Warriors" is the stanza:—

"He fears that the evil and Dark One is near,
On an errand of wrath, with his phantoms of fear;
And he knows that the aim of his rifle is vain—
That the spectres of evil may never be slain!"

Pope says:—"Strange phantoms (spectres) rising as the mists arise."

White timbers.—Explain.

Grating saw begin.—Force of grating? Parse begin.

Broad axe.—Probably a compound word. *Axe* should be *ax*; such words as *wax*, *tax*, *flax* &c., were all at one time written with the final *e*. The *e* in *axe* should not be retained.

Gnarled oak.—Also *Knarled*, (*narld*), knotty. Oak is commonly, but not always, *gnarled*. Shakespeare, speaks of:—"The unweedgeable and *gnarled* oak."

Bellows.—(*Bel'-lus*). Used either in the singular or plural. How used here?

Blast on blast.—Observe the accumulative force of *on* here.

Sooty smithy.—(*Soot'-y Smith'y*), written also *smiddy*, the shop of the smith. *Stilh'* or *Stid'dy* (*anvil*) are also names for a smith's shop, or *smithery*.

Jars.—Verb *intran*, subj., *smithy*.

Are fading.—The stars gradually go from sight, as the light of the sun increases so the fire-sparks gradually vanish after rising almost out of sight by distance, and hence have the appearance of going off with the stars.

Forge.—(*Forjo*). A place where anything is shaped or devised.

Groaning Anvil.—Why groaning?

Scourge.—(*Skurj*). Meaning? Is it a good rhyme with *forge*?

Far-off hills the panting team.—Does this agree with what is said on page 65 as to the way the timber is taken to the ship-yards?

For us.—For whom? Parse *for*.

Down the stream.—Adverbial to *steer*.

Axe-man's.—Should be *ax man's*—give another word having same meaning.

Old and still.—Why still?

Century-circled.—Explain.

Falls crashing.—Crashing an adj. qual. oak.

Craftsman.—Give synonyms.

Nature's giant powers.—Name some of these powers. In what sense, and how, are they made slaves? (Trees, &c., steam, wind water, electricity, &c.)

Tree-nails.—Should be written *Treenails*. Pronounced *Tree-nails*, though commonly pronounced *trun'nels*, and sometimes so written,—long wooden pins for fastening the planks of a ship to the timber.

Shall tempt.—How does yawning seam tempt the sea?

Spar.—A long beam—mast, yard, boom or gaff.

Salt-spray.—Should be written *salt spray*. Meaning of *spray* here? Other meanings?

Caught below.—The rolling of the ship in a storm often brings the high timbers, masts, &c., down, so as to be covered with spray, which is greatest near the surface of the water.

That ship.—Why not *our* ship?

Master's beck.—Who is the master? *Beck*, nod or motion of the head, the slightest indication of command.

As if they trod.—Walking as firmly and keeping as steady.

Valture's beak.—In what ways may the ice be likened to a valture's beak?

Float or sink.—The ship will meet with storms, will very probably need to press its way through vast masses of ice; may even strike against the water covered rocks, or grate along the sharp peaks of coral. Its fate will depend on the workmanship and material used. Hence the great responsibility of the builders.

Bride of the sea.—Explain.

Virgin.—Meaning fresh or new; not yet discolored or soiled by wind or weather.

Shall fan.—Explain.

Snowy wing.—What is meant?

Hebrides-Hindostan.—What would the ship probably be doing at these points?

Frozen-sultry.—To what extent correct?

Peaceful flag.—The flag of commerce.

Silken chain.—What other *chain* sometimes unites nations?

Groaning cargo.—Whittier writes in his poem, "The Slave Ship:"

"Corpse after corpse came up, death had been busy there;
Where every blow is mercy, why should the spoiler spare?
Corpse after corpse they cast sullenly from the ship,
Yet bloody with the traces of fetter-link and whip."

Lethan drug.—Is the opium trade still carried on? Describe the cargo that the poet desires. What would he exclude? Has any portion of the latter yet been dropt as articles of commerce?

Examination Papers.

HIGH SCHOOL ENTRANCE EXAMINATIONS, JULY 1885.

ENGLISH LITERATURE.

Examiner—John Seatin, B. A.

NOTE.—100 marks constitute a full paper. A maximum of 15 marks may also be allowed for composition, and of 5 marks for writing and neatness.

ONTARIO READERS.

1 God bless her! whereso'er the breeze
Her snowy wings shall fan,
Aside the frozen Hebrides,
Or sultry Hindostan!
Where'er in mart or in the main,
With peaceful flag unfurled,
She helps to wind the silken chain
Of commerce round the world!

Speed on the ship!—but let her bear
 No merchandise of sin,
 No groaning cargo of despair
 Her roomy hold within;
 No Lethæan drug for Eastern lands,
 No poison-draught for ours;
 But honest fruits of toiling hands
 And Nature's sun and showers!

- (a) What is meant by calling the poem to which these stanzas belong, "A Song of Labor"?
- (b) Explain "snowy wing", "shall fan", and "aside".
- (c) Why does the poet mention "the frozen Hæbrides" and "sultry Hindostan", and "mart" and "main"?
- (d) Distinguish "mart" and "market", and "main" and "son".
- (e) What is meant by calling the *flag* "peaceful"?
- (f) What is "the chain of commerce"? Why is it called "silken", and how can the ship help to wind it?
- (g) How is l. 10 connected in sense with what follows?
- (h) Explain the meaning of each of the following expressions, bringing out the full force of the italicized words: "Speed on the ship!", "groaning cargo of despair", "Lethæan drug", "poison-draught", "honest fruits".
- (i) What synonym does Whittier use in the poem for "Eastern lands"? How does he explain in the next stanza, ll. 15-16?
- (j) Name the emphatic word in ll. 1, 3, 4, 9, and 15, and show where the pauses should be made in ll. 5-9. What feeling should we express in reading these stanzas?
- (k) What lessons, for our guidance in life, may we learn from "The Shipbuilders"?
2. There was a frankness in my uncle Toby,—not the effect of familiarity, but the cause of it,—which let you at once into his soul, and showed you the goodness of his nature. To this there was something in his looks, and voice, and manner superadded, which continually beckoned to the unfortunate to come and take shelter under him; so that, before my uncle Toby had half finished the kind offers he was making to the father, the son had insensibly pressed up close to his knees, and had taken hold of the breast of his coat, and was pulling it towards him. The blood and spirits of Le Fevre, which were waxing cold and slow within him, and were retreating to their last citadel, the heart, rallied back! The film forsook his eyes for a moment; he looked up wistfully in my uncle Toby's face, then cast a look upon his boy. And that ligament, fine as it was, was never broken!
- Nature instantly ebbed again—the film returned to its place—the pulse fluttered—stopped—went on—throbbed—stopped again—moved—stopped. Shall I go on?—No!
- (a) Give for each of the following a meaning which may be put for it in the foregoing passage:—"frankness", "not the effect of familiarity, but the cause of it", "let you at once into his soul", "superadded", "beckoned to the unfortunate to come and take shelter under him", "wistfully", "waxing", "Nature instantly ebbed again".
- (In answer to this question, the candidate should write down simply the expressions he proposes to substitute, without making any further explanation.)
- (b) Explain the use in the third sentence, of "were retreating", "last citadel", and "rallied back", in reference to blood and spirits.
- (c) What did the father and the son mean by acting as they did?
- (d) Explain the meaning of "That ligament, fine as it was, was never broken".
- (e) Account for the punctuation of the sentences beginning with "Nature" and ending with "stopped". Distinguish the meanings of "fluttered", "throbbed", and "moved".
- (f) Why does Sterne answer his question thus?
3. Quote from the lessons you have memorized, a passage containing one or more noble thoughts.
4. Reproduce in prose "The Incident at Ratisbon".

ROYAL READERS.

O'er fell and fountain sheen,
 O'er moor and mountain green,
 O'er the red streamer that heralds the day;
 Over the cloudlet dim,
 Over the rainbow's rim,
 Musical cherub, soar, singing away!

Then when the gloaming comes,
 Low in the heather blooms,
 Sweet will thy welcome and bed of love be!
 Emblem of happiness,
 Blest is thy dwelling place—
 Oh, to abide in the desert with thee!

- (a) Under what circumstances is the poem to which this stanza belongs, supposed to be written?
- (b) Explain 'fell', 'sheen', 'heralds', 'away', and 'gloaming'.
- (c) What is the 'red streamer', and why is it called a *streamer*?
- (d) Distinguish the meanings of 'cloud' and 'cloudlet.' Why does the poet mention the *dim* cloudlet?
- (e) Account for the order of the phrases in ll. 1-5.
- (f) Show that 'cherub' and 'soar' are suitable words to use here.
- (g) With what is l. 8 connected in sense? Why does the poet mention the 'blooms'?
- (h) Show that the skylark is an 'emblem of happiness'.
- (i) What does the poet mean by the wish expressed in l. 12?
- (j) Name the emphatic words in ll. 1-5, and show where the pauses should be made in ll. 7-12. What feelings should we express in reading this stanza?
2. A tremendous storm gathered from the west, and broke in thunder and rain and hail on the field of battle; the sky was darkened, and the horror was increased by the hoarse cries of crows and ravens, which fluttered before the storm, and struck terror into the heart of the Italian bowmen, who were unaccustomed to these northern tempests. And when at last the sky had cleared, and they prepared their crossbows to shoot, the strings had been so wet by the rain that the men could not draw them. By this time, the evening sun streamed out in full splendor over the black clouds of the western sky—right in their faces; and at the same moment the English archers, who had kept their bows in cases during the storm, and so had their strings dry, let fly their arrows so fast and thick that those who were present could only compare it to snow or sleet. Through and through the heads, and necks, and hands of of the Genoese bowmen the arrows pierced. Unable to stand it, they turned and fled; and from that moment the panic and confusion were so great that the day was lost.
- (a) Give for each of the following a meaning which may be put for it in the foregoing passage: 'A tremendous storm gathered from the west', 'the horror was increased', 'struck terror into the hearts of the Italian bowmen', 'when at last the sky had cleared', 'the evening sun streamed out in full splendor', 'unable to stand it', 'the day was lost'.
- (In answer to this question, the candidate should write down simply the expressions he proposes to substitute, without making any further explanation.)
- (b) Under what circumstances did the events narrated here take place?
- (c) Distinguish 'fluttered' and 'flew', and 'panic' and 'fear'.
- (d) *Could only compare it.* What is it, and how did it resemble 'snow or sleet'?
- (e) Why are 'through' and 'and' repeated in the fourth sentence?
- (f) What is the subject of this paragraph?
3. Quote from the lessons you have memorized, a passage containing one or more noble thoughts.
5. Reproduce in prose "The Soldier's Dream".

Mr. J. I. Burrill, of Portsmouth, Neb., thinks that the reason so many young men make failures in life, is that all their originality has been destroyed during their school days. They have been drilled upon definitions and principles, and crammed for examinations, but no original ideas have been allowed to spring up in their minds. After the process called education has ended they go out into life with no power to think for themselves. Their only capital is the antiquated wares of the schoolroom which finds no market in the working world.—*N. Y. School Journal.*

Education is a better safeguard of liberty than a standing army.—*Edward Everett.*

The investigation of the reading lesson forms the highest exercise of connected thinking in the common school, and, if judiciously conducted, ought to contribute very much to the habit of reflective reading in after life.—*Curric.*

Practical Department.

DRAWING.

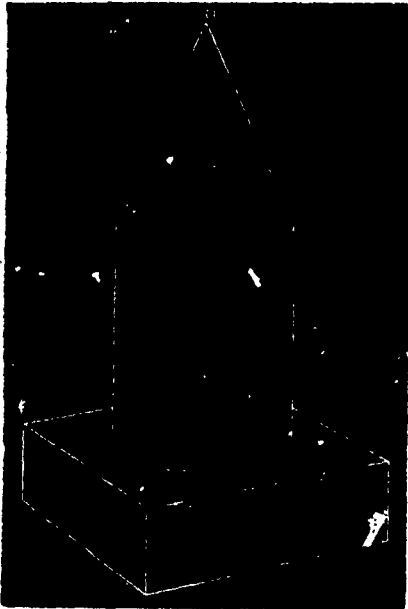
BY WILLIAM BURNS, DRAWING MASTER, HIGH SCHOOL, BRAMPTON.

(The Editor of this Department will be glad to answer questions for information addressed to him in care of the SCHOOL JOURNAL.)

IX.

The last and most important branch of our subject is the representation of the various solid forms as they appear to the eye in different positions. This involves the use of hand, eye and judgment on the part of the pupils, and is consequently taught most simply from the objects themselves. These can very readily be procured in the shape of solid wooden blocks of the various forms required, and they can also serve for "models" as well as for illustrating the lines in the mere freehand drawing. Let your first caution to your pupils be,—that only the visible lines are to be drawn in the completed copy.

1. Cube. Having procured a cubical block place it before the class, and require a statement of the 'visible' lines. One of the



simplest plans of drawing a cube is to first draw a Square; and, taking within it a point draw another square from that as a corner, equal and similarly situated to the first. If the upper face of the cube is to be visible draw second square to read below the first, if the under face of the cube is to be seen draw second square to reach above the first, if the left face is visible, let second be to the right and vice versa. Then joining the nearest corners of the squares a cube will be produced.

It will be best to practise the drawing of the cube from the pupils remembrance of the model in various positions, such as below the eye, above the eye, to the left or right of the spectator, always remembering that the three lines meeting at the unseen point must not be strengthened in.

2. A Parallelopipedon is a solid in which all the sides are rectangles—this can be drawn on exactly the same plan as the cube, bearing in mind the fact that the sides are unequal.

3. When the length is much greater than the breadth the parallelopipedon becomes a prism—although the name is more usually applied to a figure with a triangular or pentagonal end. The prism may be drawn with the axis vertical or horizontal; if this axis is at right angles to the plane of the base a right prism is obtained if not at right angles, an oblique prism is the result.

4. When the centre of one end of a prism is taken, and this point joined to the angular points of the base, a pyramid is obtained, and can be varied in position as well as the prism.

We will next describe briefly the solids bounded by curved lines.

One of the simplest modes of describing these is by the principle of development. If a parallelogram be supposed to revolve round one of its long sides, it is evident that the resulting solid will be a cylinder; if a right angled triangle revolve on its perpendicular as axis, a cone is produced; and if a semicircle revolve on its diameter, a sphere is obtained. This can be made evident by the teacher who will take the trouble to illustrate it with pieces of paper cut into these various shapes.

5. Let the pupils notice first that the bounding lines of the curved sides of the cylinder and cone are straight lines, and that the rounded effect is in fact produced by the shade falling on this cylindrical surface. Show this by means of the shadow of the object, or placing it upon the board or paper and then outlining it. Further, the ends will appear as straight lines when at the level of the eye, as a circle varies from the straight line to the true circle in appearance, according to whether it is held in the same plane as the line of sight, or at right angles to this plane, all intermediate positions giving it the form of an ellipse, but an ellipse whose transverse axis is always the same, and equal to the diameter of the original circle, or to its size on the scale used. Let the cylinder be also drawn in various positions, as vertical, horizontal, right and oblique, as well as above or below the light of sight.

6. If the centre of the upper end be found and this joined with the ends of a diameter through the centre of the circle, that is to say, with the transverse axis of the ellipse forming the base, a cone is drawn.

7. A sphere in any position becomes to the eye a circle in outline, it can make no difference whatever whether it is above or below, to the left or right of the line of sight. The spherical appearance being (as above) produced by the shading. In these drawings it is of course obvious that we have not made any attempt to produce an ellipse perspectively correct, but merely an approximation sufficiently exact for pupils with a knowledge of free-hand only.

8. Having drawn these figures separately let them be combined into one figure by placing the cube upon a plinth—such as a book—and surmounting this with a cylinder, and this again with a prism or cube. Such exercises, varied frequently, will ensure a full knowledge of these forms, and illustrate also to the class the positions to be omitted in their completed drawings.

Educational Notes and News.

It is said that Woodstock High School wants to be raised to the standard of a Collegiate Institute.

Mr. W. S. Milner, B.A., of the Lindsay High School, has been appointed an examiner in classics in Toronto University.

Mr. Philo McLaughlin, of Granton, has been engaged by the trustees of the Byron school for next year. Mr. Patrick, the present teacher, leaves to study medicine.

On Thursday Mr. H. Kay Coleman, principal of the Peterborough public schools, handed in his resignation to the secretary of the Board of Education. Mr. Coleman tendered his resignation on receiving an offer of \$1,000 a year from the Board of Education at Port Arthur, which position, if the Board accept his resignation, he will accept. Mr. Coleman's resignation was quite unlooked for, and his many friends will regret to see him leave Peterboro'.—Victoria Warder.

The teachers of Acton Public School for 1886 are all engaged as follows:—First department, Mr. Thomas T. Moore, salary \$350 and free residence; second department, Miss Hattie G. Jelly, salary \$300; third department, Miss Annie Mahaffy, salary \$225; fourth department, Miss Lena Dorland, salary \$225. Miss Reid, of Erin, will take charge of Lorne School, at the New Year, salary \$350. The trustees of Lorne School received 110 applications for the position.—Free Press.

The following now constitute the Board of Examiners for Elgin county:—W. Atkin, chairman, J. McLean, W. W. Rutherford and S. McColl.

Messrs. E. W. McIntyre and F. Feare, students of the St. Thomas Collegiate Institute, have matriculated in law.

The action of the county council in leaving off from the Board of Examiners the principal of the Collegiate Institute, who has held the position for fourteen years, must surely have been an oversight. As St. Thomas sends up to the Model School more teachers than the other High Schools put together, it would seem that if the master of any school should be on the Board the Collegiate Institute should be represented.—*St. Thomas Journal*.

Mr. A. Barber has been appointed Master of Cobourg Model School. He is one of the most successful teachers in this county.—*Canadian Statesman*.

Miss Maggie Drysdale, of Perth, and Miss M. L. Thompson, of Pakenham, will teach the junior department of the Almonte Public School during 1886.

Miss Bella McCullum, of Exeter, has been engaged to teach school near Clinton, next year, at a salary of \$300.

Our present teacher, Mr. Edgington, has been engaged for the coming year by the Bowmanville Board of Trustees. We congratulate the Bowmanville people upon securing the services of Mr. Edgington, who is an acquisition to any locality. Mr. L. A. Copeland, of Otterville, who comes to us highly recommended, will be our teacher for the coming year. Miss Rose has also resigned her position as assistant teacher. Her place, we understand, has not yet been filled. Miss Rose's many friends will be sorry to see her leave.—*Mt. Elgin correspondent, Sentinel-Review*.

Harrison's Neighborhood School Section, Peel County, advertised for a teacher for 1886, and the trustees received 115 applications, the salaries asked ranging from \$250 to \$500. They have accepted the offer of a lady holding a second-class Normal, who asked \$350.

The engagement of a principal for the Model and Public Schools cause a "scene" at the meeting of the School Board, Forest, Nov. 13th. A petition was presented, signed by about 180 ratepayers and four teachers of the village, asking for the re-appointment of Mr. J. R. Brown. This was backed up by a statement made by the principal himself, showing that a candidate from his school received a higher number of marks at the last entrance examination than any candidate in any other school in the province. This statement was taken exception to by the Inspector, Mr. C. A. Barnes, and a lively discussion was the result, participated in by several of the large audience present. The Board adjourned without doing more than reading the applications. At the next meeting the motion that the application of Mr. H. W. Harlton for the position of principal, at a salary of \$700, be accepted, was lost, three members being for and three against it. It was then moved that Mr. John R. Brown be appointed at a salary of \$700. This was lost, the voting being equally divided. The Inspector was requested to telegraph the Minister of Education for instructions as to how the Board should act. The reply was that the Board must choose a teacher on whom a majority can agree. It is to come up again at a meeting to be held Dec. 4th.

An "old chorister" writes us (*The School Journal*, New York) as follows: "Of all monumental liars, commend me to the musical quack who asserts that fifteen minutes a day of musical instruction will enable children to read at sight as intelligently as if they were reading any prose article. Ask the chorus masters of the opera, or the musical directors of the surpliced boy choirs, how many individuals come under their observation who can read vocal music at sight as readily as they can read a newspaper article over. Would you, Mr. Editor, undertake to read a poem or prose article, without glancing at it previously, before an audience, and believe you could do the subject justice? The poor fellows—vocalists—seeking a situation in our churches, will tell the donkeys composing the music committee that they can sing anything at sight, as that is the first question asked. The thing is too absurd to waste much argument on. A committee of our music teachers went to Boston expressly to hear these *sight singers*. "Humbug" was their report.

Waterdown School Board had a protracted meeting on Wednesday evening of last week. It was long after 10 o'clock before the numerous applications and testimonials of teachers were read. After careful consideration Mr. T. Otway Page, of Port Perry High School, was appointed Headmaster or Principal

of the High School. Mr. G. V. McLean, of Toronto, was appointed assistant High School teacher. Miss Eliza King, of Dundas, was chosen teacher of third division, public school, and Miss Bella Moore, of Caledonia, teacher of the fourth division. Mr. W. N. Stevenson and Miss Fraser retain their old positions. This infusion of new blood, it is hoped, will be beneficial.—*Canadian Champion*.

The Elgin County Council has declined to ask for the retention of the Vienna High School. That school "must go."

Mr. D. A. Grout, headmaster of Sparta Public School, has been re-engaged for 1886 at a salary of \$500.

The Acton School Board had seventy-three applications for three junior positions in their schools.

Mr. D. McDougall, the popular headmaster of the Beaverton public school, has been re-engaged for the coming year.

Tell each of your older pupils to bring in all the geographies and cyclopedias they have. Our lesson to-morrow will be England. Find out three facts concerning each of the cities of London, Liverpool, and York. You may also make a map of England on paper, drawing all the rivers, and locating correctly ten principal cities. This is a "live" lesson, and given by a live teacher, and the pupils in that school will soon learn to "investigate for themselves. But turn out all the geographies except one, fence up the county, and light is kept away. The doctrine is a wrong one.—*American Journal of Education*.

Miss Isabella Kirkland was engaged to teach the ward school, Forest, at a salary of \$275 per annum, and in case she be already engaged that Miss Nellie Franks be appointed at \$260. Miss C. F. Sutherland was engaged to teach the fourth division, but if she can not accept, Miss Amie Salmon is to be appointed. The salary is \$300 a year.

The School Board, Charlottetown, P.E.I., have closed their schools in consequence of the prevalence of smallpox in that city.

Of the Teachers' Reading Circles, the United States Commissioner of Education, General Eaton, writes: "The movement is one of extreme interest. Some of our most thoughtful and eminent educators have been fearing that the profession of teaching in this country was to run "skim milk," as they described it, because the teachers read so little. If teachers will read wisely selected matter, they will speedily make up for many deficiencies. I should be delighted to aid the movement, and may be able to do so at an early day." We have had too much "skim milk" in the schools. Teachers who are isolated, who aim only to pass the required examinations, and make no new intellectual acquisitions, must lack power to quicken intellectual life in others. Very few persons are capable of maintaining genuine intellectual life entirely by their own efforts. They need to be stimulated by contact with thoughts of others, to drink from the ever fresh fountains of literature and science, to keep themselves in contact with the busy, inquisitive, progressive thought of the age, or they sink to a merely sensuous and emotional existence. How can such a person be of real assistance to another in awakening intellectual life?—*Wisconsin Journal of Education*.

We are indebted to Mr. R. W. Doan, the courteous secretary of the Ontario Teachers' Association, for a copy of the minutes of the twenty-fifth annual convention of that body. The proceedings of the Teachers' Parliament—if we may apply the term to an assembly where laws are only suggested, not made—are full of the deepest interest to every member of the profession. The pamphlet should be in the hands of every teacher, because the ideas advanced in the several resolutions, combined with the practical papers read, must tend to broaden his views, extend his knowledge, and increase his usefulness. The printer, Mr. C. Blackett Robinson, has done his part faithfully in producing a neat, well-printed, and readable book.

That teaching has become a profession few will now deny. As such it requires special training, experience, and aptitude to insure its successful practice. Schools will fall short of the highest degree of efficiency just in proportion to the lack of these qualities in their crops of teachers. System and supervision may do much, but they can never be made satisfactory substitutes for any of these things.—*Waco (Texas) School Report*.

A little fellow of five, with his first buttons on, being told that the baby wanted to kiss him, replied: "Yes, he takes me for his papa!"

Official.

Extracts from circular respecting Teachers' Reading Course, issued by the Minister of Education :—

In order to give definiteness to the efforts of teachers in this direction I have arranged a Course of Reading, by means of which, while not ignoring professional obligations, they may carry on daily the work of self-culture and at the same time learn to regard their vocation from a higher standpoint. The Course extends over three years, and embraces pedagogics, science and literature. It can be mastered in the allotted time, without difficulty—one hour per day being quite sufficient. It will be observed that the books in the Professional Course are those already used at the Normal Schools and Training Institutes, so that by taking them up in the Reading Course, the work required for entering the higher grades of the profession is simply prepared in advance.

As the Course is purely voluntary no examination will be held in connection with it. Should, however, the teachers of any Inspectoral Division agree to read the Course with this end in view, and should the County Board of Examiners make adequate provision for such examination, the Department would recognize by special certificate this additional element of professional culture. Such a certificate would no doubt be duly appreciated by trustees and the public generally, as it would entitle the holder to a strong claim upon their liberality. It will be the duty of the Directors of Teachers' Institutes to make such comments and give such directions to teachers in regard to the best methods of profiting by this Course as they may deem expedient.

Geo. W. Ross,
Minister of Education.

LIST OF BOOKS RECOMMENDED.

NOTE.—It would be well for teachers of each class to confine themselves to the Course of Professional Reading prescribed for their particular class. In the other subjects it is recommended to take one-third of the books in Science and Literature each year.

PEDAGOGICS.

Third Class Teachers—(Two books per year.)

Outlines of the Study of Man—*Hopkins*. Lectures—*Fitch*. Educational Reformers—*Quick*. Psychology of Cognition—*Jardine*. Education as a Science—*Bain*. Education—*Spencer*.

These text-books are all on the Normal School Course for Second Class Teachers.

Second Class Teachers—(Two books per year.)

Systems of Education—*J. Gill*. Lectures on the History of Education—*Jos. Payne*. The Action of Examinations—*H. Latham*. School Management—*Joseph Landon*. Teachers' Manual and Method of Organization—*R. Robinson*. Culture Demanded by Modern Life—*E. L. Youmans*.

The text-books named are all on the Professional Course for First Class Teachers.

First Class Teachers.

Psychology—*Sully*. Greek Education—*Mahaffey*. History of Pedagogy—*Hailman*.

Physical Science and Natural History—(Six books per year.)

The Fair Land of Science—*Buckley*. Ants, Bees and Wasps—*Sir Jno. Lubbock*. Sound Bodies for our Boys and Girls—*Blairie*. Forms of Water—*Tyndall*. Physiography—*Huxley*. Heat as a Mode of Motion—*Tyndall*. Methods of Study in Natural History—*Agassiz*. Homes without Hands—*Foods*. Elements of Physical Geography—*Geikie*. Physical Geography of the Sea—*Maury*. The Races of Man—*Peschel*. Connection of the Physical Sciences—*Somerville*. Common Sense of the Exact Sciences—*Clifford*. Physical Forces—*Faraday*. Science Lectures at South Kensington. Wild Animals, their Life and Habits—*Wolf*. Flowers and their Pedigrees—*Allen Grant*. Health—*Corfield*.

Literature and History—(Eight books per year.)

1. Julius Caesar—*Shakespeare*. 2. Every-day English—*Richard Grant White*. 3. Selections from Wordsworth—*Matthew Arnold*. 4. Milton and Wordsworth—*English Men of Letters*. 5. Industrial Biography—*Smiles*. 6. Short History of the English People—*Green*. 7. Montcalm and Wolfe—*Parkman*. 8. The English Constitution—*Boycott*. 9. Macaulay's Life and Letters—*Trevelyan*. 10. Getting on in the World—*Mattheus*. 11. Walks about Rome

—*Hare*. 12. Words and their Uses—*R. G. White*. 13. Johnson's Lives of the Chief Poets—*Matthew Arnold*. 14. Expansion of England—*Seeley*. 15. Words and Places—*Taylor*. 16. English Literature (condensed)—*Taine*. 17. The United Netherlands—*Motley*. 18. Oliver Cromwell—*Carlyle*. 19. Life of Johnson—*Boswell (Murray's Edition)*. 20. Language and Languages—*Farrar*. 21. Paradise Lost—*Milton*. 22. Intellectual Development of Europe—*Draper*. 23. In Memoriam and the Princess—*Tennyson*. 24. Nicholas Nickleby—*Dickens*.

For Friday Afternoon.

"YE PEDAGOGUE OF YE OLDEN TIME."

BY JOHN G. SAXE.

Righte learned is ye Pedagogue,
Fulle apt to reade and spelle,
And eke to teache ye parts of speecho,
And strap ye urchins well.

Far as 'tis meete to soake ye feste
Ye ailing heade to mende,
Ye younker's pate to stimulate,
He beats ye other ende !

Righte lordly is ye Pedagogue
As my turbaned Turke ;
For well to rule ye District Schoule,
It is no idle worke.

For oft, Rebellion lurketh there
In breaste of secreto foes,
Of malice fulle, in waito to pulle,
Ye Pedagogue his nose !

Some times he heares, with trembling feares,
Of ye ungodly rogue,
On mischief bent, with felle intent,
To licko ye Pedagogue.

And if ye Pedagogue be smalle,
When to ye battell led,
In such a plighto, God sende him mighto,
To break ye rogue his head.

Daye after daye, for litle paye,
He teacheth what he can,
And bears ye yoke, to please ye folke,
And ye committee-man.

Ah ! many crosses hath he borne,
And many trials founde,
Ye while he trudged ye district through,
And boarded rounde and rounde.

Ah ! many a steake hath he devoured,
That, by ye taste and sight,
Was in distaince, 'twas very plaine,
Of Daye, his patent righto !

Fulle solemn is ye Pedagogue
Among ye noisy churls,
Yet other while he hath a smile
To give ye handsome girls ;

And one,—ye fayrest maydo of all,—
To chere his wayning life,
Shall be, when Springe ye flowers shall bringe,
Ye Pedagogue his wife !

Dr. J. M. Gregory claims that the average boy or girl of ten or twelve years, in one school year can learn all the arithmetic necessary for practical business life, or for the higher course in mathematics. If this be true, it follows that at least three-fourths of the time and labor usually spent by teacher and pupils upon this branch of study may be said to be wasted.

Literary Chat-Chat.

The North American Review is to publish the diary kept by Gen. Grant during his tour around the world.

A new Canadian venture that promises to be of interest, is announced by Dawson Bros., of Montreal, in the shape of "The Songs of Old Canada," translated from the French by William McLellan.

Gen. Logan's contribution to the war literature of the United States, is to be called "Treason's Pathway to the Rebellion."

"The great sensation of the ensuing month outside the realm of politics will be the appearance in English garb of that remarkable work of a remarkable author, *Salammô*, by Flaubert, the father of the school of realism. M. French Sheldon, who is responsible for the translation, has so ably construed the original that every detail of the Carthaginian mystery so entrancing in the original has been preserved, and as the volume is dedicated to Stanley, the African explorer, and is prefaced by a sketch of Flaubert, written by Edward King, the American poet, Messrs. Saxon and Co., the publishers, should have a busy time of it during November."—*St. Stephen's Review*."

A forth-coming novel by Hon. U. U. Astor, late American Minister to Italy, is likely to meet a large sale. The wealthy author not wishing "to frighten off the publishers with his name, submitted the MS. anonymously and had it accepted on its merits, unprejudiced by the knowledge that there were "millions to back it." Chas. Scribner's Sons, are the publishers.

It is said that the speeches and letters of Lord Randolph Churchill, will shortly be published under the title of "Plain Politics for the Working Class."

Ticknor & Co., have issued a beautifully printed edition of Mr. Howell's poems, including a number which thus first see the light.

A new edition of Carlyle's "Sartor Resartus" just brought out by Estes & Lauriat, is considered the most attractive of all the American reprints.

Miss Sara E. White's "Stories for Kindergartens and Primary Schools," has just been issued in neat and serviceable form by Ginn, & Co.

Correspondence.

To the Editor of THE CANADA SCHOOL JOURNAL.

Mr. Editor: I am not a writer on education, but having a great interest in our school system, in particular the part which pertains to our rural school, I am bold enough to attempt a letter.

We have many able writers, and dictators of best methods of teaching, who present splendid theories, but they do us but little good as there is too much theory in their sayings. They fail to give us the actual practical details that successful teachers adopt, to bring about the best results. The young teacher is not interested so much in a brilliant essay on Psychology, as he is on the best way to "make a hit." He wants to know how to teach this, or that particular subject. How does so and so teach such a subject? As inexperienced teachers have charge of the greatest number of our schools, I think some effort should be made to satisfy these inquiries.

As your valuable journal is the medium of communication among teachers, allow me to propose that experienced teachers be permitted,—yes, requested—to send their particular ways of teaching particular subjects. There are a number which present serious difficulties to beginners, as case in Grammar, fractions in Arithmetic, a reign in History, a proposition in Euclid, &c., &c. The young teacher will be able to glean something good from all the methods, which are not few, as most teachers have their peculiar methods.

One may say, our Normal and Model Schools do this work, which is true to a certain extent. But I am sure many of your readers will agree with me that the methods pursued by many of our old teachers are more applicable to wants of our rural schools than those expounded by young men of limited experience in our Normal Schools. Why?—the circumstances are different. While the teaching in our Normal and Model Schools is mostly class, or lecture teaching, that in our rural schools is entirely individual.

Favor the motto of "Do the greatest good to the greatest number"—the beginners in our rural schools by encouraging the old teachers to give their methods which have given satisfactory results.

Yours respectfully,

Whitevale, Nov. 23rd, 1885.

Teachers' Associations.

NORTH YORK.—Convention met in Model School room, Newmarket, Oct. 29th, the president, Mr. D. Fotheringham, in the chair. After devotional exercises, the secretary read a communication from the Minister of Education asking inspectors to collect specimens of pupils' work in geography, arithmetic, and drawing. The inspector was instructed to issue circulars to teachers, asking them to send specimens of work done to him. A committee composed of Messrs. Rennie and Macpherson, and Mrs. Wylie was appointed to assist the inspector in making suitable selections. The secretary read a paper on "School Discipline." He emphasized kindness and firmness on the part of the teacher, unhesitating obedience, the doing of one thing at a time, having one command executed before another is given.

In the afternoon Miss Thomas gave an object lesson to a class; subject: A Cork. The work was skilfully done. Miss Jennie Ross read an exceedingly interesting and instructive essay on the method of teaching Case to a class. A question drawer was opened for information on practical school work. Subscriptions to the educational periodicals were renewed by a large number of teachers, and several new names added to the list. The Association grants a bonus of 40 cents on any one of the following papers.—CANADA SCHOOL JOURNAL, *Educational Weekly*, *Educational Monthly*, or the publications of Kellogg & Co., New York. The vice-president, Mr. J. E. Dickson, B.A., in a happy manner answered the various questions sent in by teachers.

In the evening, notwithstanding the inclement weather, a large audience assembled to hear a lecture by Mr. J. L. Hughes, P.S.I., Toronto, entitled "My School-days in Cedar Vale." He illustrated the old-time teacher with his bundle of rods and rule—the one who believed in the doctrine of "no lickin', no larriin'," and who carried it out in his every day work; the itinerant teacher, who moved every year because he had to; the go ahead teacher, who led the boys in all their play as well as their work, and the heart teacher. Mr. Hughes is particularly happy in his illustrations, hits, witticisms, and delivery. He is deservedly popular with the North York teachers, before whom he has appeared several times.

On the second day, after reading minutes and roll call, Miss Lizzie Ross gave an exhibition of what may be accomplished with little children in the matter of kindergarten songs. The exercise was enthusiastically received. Mr. Martin then introduced "Algebraic Factoring," Mr. Hollingshead "Common Errors in English," and Mr. Watson "Simple Interest." The committee appointed to consider the action of some teachers who have been trying to deprive other teachers of their situations reported several resolutions similar to those adopted by the Waterloo Teachers' Association. The committee on the limit work for promotions reported. Mr. Sangster read a paper on "Teaching History." The following work was arranged for next meeting:—Composition to third and fourth book classes, look and say and phonic reading, primary writing, primary drawing, physics taught to beginners, geography in an ungraded school; text-book, their uses and abuses; work for Friday afternoon, trustees' attendance at conventions, map drawing, and work among the Indians on Georgina Island. Notwithstanding the extremely wet weather about 70 teachers were present, besides the teachers in training from the Model School and many of the High School students. Several of the teachers drove over 20 miles in the heavy rain and over bad roads; in some cases they were accompanied by their trustees.—*Communicated*.

Literary Review.

KINDER UND HAUSMÄRCHEN (Grimm), edited by Prof. Van der Smissen. (Williamson & Co., Toronto.) A new impulse has been given to the study of German in the High Schools by the introduction of these tales. The nervous, idiomatic language in which they are written renders them much better fitted than works of otherwise higher merit for teaching the peculiarities of German. The editor also deserves great praise, not only for the care and taste displayed in the selection of type, proof reading, &c., but for some special feature of more than ordinary merit. His notes are pointed, and just what the pupil is most likely to require. They supply him with helps to understand the more difficult passages, draw his attention to the peculiarities of construction with which he is constantly meeting, and thus render him somewhat less dependent on his teacher than he would be without them. The chapter on construction at the end of the book is very full, in fact the fullest of the kind we have seen. The vocabulary, also, is not only full, but is more like a set of notes on the words alphabetically arranged than an ordinary vocabulary. For our own part, we would have preferred seeing the book in German instead of Roman type, as it is hardly fair to the English student to fight the battle of the two types at his expense long before it is fought out at home in Germany. We hardly like the re-introduction of the "e" into the word "ging," as it is not likely to be generally adopted, the tendency being to reduce the trouble of writing wherever it can be done without any practical sacrifice. The faults of the edition are, on the whole, trifling, and its excellencies numerous and striking. Prof. Van der Smissen is evidently a teacher as well as a scholar, and this is a virtue of which editors of school books are not always guilty.