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CIVILIZATION AND EDUCATION—THEIR RELATIONSHIP
ENUNCIATED.

BY J. M. HARPER, M.A., PH.D.

THE ethical principle, which claims that true civilization is a harmony, is to every thinker as easily understood in its enunciation as is the metaphysic which seeks to identify all truth as a unit. The latter is the fundamental foster-thought of all the philosopher's investigations; the former points out to us the legitimate tendency of true citizenship. And just as the over-reachings of philosophy are ever surprising the impotency of human thought by confounding the false with the true, so the spirit of expediency is ever urging the pseudo-statesman towards the hope of a political harmony never to be realized. In a word, the civilization which is said to be a harmony is to us as much of an abstraction as is the truth which is a unit. The complete coordination of citizenship has never been realized in any state. Progress and order, the two great factors of the civilization with which we are most

familiar, are far from being constant in their products, at least as far as appearances go. As social forces—at one period seemingly antagonistic, at another concomitant—they are ever making a shuttlecock of citizenship, swaying society from one experience to another in the restlessness of Liberalism and the reaction of Conservatism.

And as we follow the current of social life and experience through the centuries, in an endeavour to trace the tendency on the part of humanity towards the civilization which is a harmony, it is almost impossible for us to escape the subtle problem which has for its positive the theory, that the civilization, of which there has ever been any practical knowledge, is a mere wave motion, produced by the co-relation of certain social forces. We are never weary of praising the progress of the times in which we live; and yet it is no uncommon thing to

meet with those who consider the so-called advancement of our own century to be but a seeming advancement after all, the activity of the social wave nearest to us and on which we may be said to be afloat. Be this as it may, one thing is certain, that if true civilization be a harmony, the equipoise, so to speak, of human rights, we look for it in vain in the history of the nations. Even among the citizens, who took rank as God's own people, in the city which witnessed the prowess of David and reflected the wisdom of Solomon, their highest civilization was deeply scarred with rebellion and wayward idol-worship. In Sparta courage and patriotism reached its culminating point, but only amid the cruel persecution of the Helots, and under a system which had no frown for the most contemptible profligate. Nor was civilization less unmixed in Athens at the time when the statesmanship of Pericles crowned her queen of the Ægean, and Phidias adorned her streets with the perfection of sculpture; at the time when Æschylus hallowed her theatre with a sublimity of thought and diction all but inspired, and Socrates her marketplace with a philosophy all but Christian. And if we do not find the true civilization in the city which perpetuated Pericles' nickname, voted the disgrace of Phidias, and prepared the hemlock-cup of Socrates, it is hardly worth our while to look for it among the Romans in the city of Augustus whose social record is to be found so plainly written in the satires of Horace. And who can say that there is more of a harmony in the civilization of modern times? We hardly find it in Italy, whose cities are the training schools of the highest art and, at the same time, the hotbeds of the direst poverty; nor in France, where civilization seems but an etiquette to disguise the revolutionary spirit of the

people; nor even in Britain, which, while being the patron of the industrial arts and all that tends to improve the physical condition of man, is periodically disturbed by seditions, at least in one section of her realm. We are even at a loss to find the civilization which is a harmony on the American continent, where there is to be experienced a freedom elsewhere unknown, and yet where that very freedom seems to throw society into the industrial torrent of money-making, which threatens with its maddening sweep the foundations of morality, and seeks to sink the man in the millionaire. If there be a civilization which is a harmony and which it is possible for society to attain to; and if this civilization be but the co-relation of social forces, as all human experience is said to be, it is surely one of the most interesting of investigations to enquire what these social forces are, and to ask whether their co-ordination is ever likely to produce a civilization which is a harmony.

Of the many systems of education which men have discussed there is one over which all educationists are agreed; and that is the system which recognizes the physical, intellectual and the moral faculties of man as the basis of its operations. The educational progress of to-day can only take rank as a true process in as far as the three great elements of man's nature have been subjected to the developing influence of *impartial* methods, to a process of training which tends towards the full development of all of these elements at one and the same time. The great principle of education is as old as the hills; and if the education of the present time is an improvement on what preceded it, it is only so inasmuch as we have come to recognize nature's methods, in this as in other respects, to be the best methods, and

as such have adopted them in our systems of school training. The test by which we prove a system of education to be a proper system is thus simple enough in itself. And as it is with the true education may it not also be with the true civilization? In our search for a co-ordination of the elements of society which shows at least a tendency towards a perfect civilization may we not apply the simple test which all men now apply to distinguish a good from an imperfect school system, and inquire whether there are at work in our civilization the forces necessary to develop society towards a physical, intellectual and moral perfection?

Christianity claims to have been the greatest of all the forces which has tended to promote a harmony out of the discord in human nature. And when we consider the marvelous effects which it has produced among the nations brought under the influence of its evangel, we cannot turn our backs upon the fair induction that it is a divinely appointed method, by means of which society may attain to the perfection of morality, and may eventually take rank as the kingdom of God. Man, we are told, was made a little lower than the angels, and whether the purpose of Christianity be to make angels of men or not, it certainly tends to make men of mankind. There is a Christianity which is little of an improvement on the paganism from which it has borrowed many of its forms—that Christianity which so often made brutes of men in the times when civilization was powerless to check its intolerance; but the true Christianity, which, as a moral system, enshrines the highest recognition of the moral, has in it no such retrograde tendency. Christ's methods were nature's methods, and the morality He taught has in it the modesty of a natural development—the simplicity of a well-ground-

ed confidence, not from the evil observed in others, but from the good within that sustains such a confidence. When, therefore, some declare that Christianity has been a failure, they overlook the Christianity which has not been a failure. There is in the true Christianity neither bigotry nor overconfidence, at least none of that bigotry which has promoted the harmony of Hades on earth. The Christianity which has been a failure is to be found in that dogmatism which, while holding out to man the highest reward in the world beyond, thinks to rob him of his chance on earth. Even yet such dogmatism seeks to hide its lack of logic by winding around its deformities the sacerdotal rags of paganism, and by laying claim to a saintship it denies to all who are not of its way of thinking. But it is needless to say that such saintship has in it little to lead men towards the civilization which is a harmony. The full-grown puppyism of sacerdotalism has had its day. It is not dead; but the true progress of today has written its epitaph—that progress which is making the world of today superior to the world of yesterday. In a word Christianity is no failure. The Sermon on the Mount is no longer hidden away in the subtleties of churchism. Its precepts are no longer blood-stained and scarred by the acumen of theological hatred. Society is living less and less *for* religion and more and more *by* the religion, which is in every respect the great moral force guiding mankind towards the harmony of a true civilization.

The printing-press, taken as an exponent of the various processes of intellectual development in later times, ranks as a great and mighty force that tends to carry men's minds towards the limits of intelligence, and by its universal effects is leading society intellectually in the direction

of the civilization which is a harmony.
As Leigh Hunt says:—

A creature man made to wait on his will
Half-iron, half-vapour—a dread to behold—
Which evermore panted and evermore rolled,
And uttered his words an hundred-fold.
Forth sprung they in air, down raining in
dew.
And men on them fed, and mighty they
grew.

The full effect of such a force as this has, of course, not been altogether in favour of the moral aggrandizement of society. The harvest has been of the knowledge of good and evil. Indeed Satan seems to have been mixed up with the working of the machine from the moment of its invention. There was a shadow of coming events in the dream which is said to have fallen upon Gutenberg as he lay dozing over the first printed page. Two voices were heard whispering in his ear—the one soft and musical, the other harsh and bitter in its tones. The one bade him rejoice over his great achievement, unveiled the future and showed him the nations of the earth holding high converse by means of his invention, and at the same time cheered him with the hope of an immortal fame.

“Ay,” said the other voice, “immortal he may become, but at what a price? Men, more often perverse and wicked than wise and good, will profane the new faculties this art will create; and ages, instead of blessing, will have cause to curse the man who gave it to the world, inasmuch as it will place in the hand of man, sinful and erring as he is, only another instrument of evil.”

The Serpent's promise in this, as in Eve's case, has to some extent been realized; and yet thanks to the civilizing influence of knowledge, whether of good or of evil, the premonitions of Gutenberg's evil spirit have not come true. Progressive knowledge seldom, if ever, provokes

to evil. The leaven of good developed by mind improvement neutralizes the leaven of evil associations in the process. Mere knowledge does not fortify a man against temptation; but the process of acquiring it certainly does, in as far as that process involves mind development, and the strengthening of the will-power through mind activity. Besides, the more knowledge a man acquires, the higher becomes his rank in the social scale, and the greater grows his watchfulness against the temptations which lead to moral and social ruin. The respectable man has always more to lose than the outcast, and inasmuch as the intelligent man is ever anxious to take rank with respectability, his precautions against his moral weaknesses multiply as his intelligence continues to raise him higher and higher in the social scale. The mere fact that educated men frequently exhibit in their lives the immorality of the confirmed criminal is often urged as an argument against what has been called over-education; and yet the most intelligent defaulter that ever has been caught and punished will tell those, who are so unthinking as to present such an argument, that his crime did not originate from his having too much knowledge but from his having too little. In a word, intelligence is not antagonistic to morality. As social forces they advance hand in hand, however appearances in individual cases may sometimes be against such a doctrine. The printing-press has been the handmaid of Christianity, and, notwithstanding occasional seeming inconstancy, may be recognized as a true exponent of the educational forces which promote in man a higher intelligence—an intelligence which, far from hindering his elevation morally, acts with that co-ordination of social forces which is leading humanity towards the true civilization.

The steam-engine, taken as an emblem of the various industrial inventions which have multiplied life's experience manifold, has set its mark upon the civilization of the nineteenth century. Industry in its legitimate definition means physical energy directed in the interests of progress. Progress is change accompanied by the due exercise and improvement of the feelings and capabilities of man. Man's true progress, therefore, depends upon his industry—not the industry of the machine, but the industry of progressive being—not the industry of the bee but the industry of imperfection, conscious of a perfection to be aimed at—an industry which reacts upon the agent with no depressing, degrading effect on either mind or body, but which has within it the hopeful tendency that tends to lighten up the prospect of life.

It is, however, not difficult to see some imperfection in the steam-engine as a factor of true progressive industry. Some are more inclined to speak of it and similar inventions as provocative of an unhinging restlessness, producing elements of idleness and discontent. And certainly in the increasing activity of society there is a latent evil. The rapidity with which effects follow causes in the commercial events of our times, the suddenness with which a project can be developed into a reality, with which almost any plan can be carried into execution, has a powerful influence upon men's habits, causing them to demand a mere change at times when true progress is impracticable. On all sides there is to be seen a craving for novelty, which all but resembles the craving of the gambler and the epicure. Our scientists, impatient to tell us what they have discovered of truth, preach a seriously mixed, though somewhat physical psychology; our politicians pamper their constituencies

with laws that rest only upon the quicksand of expediency; our engineers and inventors, after creating a new world with their railways and electric wires, still encourage us to hope for more wonderful things; religious enthusiasts anxious to pave a new and easier highway to heaven formulate a self-seeking theology for the million; and thus on goes the world, planning something new, superseding something new, longing for something new.

And, yet, the counselling voice of truth and honesty is never drowned in the din and bustle. The current is in one and the same direction with true morality and the advance of intelligence. In a word the three great agencies, which are represented by Christianity, the printing-press, and the steam-engine, are leading men towards a higher and better mode of existence than the world has yet witnessed. They fittingly indicate in their results the tendency of true progress. As forces they are directed towards the development of the moral, the intellectual and the physical in society, and as such they seem to approach, even in these days, towards a co-ordination which prevents society from being lopsided in any of these three directions. Their co-operation runs as a treble-stranded thread through society in its regular or crystalline form, just as man's personal being and destiny depend upon his moral, intellectual and physical activity. Christianity directs society toward the ultimatum of ethics, the absorption of man in the good of society, the moral sublimed by the religious, by the spirit and example of Christ. The printing-press has provoked a war against ignorance and prejudice, and may be recognized as the forerunner of a millennium of intelligence; while the steam-engine has elevated the pursuits of industry, and through its higher

functions has improved the condition of mankind. It is the co-operation of these forces which has promoted the civilization of our times; and the more we examine their character and effects the more are we inclined to believe in the possibility of a civiliza-

tion which is, at least, more of a harmony than that which the world has yet experienced, just as we believe in the harmony of a system of education which gives due attention to the development of the moral, intellectual and physical in the child.

CO-OPERATION AMONG TEACHERS.

ARNOLDUS MILLER, M.A., HEAD MASTER, HIGH SCHOOL, VIENNA.

THE teaching profession occupies a position in many respects unique. Hedged in by Departmental Regulations, Examinations, Inspections, etc., it seems to have become incapable of taking a single step in the direction of anything that will benefit its members, and to leave everything, whether beneficial or otherwise, to be done for it by those whom chance has placed in authority.

Look where we may, we find that all classes, from the lawyer in his flowing robes to the labourer with his pickaxe in his hand, have formed and are forming combinations for their personal and mutual benefit and protection. They make laws, stringent and even arbitrary, for their guidance; and these are as implicitly obeyed as though they were military orders issued to an army in the field and in the face of a skilful and wary foe. They fix rates of remuneration, number of hours' work per day, and rigidly determine who shall and who shall not be of their number. From such arrangements they reap substantial and lasting benefits, and they furthermore do these things free from any aid or control of government.

How does it happen that teachers have allowed themselves to neglect taking similar steps? Why is it that a body of men and women possessed of more than an average amount of

common sense, and, in cases not a few, endowed with abilities of a high order, have been, and still seem to be, content to be dictated to and manipulated by those who are in many respects, nay, sometimes in all respects, their inferiors mentally, morally and socially? How does it happen that there seems to be no cohesion amongst this army of nearly ten thousand intelligent beings, engaged in the same work, having the same objects, breathing the same intellectual atmosphere as it were?

It is true we have Associations, —Township, County and Provincial— in which we meet at stated periods to spend our time—in doing what? In discussing methods, in listening to witless nothings which pass for jokes, and *crê de theories* from cruder theorists—gaping at times in wonder and admiration at the extraordinary skill of some genius mathematical, in solving conundrums which may be of almost no practical, and of very little theoretical, value to nineteen out of every twenty present; or sometimes listening to some learned member making desperate efforts to translate good idiomatic English into inferior, straight-laced, grammatical (?) English. And after all this, *cui bono*? A few raw recruits go home somewhat surprised, if not greatly astonished, at their ignorance, determined to adopt

a new plan in their methods of handling some subject before a class, only to find themselves after a few attempts in a worse position than they were before.

What has ever been done by any of our Associations to bring prominently before us any feasible scheme for our mutual benefit and protection -- a scheme strictly under our own control, and absolutely free from Departmental and Inspectorial supervision?

What we need as a body is some such organization as the "Brotherhood of Locomotive Engineers," or the "Knights of Labour," with its superannuation fund, insurance fund, sick benefit fund, etc., -- an organization that will have sufficient strength and influence to determine who shall and who shall not be members of the profession.

We need such control of the avenues into our profession as is possessed by the clergy, the bar and the medical profession. We should be in a position to secure for ourselves a fixed tenure of office, more liberty of action in conducting our schools, better remuneration for our services, some means of crushing out the present suicidal competition for situations, more control over the courses of study prescribed for the pupils, some remedy for the undue influence now exercised over us by officials of various sorts and degrees, which influence is not always exercised for the best interests of the teacher and the pupils.

Some among us may perchance feel

somewhat alarmed at what may appear very radical, but I leave it to the calm and sober judgment of my brother and sister teachers to say honestly that if the course advocated but imperfectly here has been of so much benefit to others, why would it not be as beneficial to us?

Why, I ask, should some teachers be permanent officers and others birds of passage? Why should some of us be in the enjoyment of all the good things of this life, and others, equally able and willing, have to be content with an uncertain and bare existence? Is not our educational machinery too expensive for so young a country? Could we not do as well, yea, better, if we had less red-tape, fewer officials, fewer examinations, fewer examiners? Is there any real necessity for two High School Inspectors in this Province of railroads? Would not the examinations for the lower grades of certificates give a better opportunity for recruits to acquire skill and experience if held biennially, instead of annually as at present? Would not some of the money saved by some such curtailing be better expended upon the schools, thus enabling trustees to pay better salaries and secure better teachers? These are some of the many important matters affecting our profession which a powerful organization, such as we can have and should have, were we only true to ourselves, to our profession and to our country, would speedily attend to and settle upon a permanent and satisfactory basis.

THE earliest known lens is one made of rock crystal, unearthed by Layard at Nineveh. This lens, whose age is to be measured by thousands of years, lies in the British Museum, with surfaces as bright as when it

left its maker's hands, while, exhibited in the same place, may be seen other lenses of comparatively recent date, whose surfaces are entirely destroyed by London smoke.

THE CANADIAN PACIFIC RAILWAY.

IT may be, and is, undoubtedly true that the primary objects of the road have been to connect the various Provinces of the Dominion, and open up her vast and fertile tracts of country to settlement and production; but if Canada had only these objects to depend on it would be questionable whether the enormous expense of so vast an undertaking would be ever remunerative or warrantable under the most exaggerated ideas of prospective growth either in population or trade. When, however, in addition to these considerations, which are the chief, if not the only ones the other various American Pacific lines of railway can rely upon, there comes to be added the grand National and Imperial idea for a continuous all-British line of transportation around the world, of which the Canadian Pacific railway is to form the main connecting link, then all doubts as to the warrant for its creation, and as to the unquestionable guarantees for its almost incalculable prospective remuneration, will kick the beam in the scale of pure financial reasoning or vanish like the mist of a midnight dream of apprehension in the morning.

It is an axiom in science that a chain is no stronger than its weakest link. The truth of the same principle holds good as to the connecting links that hold a nation together. If England should rely solely upon the Suez Canal, which the sinking of a single ship therein could effectually blockade, the tenure of her enormous Asiatic and other Eastern colonial possessions would be held by a slender thread, and the vast sources for her wealth of commerce, both present and prospective, would be liable to evaporation. It is not for that end that she

has girdled the globe with guns, the sea with ships, and the whole world with the products of her labour. The Canadian Pacific Railway not only completes but connects her national chain of communication which almost any human combination would find it difficult, if not impossible, to sever. The attempt, however, would prove like the terrible shock of the most highly-charged galvanic battery to the reckless grasp of an uncalculating hand.

But these may not, without justice, be said to be mere ideas. Give us facts.

It is a well-known fact, as has been authoritatively announced, that it is the intention of the direction of the Canadian Pacific Railway to place a line of fast steamers to ply between their Pacific terminus and Japan and China. These ships will connect with other lines of steamers already plying between those countries and various ports of India, Australia, and New Zealand. The early direct connection by steamers between British Columbia and those last-named islands of the Pacific is also part of the Canadian Pacific Railway's programme.

Up till very recently the site for the western terminus on the Pacific has not been made publicly known. Within the past week, however, it is announced that the Canadian Pacific road has definitely selected the head of Burrard Inlet as the site for the western terminus. The port will be called Vancouver, and the construction of wharves and railway stations commenced forthwith. The track will be extended by the end of June next, twenty miles from Port Moody to Vancouver—the terminal port.

By or before that time it is expected that their line of steamers to Japan and China will be placed on the ocean route.

A recent despatch from Ottawa, by the correspondent of a leading Chicago journal, states that "The reason why the Pacific Mail Steamship Company, of San Francisco, manifested so much anxiety to conclude an arrangement with the Canadian Pacific Railway for connecting the lines of the latter with San Francisco has leaked out, and, in consequence, ex-Governor Perkins' recent visit to Vice-President Van Horne, of the Canadian Pacific Railway, at Montreal, has a wider significance.

"It turns out that the Pacific Mail Steamship Company, which Mr. Perkins represents, receives a very large share of its earnings from the British Government for carrying the English mails; and that the company was notified a few months ago by the English authorities that such subsidy would cease in July next. This notification was sent out in pursuance of arrangements entered into between the English and Dominion Governments and the Canadian Pacific Railway for the transport of all English mail matter, now sent by way of San Francisco to Japan, China, and the New Zealand and the Australian Colonies, to go by the all-British route."

The same correspondent learned from a leading member of the House of Commons at Ottawa—Hon. J. J. C. Abbott—who is the chief solicitor of the Canadian Pacific Railway, that one of the most important measures to be submitted to the present session of the Dominion Parliament is the scheme settled upon by the British and Dominion Governments and the Canadian Pacific Railway for a continuous all-British line of transportation from Great Britain *via* Montreal and Vancouver to Japan, China,

New Zealand, Australia and the East Indies—a measure which must greatly change the course of trans-Pacific and trans-Continental trade. He adds:

"Latest reports from San Francisco indicate that the mercantile community there are deeply agitated over the possible results of the new arrangements."

I referred, previously, to the advantage which the more northerly location of the Canadian Pacific Railway gave it in a shorter distance from ocean to ocean over other and more southerly lines; but this land distance, so saved, is nothing as compared with the ocean distances saved by the water portion of the route of communication between Europe and Asia *via* the Canadian road over that between those continents *via* New York and San Francisco.

Vancouver, the Pacific terminus in British Columbia of the Canadian line, is some 800 or 900 miles nearer Japan than is San Francisco; and the Atlantic terminus (as yet unfixed upon, but which must necessarily be in Nova Scotia,) will be about the same distance nearer England than is New York, as Vancouver is nearer Asia than San Francisco; so that we have nearly two thousand miles of ocean voyage saved in favour of the Canadian route. This in the transportation of cargoes of teas means a great deal more than the mere saving of time and expense, for, as every one knows, the ocean voyage is more or less destructive of the fine flavour and quality of teas—the chief reason why they are so carefully encased in tin to keep out the saline effects of the sea water. The overland transport of teas from China into Russia is the chief reason for the superior quality of the tea drunk in the latter country over every other out of China. Hence from both these causes—the great shortening of the sea distance in transportation, and consequent lessening

of expense, with the additional superiority preserved in the commodity—the Canadian ocean and land line may yet carry all the importations of tea for the United States and America as well as for Great Britain and Europe.

While treating of the probable through international traffic over the Canadian route, I would by no means undervalue the great local traffic which its opening will necessarily and naturally create. To say nothing of the vast agricultural products, lumber, coal, and other minerals, the, as yet, almost unavailed wealth with which the waters of the Canadian Pacific coast now teem—a wealth not generally known—will add a source of riches in their fisheries as great, if not greater, than that which the Dominion now possesses on her Atlantic shores. The inlets of the Pacific coast of British Columbia abound with salmon, cod of several species, anchovy, sardines, dog-fish, sturgeon, that sometimes weigh 1,000 pounds, herring, whiting, trout, oysters, clams and halibut. Whales are plentiful off the coast, and on the islands that fringe it fur seals are found in abundance.

I have stated that the port for the Atlantic terminus of the Canadian Pacific Railway has not yet been publicly announced. And I may add that, although its present arrangements with the Intercolonial Railway, from Quebec to Halifax, connect it with the Atlantic at that port, its own shorter and more direct line from Montreal to such seaboard is not yet completed. When finished, as it soon will be, the distance between the two oceans by rail will be very considerably diminished. The great project now in hand by the Canadian Pacific Railway is the new gigantic railway bridge, across the St. Lawrence, which the company are building at Lachine—a work of

equal magnitude with the Victoria bridge, of the Grand Trunk Railway, at Montreal. It is expected that the entire work will be completed in the spring of 1887.

It is stated that the bridge proper will be composed of three 80-foot deck-plate girders, eight spans of 243 feet each, two flanking spans of 279 feet each, four channel spans of 408 feet each, making the total length of the river portion of the bridge 3,550 feet. The steel for the superstructure is being imported from Scotland, and the bridge, when completed, will be one of the finest in the world. The trains of the Canadian Pacific will pass over it to the seaboard, and its traffic thus be rendered independent of the Grand Trunk.

There is a very general belief, especially in that city itself, that Halifax, Nova Scotia, will become the Atlantic terminus of this gigantic railway. But the tendency of the age is to select the nearest available points in all rail or steamship connections. For this ostensible reason, at least, the Canadian Government is pushing on its Intercolonial Railway to Louisburgh, in the Island of Cape Breton. To reach it however, a very wide and dangerous strait of the sea, from currents and ice in winter, has to be crossed by ferry—for the expense of a bridge would be as colossal as the structure itself—and even when reached, Louisburgh, as a winter port, is for many weeks (sometimes months) of that season closed to navigation by fields of packed and drift ice extending for miles around the entrance to its harbour, which itself is often solidly frozen up.

On the north-easterly point of Nova Scotia there is, however, a harbour as if created by Nature herself especially for this purpose, which is the nearest available port on the continent of America to that of Europe. It is the harbour of Whitehaven, pro-

nounced by Admiral Bayfield, R.N., "to be the best harbour on the whole Atlantic American coast," as it is, so he says, "the nearest available one to Europe."

Admiral, then Captain, Bayfield—the author of the famous Admiralty charts—was commissioned by the British Government, many years ago, to survey the harbours of Halifax and Whitehaven, and report on their respective merits. He did so, and gave to Whitehaven the most unqualified preference. It is nearer Europe by 160 miles than Halifax is, thus saving that distance of dangerous coast navigation. It has the boldest and deepest of water in its three magnificent entrances, and is immediately accessible from the sea, requiring but a mile or two of pilotage, while Halifax requires over twenty, and is surrounded by many dangerous sunken rocks and ledges, as its many tales of wrecks can testify. Whitehaven has never been known to be obstructed by ice, while Halifax harbour has been often frozen over, and the fogs about its entrance are so proverbial as to make it dreaded by mariners. For facilities in coaling, Whitehaven lies almost in the midst of the coal-fields of Nova Scotia and Cape Breton, and its expenses in other respects as a great ocean *entrepot* would be nearly *nil*.

However fast and magnificent are

many of those ocean floating palaces for merchandise that now cross the sea, there are some respects in which, I believe, the ocean passenger traffic will, before many years, undergo a complete change—that is, in separating the passenger and mail traffic from the freight. The colossal hulks of 8,000 or 10,000 tons must be filled with freight or they eat their heads off, besides the danger and loss of speed from being so heavily handicapped. Pleasure or business passengers do not generally now take a cargo ship from Dover to Calais, or Folkestone to Boulogne, or Holyhead to Kingstown; nor do they prefer a heavy-laden freight train, by railway, to the Flying Dutchman or Lightning Express; and when a fast line of ocean steamers, built to carry only the mails and passengers, is put between Milford Haven, in Wales, and Whitehaven, in Nova Scotia, the directors of all other Atlantic lines of steamers which hope to carry passengers will discover the truth of these assertions about cargo ships and freight trains, and passengers may reasonably expect to make an average journey and voyage between the great centres of business or pleasure in Europe and America of but little over, if not even inside of, five or six days, with more comfort and far less apprehension of danger or disaster than they can at present.—*The Chicago Current*.

ON THE PLEASURE OF READING.

OF all the privileges we enjoy in this nineteenth century there is none, perhaps, for which we ought to be more thankful than for the easier access to books. In the words of an old English song—

Oh for a booke and a shadie nooke,
Etyher in-a-doore or out;
With the grene leaves whispering overhede
Or the streete cryes all about.

Where I maie reade all at my ease,
Both of the newe and olde;
For a jollie goode booke whereon to looke,
Is better to me than go'de.

The debt we owe to books is well expressed by R. de Bury, Bishop of Durham, author of "Philobiblon," published in 1473, and the earliest English treatise on the delights of literature: "These are the masters

who instruct us without rods and ferules, without hard words and anger, without clothes or money. If you approach them, they are not asleep; if investigating you interrogate them, they conceal nothing; if you mistake them, they never grumble; if you are ignorant, they cannot laugh at you."

This feeling that books are real friends is constantly present to all who love reading.

"I have friends [said Petrarch] whose society is extremely agreeable to me; they are of all ages, and of every country. They have distinguished themselves both in the cabinet and in the field, and obtained high honours for their knowledge of the sciences. It is easy to gain access to them, for they are always at my service, and I admit them to my company, and dismiss them from it, whenever I please. They are never troublesome, but immediately answer every question I ask them. Some relate to me the events of past ages, while others reveal to me the secrets of Nature. Some teach me how to live, and others how to die. Some, by their vivacity, drive away my cares and exhilarate my spirits; while others give fortitude to my mind, and teach me the important lesson how to restrain my desires, and to depend wholly on myself. They open to me, in short, the various avenues of all the arts and sciences, and upon their information I may safely rely in all emergencies. In return for all their services, they only ask me to accommodate them with a convenient chamber in some corner of my humble habitation, where they may repose in peace; for these friends are more delighted by the tranquillity of retirement than with the tumults of society."

"He that loveth a book," says Isaac Barrow, "will never want a faithful friend, a wholesome counsellor, a cheerful companion, an effectual

comforter. By study, by reading, by thinking, one may innocently divert and pleasantly entertain himself, as in all weathers, so in all fortunes."

Southey took a rather more melancholy view:—

My days among the dead are pass'd,
Around me I behold,
Where'er these casual eyes are cast,
The mighty minds of old;
My never-failing friends are they,
With whom I converse day by day.

Imagine, in the words of Aikin, "That we had it in our power to call up the shades of the greatest and wisest men that ever existed, and oblige them to converse with us on the most interesting topics—what an inestimable privilege should we think it!—how superior to all common enjoyments! But in a well-furnished library we, in fact, possess this power. We can question Xenophon and Cæsar on their campaigns, make Demosthenes and Cicero plead before us, join in the audiences of Socrates and Plato, and receive demonstrations from Euclid and Newton. In books we have the choicest thoughts of the ablest men in their best dress."

"Books," says Jeremy Collier, "are a guide in youth and an entertainment for age. They support us under solitude, and keep us from being a burthen to ourselves. They help us to forget the crossness of men and things; compose our cares and our passions; and lay our disappointments asleep. When we are weary of the living, we may repair to the dead, who have nothing of peevishness, pride, or design in their conversation."

Cicero described a room without books as a body without a soul. But it is by no means necessary to be a philosopher to love reading.

Sir John Herschel tells an amusing anecdote illustrating the pleasure derived from a book, not assuredly of

the first order. In a certain village the blacksmith had got hold of Richardson's novel, "Pamela, or Virtue Rewarded," and used to sit on his anvil in the long summer evenings, and read it aloud to a large and attentive audience. It is by no means a short book, but they fairly listened to it all. "At length, when the happy turn of fortune arrived, which brings the hero and heroine together, and sets them living long and happily according to the most approved rules, the congregation were so delighted as to raise a great shout, and procuring the church keys, actually set the parish bells ringing."

"The lover of reading [says Leigh Hunt] will derive agreeable terror from 'Sir Bertram' and 'The Haunted Chamber'; will assent with delighted reason to every sentence in Mrs. Barbauld's 'Essay'; will feel himself wandering into solitudes with Gray; shake honest hands with Sir Roger de Coverley; be ready to embrace Parson Adams, and to chuck Pounce out of the window instead of the hat; will travel with Marco Polo and Mungo Park; stay at home with Thomson; retire with Cowley; be industrious with Hutton; sympathizing with Gay and Mrs. Inchbald; laughing with (and at) Bunce; melancholy, and forlorn, and self-restored with the shipwrecked mariner of De Foe."

The delights of reading have been appreciated in many quarters where we might least expect it. Among the hardy Norsemen runes were supposed to be endowed with miraculous power. There is an Arabic proverb that "a wise man's day is worth a fool's life," and, though it rather perhaps reflects the spirit of the califs than of the sultans, that "the ink of science is more precious than the blood of the martyrs."

Confucius is said to have described himself as a man who "in his eager pursuit of knowledge forgot his food, who in the joy of his attainment

forgot his sorrows, and did not even perceive that old age was coming on."

Yet, if this could be said by the Chinese and the Arabs, what language can be strong enough to express the gratitude we ought to feel for the advantages we enjoy? We do not appreciate, I think, our good fortune in belonging to the nineteenth century. A hundred years ago many of the most delightful books were still uncreated. How much more interesting science has become especially, if I were to mention only one name, through the genius of Darwin! Renan has characterized this as a most amusing century; I should rather have described it as most interesting; presenting us with an endless vista of absorbing problems, with infinite opportunities, with more than the excitements, and less of the dangers, which surrounded our less fortunate ancestors.

Reading, indeed, is by no means necessarily study. Far from it. "I put," says Mr. Frederick Harrison in his excellent article on "The Choice of Books" (*Fortnightly Review*, 1879)—"I put the poetic and emotional side of literature as the most needed for daily use."

In the prologue to "The Legend of Goode Women," Chaucer says:—

And as for me, though that I konne but lyte,
On bokes for to rede I me delyte,
And to him gye I feyth and ful credence,
And in myn herte have him in reverence,
So hertely, that ther is game noon,
That for my bokes maketh me to goon,
But yt be seldome on the holy day,
Save, certynly, when that the monthe of May
Is comin, and that I here the foules synge,
And that the floures gynnen for to sprynge,
Farwel my boke, and my devocion.

But I doubt whether, if he had enjoyed our advantages, he could have been so certain of tearing himself away even in the month of May.

Macaulay, who had all that wealth and fame, rank and talents could give, yet, we are told, derived his greatest

happiness from books. Mr. Trevelyan, in his charming biography, says that "of the feelings which Macaulay entertained towards the great minds of bygone ages it is not for any one except himself to speak. He has told us how his debt to them was incalculable; how they guided him to truth; how they filled his mind with noble and graceful images; how they stood by him in all vicissitudes—comforters in sorrow, nurses in sickness, companions in solitude, the old friends who are never seen with new faces; who are the same in wealth and in poverty, in glory and in obscurity. Great as were the honours and possessions which Macaulay acquired by his pen, all who knew him were well aware that the titles and rewards which he gained by his own works were nothing in the balance as compared with the pleasure he derived from the works of others."

There was no society in London so agreeable that Macaulay would have preferred it at breakfast or at dinner to the company of Sterne or Fielding, Horace Walpole or Boswell.

The love of reading which Gibbon declared he would not exchange for all the treasures of India was, in fact, with Macaulay "a main element of happiness in one of the happiest lives that it has ever fallen to the lot of the biographer to record."

Moreover, books are now so cheap as to be within the reach of almost every one. This was not always so. It is quite a recent blessing.

Mr. Ireland, to whose charming little "Book-Lover's Enchiridion," in common with every lover of reading, I am greatly indebted, tells us that when a boy he was so delighted with White's "Natural History of Selborne," that in order to possess a copy of his own he actually copied out the whole book.

Mary Lamb gives a pathetic description of a studious boy lingering at a bookstall:—

I saw a boy with eager eye
Open a book upon a stall,
And read, as he'd devour it all;
Which, when the stall-man did espy,
Soon to the boy I heard him call,
"You sir, you never buy a book,
Therefore in one you shall not look."
The boy passed slowly on, and with a sigh
He wished he never had been taught to read,
Then of the old churl's books he should have
had no need.

Such snatches of literature have, indeed a special and peculiar charm. This is, I believe, partly due to the very fact of their being brief. Many readers, I think, miss much of the pleasure of reading, by forcing themselves to dwell too long continuously on one subject. In a long railway journey, for instance, many persons take only a single book. The consequence is that, unless it is a story, after half-an-hour or an hour they are quite tired of it. Whereas, if they had two, or still better three, on different subjects, and one of them being of an amusing character, they would probably find that by changing as soon as they felt at all weary, they would come back again and again to each with renewed zest, and hour after hour would pass pleasantly away. Every one, of course must judge for himself, but such at least is my experience.

I quite agree, therefore, with Lord Iddesleigh as to the charm of desultory reading; but the wider the field the more important that we should benefit by the very best books in each class. Not that we need confine ourselves to them, but that we should commence with them, and they will certainly lead us on to others. There are of course some books which we must read, mark, learn and inwardly digest. But these are exceptions. As regards by far the larger number, it is probably better to read them quickly, dwelling only on the best and most important passages. In this way, no doubt, we shall lose much, but we gain more by ranging

over a wider field. We may in fact, I think, apply to reading Lord Brougham's wise dictum as regards education, and say that it is well to read everything of something, and something of everything. In this way only we can ascertain the bent of our own tastes, for it is a general, though not of course an invariable rule, that we profit little by books which we do not enjoy.

Our difficulty now is what to select. We must be careful what we read, and not, like the sailors of Ulysses, take bags of wind for sacks of treasure—not only lest we should even now fall into the error of the Greeks, and suppose that language and definitions can be instruments of investigation as well as of thought, but lest, as too often happens, we should waste time over trash. There are many books to which one may apply, in the sarcastic sense, the ambiguous remark said to have been made to an unfortunate author, "I will lose no time in reading your book."

It is wonderful, indeed, how much innocent happiness we thoughtlessly throw away. An Eastern proverb says that calamities sent by heaven may be avoided, but from those we bring on ourselves there is no escape. Time is often said to be money; but it is more, for it is life itself. Yet how many there are who would cling desperately to life, and yet think nothing of wasting time!

For who knows most, him loss of time most grieves.

"I remember," says Hillard, "a satirical poem, in which the devil is represented as fishing for men, and adapting his bait to the tastes and temperaments of his prey; but the idlers were the easiest victims, for they swallowed even the naked hook."

"Ask of the wise," says Schiller, in Lord Sherbrooke's translation,

The moments we forego
Eternity itself cannot retrieve.

Chesterfield's "Letters to his Son," with a great deal that is worldly and cynical, contain certainly much good advice. "Every moment," for instance he says, "which you now lose is so much character and advantage lost; as, on the other hand, every moment you now employ usefully is so much time wisely laid out at prodigious interest." "Do, what you will," he elsewhere observes, "only do something." "Know the true value of time; snatch, seize and enjoy every moment of it."

Is not happiness indeed a duty, as well as self-denial? It has been well said that some of our teachers err, perhaps, in that "they dwell on the duty of self-denial, but exhibit not the duty of delight." We must, however, be ungrateful indeed if we cannot appreciate the wonderful and beautiful world in which we live. Moreover, how can we better make others happy than by being cheerful and happy ourselves?

Few, indeed, attain the philosophy of Hegel, who is said to have calmly finished his "*Phaenomenologie des Geistes*" at Jena, on October 14, 1806, not knowing anything whatever of the battle that was raging round him. Most men, however, may at will make of this world either a palace or a prison, and there are few more effective and more generally available sources of happiness than the wise use of books.

Many, I believe, are deterred from attempting what are called stiff books for fear they should not understand them; but, as Hobbes said, there are few who need complain of the narrowness of their minds, if only they would do their best with them.

In reading, however, it is most important to select subjects in which one is interested. I remember years ago consulting Mr. Darwin as to the selection of a course of study. He asked me what interests me most, and

advised me to choose that subject. This indeed applies to the work of life generally.

I am sometimes disposed to think that the great readers of the next generation will be, not our lawyers and doctors, shopkeepers and manufacturers, but the labourer and mechanic. Does not this seem natural? The former work mainly with their head; when their daily duties are over the brain is often exhausted, and of their leisure time much must be devoted to air and exercise. The labourer or mechanic, on the contrary, besides working often for much shorter hours, have in their work-time taken sufficient bodily exercise, and could therefore give any leisure they might have to reading and study. They have not done so as yet, it is true; but

this has been for obvious reasons. Now, however, in the first place, they receive an excellent education in elementary schools, and have more easy access to the best books.

Ruskin has observed he does not wonder at what men suffer, but he often wonders at what they lose. We suffer much, no doubt, from the faults of others, but we lose much more by our own.

It is one thing, however, to own a library; it is another to use it wisely. Every one of us may say with Proctor:—

All round the room my silent servants wait,
My friends in every season, bright and dim,
Angels and seraphim
Come down and murmur to me, sweet and low
And spirits of the skies all come and go
Early and late.

—*Contemporary Review.*

SCHOOL SUPERINTENDENCE A PROFESSION.*

BY HON. M. A. NEWELL.

THE title must be taken as a prediction, not as an assertion. School superintendence is not a profession in *esse*, but only in *posse*.

School superintendence may be divided into two classes, active and honorary. I confine my remarks to the first class, the active members. The honorary members have their position established; their professional character is fully acknowledged; they are professional politicians. I speak not of them, though they have their uses as collectors of statistics or as ornamental appendages, but of those superintendents who devote themselves to the work of visiting, regulating and improving the common schools. Men of the kind I

refer to are known to our English and Canadian cousins as school inspectors—men who look *into* the schools, and are not mere *on*-lookers or over-lookers. There are enough of such men, I believe, to constitute a distinct profession, as large in numbers and as honourable in rank as the profession of law or of medicine.

It is not necessary here to say that school superintendence is not now a profession, nor to state the reasons why it is not. It is sufficient to state that the organization of labour, either of the physical or of the intellectual kind, is an institution of very slow growth. We have not to go far back to find a time when no diploma was needed to authorize a blacksmith or a barber to set a broken limb or extract a decaying tooth. Indeed, dentistry as a *quasi* profession had its birth in this

*Paper read before the Department of Superintendence of the National Ed. Association, at Washington.

century, and almost within the memory of the present generation. Labour must first become specialized before it can be organized. No association of dentists was possible until the work of the dentist was recognized to be of sufficient importance to be set apart as one of the branches of the general practice of medicine and surgery, requiring special education, training and practice. To what extent such specializations may yet be carried it would be hard to say. It would not be surprising if before long the diploma of surgery should be separated from that of medical practice as it is to-day in England, and if even the degree of M.D., which now covers the whole range of medical practice, should be subdivided into a number of specified degrees, such as O. D., Oculorum Doctor—Eye Doctor, P. D., Pulmorum Doctor—Lung Doctor; C. D., Cordis Doctor—Heart Doctor.

I think the time has arrived for the organization of school superintendence into a special guild, because all thinking men are convinced that the right superintendence of schools requires special fitness, special preparation, special practice. One may be an able ward politician, and not a good school superintendent; one may even be an excellent teacher, and yet not make a good superintendent; one may be a faithful and eloquent preacher, and not be a good school superintendent. To fit him for his duties the superintendent must have special qualifications, the result of natural ability, aided by education and experience.

It will be said, perhaps, that teaching is a profession, and that superintendents should graduate in that school, and thus secure professional recognition. But, in reality, teaching is not a profession, and in all probability will not become one until the millennium dawns. We read indeed of

"the profession of teaching," and some teachers take pleasure in calling themselves "professors," but the profession and the professors exist only by courtesy or in the "devout imagination" of enthusiastic schoolmen. One leading idea in a profession is that those who enter it honestly mean to stick to it. But ninety-nine young teachers out of the hundred do not mean to stick to it. They mean to cast it aside as soon as opportunity offers. Sometimes no opportunity to get rid of it is presented, and it sticks to them like the shirt of Nessus, in spite of their earnest desires and vigorous efforts to cast it from them. Then they begin to indulge in day dreams about the "noble and sacred profession of teaching."

There is an Eastern story of a dervish who was shown over the palace of the sovereign, and had the bad taste to speak of it as a caravansary. On being reproved for using so contemptuous a word, he asked the king who was the first person who lived in the house.

"The king, my grandfather," was the reply.

"And who was the next?"

"The king, my father."

"And who will succeed you?"

"The prince, my son."

"Alas, my lord," said the holy man, "the palace that received such a succession of guests is not a palace, but a caravansary."

Who can count the endless succession of teachers who pass through a small country school-house in half a century? The average official life of a school teacher has been estimated at three years. The term may have been lengthened since this estimate was made, but it is certain that the average term does not reach five years. How is it possible that a profession can be formed from a membership which has neither permanence nor cohesion? And yet

these two elements must be introduced into school management, if any kind of steady progress is to be maintained. Without continuity of directive force the school-ship may indeed be kept in motion, but it will only drift hither and thither at the mercy of wind and tide. The only hope that I see for the future lies in the maintenance and enlargement of the school superintendency—state, city, county and township. Here we have a body of men, small enough to possess the power of cohesion, and with official terms long enough to give them an opportunity of mutual cooperation.

What is necessary to entitle anybody of intellectual workers to the honour and dignity of a profession?

1. A community of aims.
2. A community of interests.
3. Similar professional training.
4. A general recognition by the public of the special functions of the profession.
5. A general recognition of the intellectual character of the labour performed.
6. The power and the will to determine the qualifications of its own members.
7. Such *esprit de corps* as will be the necessary result of the preceding conditions.

Of the first and second points—community of aims and interests—nothing need be said. As to the third—similar professional training for all the members—it must be admitted that some difficulty exists at present; but there is no reason to doubt that it could be enforced in the course of time to the same extent, at least, as it is now enforced in the professions of law and medicine. For the present a certain amount of experience might be taken as an equivalent for professional training. Let us suppose that a convention of superintendents, who have had seven years' ex-

perience or more, should meet and organize into a college, society, or academy of superintendents; suppose they should invite young men or women who desire to become school superintendents to come before them for examination; suppose that those who passed a satisfactory examination received a diploma, would not this diploma be generally accepted as evidence of qualification? And is it not probable that in the course of time some such evidence will be required from all applicants for such positions? It is not claimed that such an organization would revolutionize our educational institutions at once, but it might be able to plant the seed, which would bring forth fruit in due season. Colleges are beginning to place the study of pedagogy among their elective courses; why might not the normal schools go a step further and establish a professorship of school superintendence?

As to the fourth point—the general recognition of the special functions of school superintendents—it must be acknowledged that this recognition is not yet universal; but public opinion is tending in this direction, and it should be encouraged. The formation of a guild of superintendents would be one of the best means of developing a healthy public opinion on this subject. It is beginning to be known and acknowledged that the best public schools are those that have the best superintendents. In the course of time the desire for good schools will prove a stronger motive than the small amount of political influence working in the opposite direction. I am strongly inclined to believe that politics have been introduced into school matters, not so much by the politicians as by applicants for office, who would use their party to assist them in their own aspirations. I do not think that the effort to remove school appointments from

the sphere of party politics would be strongly opposed by the working politicians.

This convention does not need to be informed about the distinctively intellectual character of the work done by school superintendents. Human nature, in all its stages, from the cradle to the grave, is the constant study of the superintendent. Not merely child nature, but parent nature, and school board nature, and political human nature, as well, The crowning disgrace of the guild of teachers

is that they have no voice in determining the qualifications of their own members. It would move Diogenes to laughter to see a coterie of shoemakers, tailors and carpenters sitting in solemn judgement on the scholarship of a teacher, and marking him in definite percentages.

I have not proposed to exhaust, but only to introduce this subject. I am not vain enough to expect the approval of this department. I shall be satisfied if I have provoked intelligent contradiction.

SCRIPTURE LESSONS FOR SCHOOL AND HOME.

NOTES FOR TEACHERS.

No. 3. JOSEPH.

I. JOSEPH LOVED. (Read xxvii. 1-3.) Last lesson about Isaac.

Who were his sons? Esau and Jacob, been separated for more than twenty years by a quarrel—now reconciled—had together buried their father (xxxv. 29.) Where is Jacob living? Have a picture of family life of a great chief or sheikh. Many tents—probably each of Jacob's four wives a separate tent for her family. Many flocks and herds, with their herdsmen. But not altogether happy family—quarrels and jealousies arise—partly owing to the father. Whom does he favour most? Joseph, the youngest child but one—perhaps brighter and more winning. How is he specially favoured? His brothers wear the short, coarse clothes of shepherds—but he wears the long fringed tunic of a boy or girl of royal rank. (See 2 Sam. xiii. 18.)

II. JOSEPH HATED. (Read 4-11.) A father's petted child often disliked by brothers and sisters. Joseph speci-

ally so. Why? Because of (a) *Jacob's partiality*—loving him best—giving him the princely coat, as if above them. (b) *His two dreams*. What were they? (c) *His telling of his brothers' misdeeds*. He must not be thought of as a "telltale." Children ought to tell parents if know of wrong-doing, but should warn the brother or sister first; must tell in a kind spirit.

What did their feelings of *envy* lead them on to? From envy to *hatred*, bearing him ill-will—from hatred to *malice*—plotting against him—from malice to *cruelty*—selling him as a slave—disregarding his anguish (see xlii. 21)—then to *deceit* (verse 32). So easy are the steps in sin.

III. JOSEPH AT WORK. (Read xxxix. 1-6.) The long journey over—Egypt reached at last. Who bought Joseph? Potiphar, captain of high rank—accustomed to command—soon sees what sort of servant Joseph is. He finds him (a) *Industrious*. Fond of his work, and doing it well. (b) *Trustworthy*.—Joseph feared

God, and did his work as to Him. Therefore could be trusted to do it well.

IV. LESSONS. (1) *The sin of envy.* Hardly any sin so common or so little thought of. But see what it leads to! (2) *The way to bear troubles.* Not moaning over them, but being patient, cheerful, setting to work, doing all as in God's sight.

TEXT. *Godliness with contentment is great gain.*

NO. 4. BENJAMIN.

I. THE JOURNEY. (Read xliii. 1-15.) Have here the busy preparations for a journey. One of Jacob's children leaving home for first time. Who is he? Benjamin had sad life so far. His mother Rachel died at his birth—had lost his own brother Joseph when quite a child—had grown up among rough shepherds. Why is he to leave home now? Listen to Judah telling the tale (xliii. 3-14). At last Jacob yields. But what preparations are made? Shows the same caution so often seen in his life. So a present is packed for the lord of the country, after Eastern custom. Is that all? Jacob gives them his blessing, and prays God to take care of them. Can picture the old patriarch laying his hand upon Benjamin very solemnly, and then turning away to conceal his tears. All boys must leave home sooner or later. What can they learn from this story? (a) *Prudence.* Make all arrangements first, so that may begin well. (b) *Prayer.* How happy

to leave home with father's prayers and blessing! Such a start, sure to go on well.

II. THE WELCOME. (Read xlv. 1-15.) Question the children on the result of the journey. Their reception by Joseph—his making them a feast—seating them by age—placing his cup in Benjamin's sack—his being accused—the brothers' return. Judah's piteous appeal for Benjamin. At last Joseph makes himself known. How loving and forgiving he was—they must not grieve—it was all God's doing. All has turned out well. They must fetch their father and come back and settle in Egypt; and now at last he approaches Benjamin—his loving eyes had found out first who Joseph was (verse 12)—the two brothers—long parted—kiss and weep, and weep and kiss again. What a happy ending to a journey!

III. THE LESSONS. (a) *Unselfishness.* Why did Benjamin leave home? To save his father and brothers. Gladly left his father's side to go long journey for good of others. Who greater than he did the same? (b) *God's overruling providence.* What seemed less likely to happen than the issue of this journey? How could they possibly have imagined who the ruler would turn out to be! God had ordered all things to work together for good. He does so still. We cannot see His workings—like intricate machinery—can only trust and not be afraid.

TEXT. *All things work together for good to them that love God.*

EVERY man has some peculiar train of thought which he falls back upon when alone. This to a great degree moulds the man.—*Dugald Stewart.*

THE many important lessons that may be

included in the morning exercise are those of thankfulness, goodwill, reverence, helpfulness, obedience, love, cheerfulness, patience, industry, happiness, health, love of country, usefulness, honesty, politeness, duty, what to read, how to behave, etc.

NOTES FOR TEACHERS.

LABOUR must be made respectable in the eyes of the young. It is honourable to do anything that needs to be done. Any school that educates its pupils to despise honest labour and necessary toil should be wiped out of existence at once as a public nuisance.—*Alabama Teacher.*

THE Committee of the Ryerson Memorial Fund propose to issue another and a general appeal very shortly as only two-thirds of the sum required has been collected. The Committee propose to erect a bronze statue of Dr. Ryerson, in front of the Education Department Building. The Committee have no idea of diverting the contributions to any other purpose than that of the erection of a statue.

A TOBACCO-SMOKER or chewer usually spits out the saliva mixed with the tobacco juice; thus the food loses something that it needs in order to be properly changed. Wisely, but clearly and with unhesitating words, dwell on the filthiness and the impoliteness of this habit. The argument is most potent with children, whose sensibilities are not blunted, as is too often the case with older pupils, by the use of "the weed."

THERE is a world of wisdom in the following by Judge Stitzel, of Berks County, Pennsylvania, on the subject of the choice of an occupation: "Farmers should encourage their sons as much as possible to stay on the farm. The agriculturalist certainly stands at the head of all occupations, and farming is an honourable and noble calling. Take ten farmers, ten

professional men, ten merchants and ten manufacturers, and watch their operations for a period of ten years, and you will find that the farmers will come out ahead at the expiration of that time. Many farmers have an idea that they must educate their sons for some profession. I know of two sons who stood by their father, and followed agriculture for a livelihood, each making a fine farm; whereas a third son who was bright, and must, therefore, needs be a lawyer, was the cause of his father's ruin."—*Mail.*

LEARN TO OBEY.—Is it wise for young men to grow impatient of the counsel and control of a good father? He is much more likely to be right than they are, since he has already been over a bit of the way which is still to them untried. Even when young people cannot help thinking their parents unreasonable in their commands or restrictions, they should not rebel. We are bound to obey our parents "in the Lord"; that is, whenever their law does not lead us to the transgression of some higher law given by God the Father to all His children; and it is generally the case that the parental laws which excite most discontent are laws which only restrain from more than doubtful good. Young people should realize that no insult, but rather honour, is shown them by any such restriction. It is young, thoroughbred horses, and not donkeys or mules, who need restraint, and who are considered worthy to receive it! By obedience alone is the will disciplined into self-command, and only he who has learned to obey can ever know how to rule.—*Edward Garrett.*

BIBLE READING.—There is a gain in systematic and thorough Bible study; there is a gain in intelligent Bible-reading, topically or by a single book at a time; there is also a gain in the regular daily reading of the Bible, chapter by chapter, in course, throughout the year. This latter reading may, at times, be perfunctory, but it has its practical value even then. Those men who are most familiar with the Bible in all its parts are commonly those who have been in the habit of reading the Bible through, in course, year after year, and who have thereby become gradually familiar with portions of the Bible which they would not have looked up in ordinary topical reading or study. Nor does this formal reading of the Bible interfere with more earnest and thorough occasional Bible-reading. On the contrary, it makes that kind of reading all the more satisfactory when it is undertaken. It is a good thing to read a chapter in the Bible at the close of the day's work, even though its reading be somewhat irksome, and the temptation to sleep be a strong one for the hour. But that should not be one's only way of Bible-reading; nor is it likely to be.

ARCHDEACON FARRAR ON BEACONSFIELD.—I will mention but one more characteristic of this eminent man—it was, that even from childhood he aimed at nothing short of the highest power. Call it personal ambition, if you will, and admit that personal ambition, unless it be redeemed by pure motives, is an earthliness and infirmity. Yet, admit also that when a man does aspire it is well that he should aim at something loftier than the sluggish ease of the suburban villa, or the comfortable vulgarity of the selfish millionaire. Speaking to youths at Manchester, Lord Beaconsfield said: "I give to them that counsel that I have ever given to

youth. I tell them to aspire. I believe that the youth who does not look up will look down; and that the spirit which does not dare to soar is destined, perhaps, to grovel."

But it was not a purely selfish ambition to which he urged them. "You will be called," he said, "to great duties. Remember what has been done for you. Remember that, when the inheritance devolves upon you, you are not only to enjoy it, but to improve it. You will some day succeed to the high places of this great community. Recollect those who lighted the way for you; and when you have wealth, when you have authority, when you have power, let it not be said that you were deficient in public virtue or public spirit. When the torch is delivered to you, do you also light the path of human progress to educated men."—*Princes, Authors and Statesmen.*

HOW TO TEACH NUMBER UP TO 10.—I. What is the better method to teach numbers up to ten? If with objects, what objects are best adapted to that purpose?

Number up to ten should be taught objectively. Not only should the teacher be supplied with objects, with which to illustrate, in the presence of the class, the composition and relations of numbers, but each pupil should do similar work himself. In order that this may be done, objects should be distributed to the pupils. Objects that can be the most easily obtained in sufficient numbers, and also such as are the most convenient for the children to handle, may be used; for example, cubes, slats, counters, shoe-pegs, and corn. In order to strengthen the conception of the number and to give variety, make use of the objects in the school-room: windows, doors, slates, desks, pictures, and the parts of the body—the ears, eyes, fingers, etc.

As the picture bears the same relation to the object that the written work does to the spoken, the pictorial representation may be used as a kind of *busy work*, after the work with the objects, in order to more fully fix the idea in the pupil's mind.

These purely objective exercises should be followed by exercises in which the groups of objects are not

seen, but easily imagined; such as: John having 5 doves, 3 doves flew away; how many were left? Mary spent 3 cents for a lead pencil, and 2 cents for a slate-pencil; how much did they both cost?

In all this work, the pupils should be required to give a clear and definite expression of the operation performed.

GEOGRAPHICAL NOTES.

CHINA offers about as attractive a field for the work of professional explorers as any other country on the globe. It has recently been ascertained that the Chinese coal-fields occupy an area of four hundred thousand square miles.

THE GULF STREAM.—From recent observations, Captain Pillsbury finds that the strength of current of the Gulf Stream is invariably on the Florida, instead of the Bahama, side of the stream. He has found the temperature of the stream to range from 42 to 81 degrees. The greatest velocity of the stream at the surface is about four and a half knots, but the fluctuations are frequent and great.

THE Yukon, the great river of Alaska, stands seventh among the rivers of the world. It takes its water from an area of 200,000 square miles, and its total length is 2,044. For 1,000 miles it flows through a country very little known; an expedition under the direction of Lieutenant Schwatka set out from San Francisco in 1883, and thus much valuable information about the geo-

graphy of the country through which the Yukon flows has been obtained. The severity of the extreme north latitude in many parts of Alaska, as in British Columbia, is greatly modified by the warm ocean currents coming from the China Sea.

GOLD FINDS IN THE ROCKY MOUNTAINS.—Reports from the Selkirk Range of the Rocky Mountains in British Columbia state that gold has been found in the beds of all the streams running from the eastern slope of the Selkirks into the Columbia River. On Canyon Creek, lying a few miles south of the junction of the Kicking Horse and Columbia Rivers, several parties were to be seen washing gold from the bed of the creek, and making good wages. Further down the river were three mining camps, with two men in each, preparing new flumes for placer mining. They acknowledged that two of their party had a few days previously washed out twenty-five dollars' worth of the precious yellow metal in one day. Mineral prospects there, both placer and quartz, are said to be superior to anything seen before in these parts.

THE OLDEST HABITATION IN AMERICA.—Major Powell, Chief of the Geological Survey, who has been about a month in the field, has discovered in New Mexico, near California Mountains, what he pronounced to be the oldest human habitation upon the American continent. The mountains in this vicinity are covered with huge beds of lava, in which the prehistoric man and his comrades excavated square rooms, which were lined with a species of plaster made from the lava, and in these rooms were found various evidences of quite an advanced civilization, among them a species of cloth made of woven hair and a large number of pieces of pottery. In the sides of the rooms cupboards and shelves were excavated. In one room, sticking out of the bare face of the wall, was a small branch of a tree. When this was pulled out, it was found that there was a hollow space behind the wall. Colonel J. H. Stephenson, Major Powell's assistant, broke this with a pick, and found a little concealed niche, in which was a small carved figure resembling a man done up in a closely woven fabric, which with the touch of a hand turned to dust. It was blackened and crisp, like the mummy cloths of Egypt. In all, some sixty groups of these lava villages were found, there being twenty houses in each group. The evidence of civilization were similar, but removed by their crudity and want of skill a good deal from the articles found in the cliff houses.—*Selected.*

THE COAL-FIELDS OF NEW SOUTH WALES.—The coal-beds of New South Wales are of enormous extent. The mineral has been traced for hundreds of miles along the coast, and has been worked at various levels from 450 feet below to 1,500 feet above the sea. The lower beds are geologically older than any that have been yet worked in Europe, and the quality of the coal which is taken from these inferior strata is therefore unsurpassed. Not only so, but in certain districts immense seams of this mineral are found in immediate juxtaposition with an abundance of iron ores, limestone and fireclay. Hence Nature seems to have indicated New South Wales as the great manufacturing colony of the Australasian group. Up to the present time, coal has been ascertained to exist over an area of something like 25,000 square miles of country; and it is almost everywhere within easy reach of water or railway communication. Now, when it is remembered that the coal-fields of Britain only cover one twentieth part of the area of the country, or about 4,000 miles, and that nevertheless the output of this mineral in the mother country is upwards of 120,000,000 tons per annum, it would be difficult to over-estimate the magnitude of the proportions to which the coal trade of New South Wales may be expected to grow hereafter.

EMERSON says that the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like to do it or not.

SPECIAL studies, such as business col-

leges furnish, may be a necessity; but they are poor substitutes for a thorough education. They will, perhaps, make a clerk, but they will never make a man. A man must be something when he goes away from his office, when he mingles with his friends.

EDITORIAL.

THIS month we publish the essential part of the arrangement, entered into by the Senate of the University of Toronto and the Education Department, bearing upon the conduct of examinations for Junior Matriculation and Teachers' Certificates. It is satisfactory to see that the Senate has not put all the examinations of the University into the hands of the Department. That day may come soon but not yet. For the near future, the Senate conducts examinations as in the past, and exercises proper care in this special direction over those seeking its attestation to their academic standing. Nevertheless, we are entering on a new departure. The Senate has agreed to accept *protanto* the results obtained by the machinery of the Education Office for Junior Matriculation. Our experience of the work done at the examinations promoted and controlled by the Minister of Education does not warrant us to hope for good or clean work. We deem it unnecessary to stay at present to cite witnesses to substantiate the foregoing statement.

We call attention to the fact, as we understand the state of the case now, that while the Senate has accepted certain results obtained by the Education Department we fail to find any corresponding courtesy on the side of the Department towards results certified to by the officials of the Senate. Why, for example, should not pass candidates at Junior Matriculation be regarded as having Third-Class Non-professional Certificates and honorem, of different standing, as having secured First or Second Class Non-professional Certificates? We ask the question on behalf of University-men and hope an answer will be vouchsafed by the Department.

STATE OF EDUCATION IN INDIA.

INDIA for ages has had a civilization of its own, a certain kind of knowledge prevailing there, especially in large towns; many villages also had schools, though the education given was merely a smattering of writing and counting.

In 1793, when the East India Company was seeking a renewal of its charter (which it had to do every twenty years), Grant and Wilberforce succeeded in securing certain religious advantages for the people, this being the first step in a system of instruction which is now being more fully developed.

Upon the renewal of the charter in 1813, Zachary Macaulay and others secured the insertion of a provision requiring the Company to devote £10,000 to the encouragement of education, which was to be given to the vernacular language of the country.

About this time the teaching of English was begun by missionaries, and gradually there followed a demand for English education in the various employments open to the natives, and, very soon after, an English merchant established a school for half-caste children, to which natives eagerly sought admission. This school ultimately developed into a college.

Dr. Duff's English school was opened at Calcutta in 1830, and it speedily became the most successful school in the Presidency. When the Company's charter was renewed in 1833 the grant for education was raised to £100,000, and closely following this in 1835 Macaulay's famous Minute secured that the English language should be the great subject of study in the Government schools of India.

In 1854 Sir Charles Woods' well-known despatch on education was issued, the aim of which was to foster *general* education in various ways, leaving higher education to be provided for by those desiring it; but the provisions of this bill were never properly carried out, for ultimately higher education received at least half of the money grant attached to it.

The failure of this measure led to the appointment of a Commission on Education in India by the English Parliament in 1882, whose labours have resulted in the following recommendations:—1st. The establishment of a thorough system of primary education. 2nd. Secondary education to be made self-supporting, and facilities offered to colleges so that they may be placed under private management. 3rd. Every encouragement to be given to the spread of religious instruction in the schools, the Bible may be taught at any hour of the day, free from any denominational limit or conscience clause. 4th. The system of "grants in aid," to be developed and made the means of spreading education throughout the country. 5th. Female education to be warmly encouraged, and the conditions of grants to girls' schools to be made easier than to boys' schools, more especially in the case of those established for poor or low-caste girls. 6th. That grants from public funds be made for zana teaching, and to associations for the promotion of female education.

These recommendations have been adopted by the Governor-General in Council, and a minute adopted by the General Council on Education in India, in which it is stated that female education is to be pressed on and fostered on the liberal principles so well laid down by the commission.—*Condensed from an Address by Rev. And. Grey, Dalkeith.*

TECUMSEH: A DRAMA.

BY CHARLES MAIR.

AMONG the communications to the section of the Royal Society of Canada, devoted to English literature, history and archæology, there is printed in the last volume of "Transactions" a paper by John Lesperance entitled "The Poets of Canada." The French poets receive the first attention, and a succession of graceful versifiers is passed in review, from Jean Taché, the author of the "Tableau de la Mer," in 1732, to Fréchette and Gevanturel. The English poets of Canada are next taken in hand, and the number who challenge the critic's award is large. A creditable array of poetesses head the list; and as to the roll of Canadian poets, the reader who is new to the subject will be astonished at their number. But their themes are, for the most part, not Canadian; though some of them, such as John Reade's "Prophecy of Merlin," and Charles Heavyssege's "Saul," are of high merit. Charles Sangster, however, has long been known to Canadians for his graceful song of their great river; J. J. Proctor has recently produced his "Black Hawk," and Charles Mair, who was already known by his "Dreamland," now enters the lists as a native dramatic poet with his "Tecumseh."

We need not wonder that dramatic poems have not hitherto been numerous. The "Saul" of Heavyssege has been widely recognized as a poem of high merit; and the "Prince Pedro" of Garnier has been pronounced "one of the best contributions to Canadian dramatic poetry." But in a distinct and very special sense, Charles Mair must be recognized and welcomed as a native dramatic poet, and on this account his new poem is an important addition to Canadian literature. Its subject is the War of 1812, though with the requisite passion and romance superadded in the form of scenes between Lefroy, a young English

captive, rescued from impending death by Tecumseh, and the Indian maiden, Iena, a niece of the latter. Tecumseh himself embodies some of the ideal characteristics of Hiawatha: a true Indian, but generous, mild, passionately patriotic; yet averse to any savage deeds of cruelty or revenge. In contrast to him, and so far in accordance with history, is his brother, the prophet of the Shawanees, whose hatred of the whites is more in accordance with the actual savage truculence which the records of Parkman have made us familiar with in the hideous cruelties practised by the Iroquois alike on white and Indian captives. Others of the characters—Generals Brock, Harrison and Hull, Colonels Proctor, Cass, etc.,—are historical. In addition to which the *dramatis personæ* are somewhat needlessly augmented by Twang, Slaugh, Gerkin, and Bloat, citizens of Vincennes, the very names of which betray the prejudiced spirit in which the Yankee caricatures are drawn. We cannot but regard them as blemishes on the poem. The scenes are historical as well as the characters. The surrender of Detroit, the battle of Moraviantown, the death of General Brock, and of Tecumseh himself, are all incidents of Canadian history. The poet, we doubt not, had in his mind the more recent incidents of 1876, when a search was made for the grave of Tecumseh, and some amusement was created by the official report on the miscellaneous contents of the package produced as the remains of the famous Shawanee Chief, whose last command is:

“Recall some warriors
To bear my body hence. Give no alarm
Lest our poor braves lose courage; but make
haste—
I have not long to live. Yet hear my words:
Bury me in the deep and densest forest,
And let no white man know where I am laid.”

Our space will not allow of large quotations. The dialogue shows at

times more familiarity with the sentiments of the old English drama than with that of the uncultured children of the forest. But here is a fine characteristic passage selected from a long address by Tecumseh to General Harrison, in the second act:

“Once all this mighty continent was ours,
And the Great Spirit made it for our use.
He knew no boundaries, so we had peace
In the vast shelter of His handiwork.
And, happy here, we cared not whence
we came.
We brought no evils thence—no treasured
hate,
No greed of gold, no quarrels over God;
And so our broils, to narrow issues joined,
Were soon composed, and touched the
ground of peace.
Our very ailments, rising from the earth,
And not from any foul abuse in us,
Drew back, and let age ripen to death’s
hand.
Thus flowed our lives until your people
came,
Till from the East our matchless misery
came!
Since then our tale is crowded with your
crimes,
With broken faith, with plunder of re-
serves—
The sacred remnants of our wide domain—
With tamp’rings, and delirious feasts of
fire,
The fruit of your thrice-cursed stills of
death,
Which make our good men bad, our bad
men worse,
Aye! blind them till they grope in open
day,
And stumble into miserable graves.”

Beautiful gems of poetic thought may be gleaned from time to time by the appreciative reader, as when Lefroy, hearing the voice of Iena, for whom he is searching in the forest wilds, exclaims:—

“I could pick that voice
From out a choir of angels! Iena.”

The public will not fail to notice with hearty approval the thoroughly loyal and patriotic spirit which pervades the whole poem.

But we must be content to commend this product of a native Canadian poet to the appreciative study of all who watch with interest the growth

of national characteristics, as well as of exceptional instances of individual excellence, within the ample bounds of our young Dominion.

SOME OF OUR MIGRATORY
BIRDS.*

WINTER BIRDS.—The Snow Buntings, the harbingers of cold and stormy weather, come to us from the icy shores of Greenland, about the 10th or 15th of December, and have been known to remain till the first week in March. They are said to make their appearance at Hudson Bay, about the end of March or early in April, where they remain a few weeks, before going north to Greenland or Spitzbergen. They feed entirely on the seeds of wild plants, and sometimes become very fat. "Snow birds on toast" is considered a delicacy in Quebec.

The Snowy Owls may be seen in the neighbourhood of Toronto Bay in the months of December and January, Nothing can exceed the exquisite softness and beauty of their thick warm plumage. They feed on mice, fish and small birds.

The Pine Grosbeaks are very rare visitors, but may be seen in severe winters, during January and February, leaving about the end of March. They have a sweet melodious call, delicately beautiful plumage, and feed upon the buds of the maple or berries of the mountain ash.

The Bohemian Wax-Wing is another rare visitor, only coming in very cold weather; it resembles the Cherry Bird in appearance. The Red Cross Bill, the White-Winged Cross Bill and the Pine Finch are all winter visitors, although they have been known to remain in the woods of Lake Simcoe all the year.

The Shore Lark, the last of the winter birds, is frequently seen in the

neighbourhood of Ottawa. It leaves early in March. The male bird has a black tuft of feathers on the head, and a crescent-shaped patch of black on the throat. It has a soft melodious call, and feeds on grasses and weeds.

Spring and Summer Birds.—The cawing of the Crows may be heard in the end of February, or the first warm days of March. They then do good service in feeding upon noxious insects and vermin, although later they destroy the eggs of many valuable birds. The Song Sparrow arrives about the 16th or 23rd of March, and at the same time the cheery song of the Robin may be heard—none among all the feathered visitors so worthy of being cherished and protected. The quantity of grubs, caterpillars, cutworms, crickets and grasshoppers, devoured by the Robin and other Thrushes is something marvellous.

The Robin is quickly followed by the Blue-Bird. Not so bold and fearless, but a gentle sociable bird; if unmolested it will build its nest in any quiet corner. In the early part of April, the Pee-wee Fly Catcher, tame and familiar, comes back year after year to the same spot to build its nest, its voice suggestive of warmth and sunshine, and the waking up of insect life.

From the 5th to the 10th of April the Sparrows arrive. The Tree Sparrow, the Chipping Sparrow or *Grey Bird*, the Purple Finch and the Ground Robin; and now the increasing softness and mildness of the atmosphere bring the cheery twittering of the Swallows, beginning to come from the 10th to the 20th of April. The White-Billed Swallow, the Sand Marten, the Barn Swallow, the Purple Martin and the Chimney Swallow, are some of the varieties; but of late years the pertinacious English Sparrow has ousted the Marten from its old quarters in the towns.

The Blackbirds and Grakles come

*Founded on a paper read by Hon. G. W. Allan, before the Canadian Institute, Toronto.

about the 10th of April in great variety. The Cow Blackbird, like the Cuckoo of Europe, makes no nest of its own, but deposits its eggs, one at a time, in the nest of some other bird, most frequently in that of the Chipping Sparrow.

The Marsh Blackbird, found in the neighbourhood of the Humber and Don, is distinguished by the extremely handsome plumage of the male bird, and by the peculiar call of "quonk-a-ree," uttered by numbers of them together from dawn till midnight. The Gak'e or Cow Blackbird, although its proper food consists of insects, etc., is most destructive to farm crops.

The Grass Finch, noted for its sweet song, comes about the 15th of April, and may be heard all through May in the fields and open pastures, where it builds its snug nest, usually under a tussock of grass. The American Gold Finch, small and elegant, with a soft call note like the tame Canary, comes in May. It sings very sweetly, the male bird being one of the handsomest of our visitors. They leave in flocks at the approach of autumn for the south.

A large family of *Warblers* visits us in May. A few remain through the summer, but the greater number pass on to their northern breeding-places, again to visit us on their return in autumn. Several of these are remarkable for their beauty. The Black Throated Green Warbler, the Golden Crowned Warbler, and, more beautiful still, the Blackburnian Warbler. Several others take up their abode with us for the summer, the best known—from its sweet cheery song, and its confiding disposition,—is the Yellow Warbler.

The most brilliant in plumage of all our summer visitors is the Scarlet Tanager. The female, however, is quiet in colour, and as a general rule they do not remain long with us. The

Crimson-Breasted Grosbeak remains here from May till September. It is shy, keeping much in the forest, feeding on seeds, berries and blossoms, and sometimes visiting the orchards when cherries are ripe. The Baltimore Oriole also comes in May; the male bird is brilliantly beautiful, with a clear mellow whistling note. The Oriole usually builds in a tall elm or buttonwood tree. The nest is woven in the form of a purse, and attached to the twigs by the fibres of wild plants or sometimes by a piece of string. The nest is about seven inches deep, and lined with horsehair.

The White-Browed Crown Sparrow, and the White-Throated Crown Sparrow usually arrive in May, the last has a singularly sweet note, and is most musical before rain or during showery weather. Towards the end of May, in the meadows or near the margin of a pond, may be heard the jingling, joyous, laughable melody of the Bobolink. Its plumage is a mixture of black, white and yellow arranged in piebald fashion. About this time the Thrush or Brown Thrasher fills the air with melody. He is usually seen on the top of some tall oak.

In striking contrast to the note of the Thrush is that of the Cat Bird; this peculiar bird is able to imitate the notes of many others, and may be called the Canadian Mocking-bird.

Before the end of May the Wood Thrush and Wilson's Thrush may be heard in the woods, at break of day, and towards evening, and in the field the sweet note of the Meadow Lark prevails.

The American Yellow-Billed and the Black-Billed Cuckoo frequent our woods all summer, and unlike the European Cuckoo, show much care and affection in bringing up their young, although the nest in which they are sheltered is rather a careless looking place, only a few dry twigs mixed with weeds and grass.

SCHOOL WORK.

MATHEMATICS.

ARCHIBALD MACMURCHY, M. A., TORONTO,
EDITOR.

PROBLEMS.

Proposed by D. F. H. WILKINS, B.A.,
Bac. App. Sci., Math. and Sci. Master,
Mount Forest H. S.

$$43. \text{ Prove } (x+y)(y+z)(z+x) - x^3 - y^3 - z^3 = 4\{(a+b)(b+c)(c+a) + 2abc\}$$

$$\text{if } x=a+b, y=b+c, z=c+a; \text{ and} \\ = 12\{a(b^2 - c^2) + b(c^2 - a^2) + c(a^2 - b^2)\}$$

$$\text{if } x=a-b, y=b-c, z=c-a.$$

44. Wishing to know the weight of some auriferous quartz, a mineralogist floats a metal cylindrical cup of radius r inches, height h inches, in pure water, and finds that it floats with $\frac{1}{n}$ th of its height out of water. On adding the mineral it descends till $\frac{1}{m}$ th of its height is out of the water.

Given the weight of a cubic inch of matter, $\frac{1}{2} \frac{1}{2}$ oz., show that the quartz weighs $\frac{1}{2} \frac{1}{2}$

$$\pi r^2 h \left(\frac{m-n}{mn} \right) \text{oz.}$$

SOLUTIONS.

(See *January number*.)

Prof. E. FRISBY, M.A., U. S., Naval Observatory,
Washington, D.C.

$$24. (1) \Sigma \sin (a \pm \beta \pm \gamma \pm \delta) \\ = \Sigma \sin (a \pm \beta \pm \gamma + \delta) + \Sigma \sin (a \pm \beta \pm \gamma - \delta) \\ = 2 \Sigma \sin (a \pm \beta \pm \gamma) \cos \delta.$$

$$(2) \Sigma \cos (a \pm \beta \pm \gamma \pm \delta) \\ = \Sigma \cos (a \pm \beta \pm \gamma + \delta) + \Sigma \sin (a \pm \beta \pm \gamma - \delta) \\ = 2 \Sigma \cos (a \pm \beta \pm \gamma) \cos \delta.$$

Resolving $\Sigma \sin (a \pm \beta \pm \gamma)$ and $\Sigma \cos (a \pm \beta \pm \gamma)$ in the same way, we ultimately obtain $2^{n-1} \sin a \cos \beta \cos \gamma \cos \delta$ and $2^{n-1} \cos a \cos \beta \cos \gamma \cos \delta$ respectively.

JAMES MILLER, Math. Master, Bowmanville H. S.,
and MILLS FERGUSON, Math. Master, Niagara
Falls South H. S.

29. Exp. nx^{n+1} etc., divided by exp. $x^n - \text{etc.}$, gives quot. $nx - (n+1)$ and remainder $n(x^2 - 2x + 1)$.

Now $x^n - nx + n - 1 = x^n - 1 - n(x-1)$
 $= (x-1)\{x^{n-1} + x^{n-2} + \dots + 1 - n\}$
and if we put $x=0$, the exp. in 2nd brackets
 $= 0$, $\therefore (x-1)^2$ is a factor of $x^n - nx + n - 1$
 $\therefore (x-1)^2$ is the G. C. M.

MESSRS. WILKINS, MILLAR and FERGUSON.

30. Let M denote the point where they meet, and x the number of hours they travel before they meet. Now A. travels from O to M in x hours, and from M to C in a hours.

$$\therefore OM : MC :: x : a \quad \left. \begin{array}{l} \text{and } OM : MC :: \beta : x \end{array} \right\} \therefore x = \sqrt{a\beta}$$

$$\therefore \left. \begin{array}{l} \sqrt{a\beta} + a = u \\ \text{and } \sqrt{a\beta} + \beta = v \end{array} \right\} \therefore a : \beta :: u^2 : v^2$$

which is the correct result.

MESSRS. MILLAR and FERGUSON.

31. Multiplying, etc., we obtain

$$c^2x + a^2y + b^2z = 0 \\ b^2x + c^2y + a^2z = 0$$

$$\therefore \frac{x}{a^4 - b^2c^2} = -\frac{y}{b^4 - a^2c^2} \\ = \frac{z}{c^4 - a^2b^2} = \frac{1}{p} \text{ say,}$$

and substituting in any equation, we find $p^2 = a^6 + b^6 + c^6 - 3a^2b^2c^2$, whence $x = \frac{a^4 - b^2c^2}{p}$ with similar values for y and z .

[It is gratifying to find our mathematicians taking such lively interest in this department of the magazine. Several solutions are unavoidably held over.]

MODERN LANGUAGES.

Editors: { H. I. STRANG, B.A., Goderich.
W. H. FRASER, B.A., Toronto.

EXERCISES IN ENGLISH.

1. Select the phrases in the following, and tell the grammatical value and relation of each :

Now see him mounted once again
Upon his nimble steed,
Full slowly pacing o'er the stones
With caution and good heed.

But finding soon a smoother road
Beneath his well-shod feet,
The snorting beast began to trot,
Which galled him in his seat.

2. Change the following complex sentences to simple :

(a) He showed that he appreciated the valuable services which they had rendered.

(b) He promised that he would lend us the book that we might read it.

(c) No house which has not these conveniences can be considered healthy.

(d) It would take me too long if I were to describe all the wonderful things that we saw.

(e) It was not till then that he admitted that it was useless to continue the search.

3. Change the voice of the verbs in the following :

(a) He had been chosen by Pitt in the belief that no danger would deter him.

(b) The paper he sent us gave full details of the ceremony.

(c) As yet no specimens have been found in this country.

(d) He was left in charge of the room in my absence.

(e) Next day it was reported that he had been seen in Toronto.

4. Express the meaning of each of the following in at least two other ways, changing the words and the construction as much as possible :

(c) Spiders are also a favourite repast with the bluebird.

(b) The Scots were not so numerous as the English by many thousands.

(c) By heating water we change it into steam.

(d) But for the sun there would be no atmospheric vapour.

(e) Temperance in eating and drinking is one of the best preservatives of health.

(f) No description would do justice to the beauty of the scene.

5. Rewrite in prose order :

(a) Again in the mist and shadow of sleep his native land he saw.

(b) In our isle's enchanted hall Hands unseen thy couch are strewing.

(c) How oft, pursuing fancies holy,
My moonlit way o'er flowering weeds I wound.

(d) Still memory to a gray-haired man That sweet child face is showing.

(e) And thus, though sorrow's winter
The heart of man is chilling,
Within it lie, for years to come,
Hopes beautiful and true.

6. Substitute words or phrases of equivalent meaning for those italicized.

(a) *Paternal severity* would have bred nothing but a fixed *resolve to abscond*.

(b) To *facilitate* this the landings had been *constructed* on a steep *declivity*.

(c) He seized the *opportunity* of the *confusion* in the *hostile* ranks.

(d) The impression *produced* on some of the *audience* is likely to be permanent.

(e) The king *studied* how he might *supply* by *address* and *stratagem* what he *lacked* in numbers.

7. Break up into a series of short simple sentences :

(a) Having attached the sledge to his back, he stoops to receive his gun from his squaw, who has been watching his operations from a hole in the tent; and throwing it across his shoulder, strides off, without uttering a word, and turns into a narrow track that leads down the dark ravine.

(b) The rustling of the trees alarmed the French guard, who hastily turned out, but after firing an irregular volley down the precipice, fled in a panic, except the captain, who stood his ground.

8. Combine into groups :

(a) He returned to England. The pas-

sion for colonizing was then at its height. He caught the infection. He joined the expedition. Ultimately he became its chief. His fitness was so manifest, no reluctance could keep him from the highest place. Nor could the jealousy of his companions.

(2) They refused to dismiss him. They passed a resolution. They had the right to name the governor-general. They had the right to remove him. The law gave them this right. Therefore, they were not bound to obey the direction of a single branch of parliament. They affirmed these things in the resolution.

9. Change the following from direct to indirect, and indirect to direct, respectively.

(a) "It is evident," said Xantippus, "that your armies have been overthrown hitherto, not by the strength of the enemy, but by the ignorance of your own generals. All, therefore, that I require is a ready obedience to my orders, and I assure you of an easy victory."

(b) He went on to say that though he was deeply sensible of the personal kindness of which he was the recipient, and though he was proud of the honour done to his office, yet no one was more aware than himself of the imperfect return which he had made for their generous enthusiasm.

10. Express the meaning of the following in your own words :

The heart is hard in nature, and unfit
For human fellowship, as being void
Of sympathy, and, therefore, dead alike
To love and friendship both, that is not
pleased

With sight of animals enjoying life,
Nor feels their happiness augment his own.

11. Write sentences in which the following are correctly used :

Divide between, agreed upon, laying, risen, but what, different, comply, only, conform, conscious, further, die by.

12. Give other words pronounced the same as the following, and tell the meaning of each.

Soul, tear, peer, right, road, meat, feign, flew, bad, new.

13. Indicate the pronunciation of : advertisement, decadence, expert, gist, legends, hasten, memoir, nausea, orchestra, precedence, redolent, régime, quay, spinach, mirage, ally, Wednesday.

14. Distinguish : An idle boy, an indolent boy; assented to, consented to; the whole outfit, a complete outfit; a valuable gift, a valued gift; to have plenty, to have abundance.

15. Divide into clauses, and tell the kind and relation of each.

(a) From morn till night he followed their flight
O'er plains where the tamarind grew,
Till he saw the roof of the Caffre huts,
And the ocean rose to view.

(b) I thought of a mound in sweet Auburn,
Where a little headstone stood,—
How the flakes were folding it gently,
As did robins the babes in the wood.

16. Analyze and parse the italicized words.

(a) *Then over all*
His long red cloak, well brushed and neat,
He manfully *did* throw.

(b) *Happily* for Virginia, *there* sailed with these reprobate founders of a new empire, a *man* specially *gifted* by Providence with fitness for *governing* his fellow men.

(c) Soon *afterwards*, *having* obtained command of a vessel of fifty-five tons *burden*, the intrepid explorer set sail in the humble craft to *renew* his explorations.

17. Write down the following :

(a) The plural of, motto, turkey, scarf, ignoramus, deer, brother, pailful.

(b) The corresponding gender word of, niece, earl, buck, madam, hero.

(c) The third singular present, past and past perfect of, undergo, rewrite, forgive, ally, beseech, undo, begin.

18. Write down :

(a) The adjectives corresponding to mischief, influence, clay, child, notice, history, use, ice, system, religion.

(b) The nouns corresponding to intimate, brief, prefer, able, just, moist, omit, announce, defy, brave.

19. Are the following statements correct? Give your reasons for your answer.

(a) Gender is the distinction of sex.

(b) An adjective is a word which expresses some quality or property of a noun.

20. Correct any errors in the following, giving reasons :

- (a) I found not less than a dozen mistakes in it.
 (b) Both the beginning and end of the book were torn out.
 (c) I fear we will all feel the need for warmer clothing.
 (d) One after another withdrew their opposition to it.
 (e) No doubt he intended to have sent them word.
 (f) Wasn't you with us when we seen it.
 (g) It ain't likely that I will be at home.
 (h) Any one that likes can leave their books till they come back.
 (i) No one could have acted fairer than May and her did.
 (j) Nothing but balls and parties were talked of.
 (k) I offered him the lend of my slate.
 (l) He would have froze to death if we had left him laying there.
 (m) I wouldn't have acted like you did for double the money.

CLASSICS.

G. H. ROBINSON, M.A., TORONTO, EDITOR.

BRADLEY'S ARNOLD LATIN PROSE.

BY M. A.

Exercise 39.

1. Serpentes dicunt ingenti magnitudine in insula Lemno inveniri. 2. Virum eum fortem fuisse nemo negat; illud quaeritur utrum prudens fuerit, ac verum peritus. 3. Filius tuus optimae esse spei puer videtur, et maximae apud aequales auctoritatis. 4. Post tridui cunctationem tandem cum triginta navium classe profectus est; sed exactae aetatis homo vix tanti laboris opus exsequi potuit. 5. Bono igitur velim sis animo, neu propter brevissimi temporis pavorem tot annorum laboris fructum projecias. Priscae, id quod omnes scimus, et nescio an nimiae severitatis homo est; idem vero vir justus ac probus et vitae innocentissimae. 7. Fortiter pugnare et in acie perire civium Romanorum est; nos igitur qui pauci supersumus, et majoribus nostris et republica

Romana dignos nos praestemus. 8. Cui dormienti adstare visus est senex quidam enactae aetatis, canis capillis, beniquo vultu, qui eum bono esse animo et optima sperare jubebat; nam ad insulam Corcyrae post aliquot dierum navigationem perventurum esse.

Exercise 40.

1. Homo erat mediocris ingenii (sed) virtutis summae, qui periculossimi belli maximo in discrimine, pluris improvecta aetate quam juniorum quisquam factus est. 2. Ver erat spectatissimae fidei et singularis integritatis; tum vero avaritiae insimulatus est, ambitus in suspicionem venit, et rerum repetundarum reus factus: cujus criminis scitis omnes omnium eum iudicum sententiis absolutum esse; cui vero vestrum non illius diei venit in mentem quo ille condemnationis ignominiam immeritam deprecari noluit, nec seipsum solum de eo crimine purgavit, sed eorum qui se accusabant malevolentiam et mendacia coarguit: nemo eorum qui eo die in iudicio aderant praeclarissimae illius orationis facile obliviscetur; nec quidquam unquam qui audiebant magis animos commovit. 3. Totum jamdiu populum belli taedet, poenitet temeritatis suae, et imperatoris stultitiae inscitiaeque pudet. 4. Illum cujus mentionem facis bene memini; homo erat infimi generis, provectae aetatis, capillis canis vestitu sordido, habitu corporis rudi et agresti; sed nemo unquam rei militaris peritior fuit, et plurimum ad salutem civitatis interfuit eum in tali tempore imperatorem fieri. 5. Parvi nostra interest utrum absolvatur iste an condemnnetur, sed omnium interest ne absens, indicta causa, vel exilio vel morte multetur.

THE CLASS-ROOM.

DAVID BOYLE, Editor, Toronto.

UNIVERSITY OF TORONTO, 1886.

REGULATIONS RESPECTING THE HOLDING OF LOCAL EXAMINATIONS.

1. Local Examinations may be held in the subjects of the Matriculation work in the Faculties of Arts and Medicine at Toronto, and elsewhere in the Province of Ontario.

2. These Examinations are intended to meet the wants of three classes of candidates—(1) those who desire to take the full Matriculation Examination, both Honor and Pass; (2) those who being holders of First or Second Class Teachers' Certificates, which are received *pro tanto* for Matriculation (§19), desire to pass in such subjects necessary for matriculating as are not included in their certificates; and (3) those who not desiring to matriculate, wish to pass in one or more of the subjects of the Matriculation Examination. Here follow directions with which we all are more or less familiar.

18. In lieu of conducting these Local Examinations on Junior Matriculation work or parts thereof, in manner above provided, the same may be held from time to time in connection with the Examinations conducted by the Education Department for Teachers. In such event arrangements are made for the transmission of the Examination questions to the Education Department for distribution by it amongst the candidates, for the return of the answers of candidates, the appointment of presiding Examiners by the Department, the settling of a common Time-Table, and of such other matters as may be necessary. In this case, however, applications and fees must be forwarded to the Registrar in the manner set forth above.

19. Until the Senate by resolution otherwise determines, the standing of candidates who have passed, or may hereafter pass, the Examinations of the Department of Education for 1st or 2nd Class Teachers' certificates is accepted *pro tanto* at any Junior Matriculation Examination, provided always that all candidates for scholarships shall take the full Matriculation Examination at Toronto.

PUBLIC SCHOOLS, TORONTO.

PROMOTION EXAMINATION, CHRISTMAS,
1885.

GRAMMAR.

Junior Fourth Book.

Time 1½ hours.

1. At length, after a fair trial, and an appeal to the Privy Council, Louis Riel has, we think justly, suffered the penalty which the

law provides for crimes such as he was guilty of. [20.]

(a) Analyze. (b) Parse the words in italics. [18.]

2. Write five sentences each giving a different illustration of a common grammatical error. Correct these and give reasons. [20.]

3. Upon all subjects there will be different opinions. The diligent and faithful are sure of success. Be careful to accommodate yourselves to the circumstances around you.

It is not wise to allow time to pass without turning it to some advantage.

Express the same thought by inversion or otherwise. [12.]

4. Write in full the present, and present perfect, tense, indicative of "forget." [6.]

5. Write 20 lines, at least, on "the North-West-Rebellion." [24.]

GEOGRAPHY.

Time 1¼ hours.

1. Draw an outline map of Europe, naming the seas, gulfs and bays on its coast, with its principal rivers and at least one important trading port in each Maritime Country. [20.]

2. Where and what are Granada, Gironda, Guernsey, Scilly, Zuyder Zee, Bremen, Antwerp, Servia, Circassia, Geneva, Trafalgar, Corfu? [12.]

3. Now we'll get on board the Yacht Sunbeam, at the Downs, East of Kent, and sail thence along the Southern and Western coasts of England, then along the east and south of Ireland, and name three ports on each coast in addition to those given in No. 1. [12.]

4. Name a town on or near the Lira, Vistula, Rhone, Tagus, Humber, Clyde, Lee, Foyle. [8.]

5. Where is Santiago? Name the countries that surround the Argentine Confederation. Name a British Island near the North coast of South America, also British Islands east of Patagonia. [8.]

5. Name three dependencies north of Brazil. What town in South America has the highest elevation? Where is Montevideo? [5.]

- No. 1. If map is not fairly good 0
 If fairly good and accurate 5 to 15
 If really good and accurate 20

HISTORY.

Time 1 hour.

1. (a) Give a short account of the doings of Champlain. [7.]
 (b) Who was the last French Governor. [2.]
2. What habits of the French Colonists tended to make them unsuccessful as settlers? [5.]
3. What was the secret of success of the English Colonists? [5.]
4. What were the Canadian Exports to France during the French possession? [4.]
5. (a) Describe the taking of Quebec by Wolfe. [8.]
 (b) Who was the first English Governor of Canada? [2.]
6. What extent of country was ceded to the British by the Treaty of Paris in 1763? [6.]
7. Sketch briefly the deeds of the first Lieut.-Governor of Upper Canada. [8.]
8. (a) What led to Confederations? [4.]
 (b) When were the various Provinces admitted into the Dominion? [8.]
9. Name the present Governor-General of Canada, and the Lieut.-Governor of Ontario, and tell by whom they are appointed. [6.]

ARITHMETIC.

Time, 2 hours.

1. Addition time test. See special paper. [10.]
2. Multiplication time test. See special paper. [10.]
3. What is a decimal? Write $\frac{24,000}{100,000}$ without denominator. Express $\frac{3}{8}$ as a decimal. [6.]
4. Add together 3,784, 16,28, 543, and 543, and divide the result by 2.5. [8.]
5. What will 3 piles of wood cost, 2 of them being 36 ft. long and 6 ft. high each, and the other 42 ft. long and 6 ft. high, at \$5.25 a cord. [16.]
 (8 for correct measure in cords.)

6. Divide 25.6 by .064; multiply 32.4 by .0015; then subtract the product from the quotient. [12]

7. I divided a certain sum of money into 4 equal parts and placed each part in a separate box; from the first box I took $\frac{1}{4}$, from the second $\frac{1}{4}$, from the third $\frac{1}{4}$, and from the 4th $\frac{1}{4}$, taking out altogether \$99. How much money still remains in the 4 boxes? [20.]

8. Find the cost of 5 cwt. 3 qrs. 14 lbs. of cheese @ 12 $\frac{1}{4}$ cts. a pound. (Give the cost in dollars and cents.) [8.]

9. Divide 787 ac. 3 r. 17 per. 5 yds. 7 ft. 113 in. of land equally among 5 sons. [10.]

NUMBER AND ARITHMETIC.

TEACH one sign at a time with objects. Sticks that are readily handled by the teacher and easily seen by the pupils may be used. Class at the blackboard (facing the teacher), crayon in hands, ready to see what the teacher does with the numbers of objects and to describe what they see. The teacher holds 6 sticks in one hand, so that the pupils can limit them by ones, and three sticks in the other.

Teacher—See what I can do, and tell me with your crayon, on the blackboard. She puts the 6 sticks with the three sticks (unites them). Pupils instantly turn and write

$$6 + 3 = 9.$$

If a pupil makes a mistake, or writes carelessly, have him erase his work instantly. If one copies the work of another, give him something to write by himself. Quick and accurate observation is no small item in this training. By showing objects as suggested, have pupils write columns of sentences:

$$\begin{aligned} 6 + 3 &= 9. \\ 5 + 5 &= 10. \\ 4 + 3 &= 7 \\ 9 + 1 &= 10. \\ 4 + 4 &= 8. \end{aligned}$$

When pupils can do this work accurately and rapidly, take one step towards the so-called abstract work. Give pupils a number of problems, and have pupils write the work as before.

John has 3 apples and James has 4 apples ;
how many apples have John and James ?

Pupils write,

$$3 + 4 = 7.$$

I gave 6 cents for an orange and 4 cents
for a peach ; how many cents did I spend ?

$$6 + 4 = 10 ; \text{ or}$$

$$6 \text{ cts. } + 4 \text{ cts. } = 10 \text{ cts.}$$

Write five problems upon the blackboard,
and have pupils write as above. As soon as
possible have pupils read problems from
books, using the primary arithmetic pre-
cisely as you would use any other reading
book.

THE next step is to give pupils the figures
and have them write sentences. The teacher
gives orally $5 + 3$, $6 + 3$, $2 + 5$, and the
children write rapidly :

$$5 + 3 = 8,$$

$$6 + 3 = 9.$$

$$2 + 5 = 7.$$

Teacher writes questions on board opposite
the class, thus :

$$4 + 3,$$

$$7 + 2.$$

Have pupils copy and fill out.

Change *less* to $-$, and proceed in sub-
traction as you have done in addition. Show,
for instance, 8 sticks ; separate them by
taking 3 in one hand.

Teacher—What have I done.

Pupils write

$$8 - 3 = 5.$$

Write several columns of sentences in this
way, follow by giving oral problems, then
written problems, problems from a book
then figures alone.

CONTEMPORARY LITERATURE.

COMPANION TO THE FOURTH READER.

It was the proud boast of the Minister of Education, when vindicating the issue of his new Readers, that they would cost less than either of the series formerly produced as independent ventures ; but the appearance of a " Companion to the Fourth Book " raises the cost of the official Readers by an additional sixty cents, thus making them, by at least half-a-dollar, dearer than any series formerly in the market.

True, this " Companion " is not an authorized volume, and, therefore, the Minister is not directly responsible for its appearance ; but if the Fourth Ross Reader had been all that it ought to have been, and such as at least the corresponding book of the Royal Canadian Series is, and as, to a great extent, is that of the Gage Series, this so-called " Companion " would have been wholly unnecessary. That the honourable gentleman is very indignant on account of the " Companion's " publication is easily ex-

pllicable ; but it is wholly in vain for him to worry, or fume, or storm, or to issue prohibitory mandates regarding such a book. The baldness of his departmental books rendered the preparation of " Companions " a positive necessity, and if we may judge from the looseness, the inaccuracy, the crudeness, the defects and miserable arrangement of the volume before us, other " Companions " will speedily make their appearance.

One would naturally enough conclude that the editors of a work would be especially well qualified to annotate it, and we confess to a feeling of great disappointment, in finding that this, which is almost the only original work they have performed in connection with the new Readers, has been so badly done.

It would probably be unjust to say that these gentlemen, when preparing the new Readers, purposely did their work in such a manner as to make the preparation of a note-book a prime necessity ; still there must have been some misunderstanding between them and the Minister, or else the honourable

gentleman would not now have any cause for the exhibition of so much temper. But to our task.

The only really good opportunity this book presents for the exemplification of the authors' literary style is in the Introduction, after reading which we feel profoundly thankful that they gave us so little of their own in the Readers. This introduction consists of two pages of bad English, and worse pedagogy.

The first sentence says: ". . . : it is naturally expected that considerable attention will be given to the lessons prescribed . . . for this [the entrance] examination." An admirable word is "naturally" here, but why "expected"? We can excuse a hod-carrier, for saying he *expects* that it will rain to-morrow, but we cannot extend our charity to an author, especially one of the species dominie, who *expects* when he ought to *infer*, or *sup-pose*, or *take for granted*.

In the next sentence is the colloquialism "read over," and the extremely weak infinitive, "to find out."

The opening sentence of the second paragraph declares that in "the teaching of literature, as of any other subject, the first business of the teacher is to assign the lesson." We submit that "business" in this place is a little too slangy, and we would venture to suggest *duty* as the word that is wanted. Still there seems to be some mistake as to this "first business of the teacher," for in the next sentence but one we read that "the teacher must first have studied the lesson himself, before he can assign it intelligently to his pupils," so it seems there are in reality two first "businesses." It is novel also to be instructed thus.

We can see no reason why the mere assigning of a lesson implies that the teacher "must first have studied it himself." Perhaps the writers meant to speak of how a lesson should be intelligently introduced, and if so we agree with them; but they should say as nearly as possible what they mean in a "Companion" to a Reader. "Not as clear and full as it should be," would read better with a *so* in place of the first "as." "No- tion" seems out of place, and "very vague

and indistinct." are like the whole of the piece—wordy, wordy. In three consecutive lines of the paragraph, we have "first business," "first appear," and "first have studied."

The English of the third paragraph is quite as loose as that of the preceding ones, as any reader may see for himself. Then follows, "How to assign the lesson," and here it is perfectly evident that it is an introduction the writers mean.

In "How to teach the lesson," amid many good points, there is an equal number that are "very vague and indistinct." We take only one: "Give another word pronounced like *mien*, and use it correctly in a sentence." Now if there is another word pronounced like *mien*, we should like to hear it. *Mean* is the nearest we know; but the quantity of the vowel-sound is so appreciably less that, instead of pupils being taught that the words are alike in sound, the difference ought rather to be pointed out. It should have been mentioned that the lesson selected for illustrative purposes is *Boadicea*.

The paucity of the writers' language may be gathered from the fact that on one page we have "clearly understood" twice, "clearly understand" and "clearly comprehend."

With regard to the notes themselves, while there can be no doubt as to their helpfulness in a large number of instances, they can never be accepted by any intelligent teacher as a *vade mecum*. There is just enough of reliable information to mislead the unwary into the belief that it is all trustworthy. Take, at random, the note: "Highly— . . . a branch of the River Ganges . . ." Now most pupils have been taught that a branch of a river is a tributary stream; but here we are informed that one of the divisions forming the delta of the Ganges is a branch of that great river. Of course the compilers knew better, but they were in great haste to make a book.

For "Bunks" (p. 97) the wrong definition is given, as applying to a lumberman's shanty, except in rare instances.

We have marked many more, but these

will suffice to prove what we have stated. A "Companion" should be a friend that can be relied upon—not "one day true, the next day leave thee."

As we have already said, some assistance is required to enable the average pupil to overcome the numerous difficulties presented by the Fourth Ross Reader, but the sixty-cent volume does not fill the bill. For example, in Les. liii., "Scene from Ivanhoe," there are given fully thirty definitions of words just as they might be found in a dictionary; "Nobles, gold coins . . ." is defined, but not a word is said about "silver pennies." The mistaken kindness that elsewhere dictated the reference of the pupil to the geography for the meaning of "delta," and to Mason's Grammar for note on "folk," might have suggested the dictionary for the meaning of "quiver," and thirty other words, while a glance at this precious (*i.e.*, valuable, because high-priced at sixty cents) "Companion" shows us that the annotators wholly miss the *spirit* of the composition as illustrated by the quality of the language, the character of the persons concerned, the picturesqueness of the grouping, and the manners of the time, all depicted so graphically by the Wizard of the North.

But what signify these? It seemed necessary to make a book, and the compilers have good authority for believing that "a book's a book, although there's nothing in it," or rather although it may teem with inaccuracies.

The editors evidently are totally destitute of power to appreciate rhetoric or poetic beauty.

The notes are remarkably wooden, and this ligneous style of annotation is not calculated to foster a love for literature beyond that merely mechanical point which must be reached to pass the entrance examination.

This is the kind of teaching that so largely increases the realm of noodledom, and keeps up the supply of those to whom such Companions as this is must always be a necessity.

Spoon-feed, too long continued, unfits the stomach for the digestion of solids.

Cram books and ponies are gradually subverting the course of true education, *viz.*: the cultivation of the intellect.

The numbering of the paragraphs is a perfect puzzle. At first we thought they referred to pages in the book itself, but a brief trial showed us our mistake; then we concluded they must be cross references to other paragraphs, but that would not work much better. At last, after having given up the solution of the difficulty, it struck us that they might refer to pages in the Reader, and, Eureka, thus it is!

One copy of the books is printed on paper of two different tints: 42 pages yellowish, 32 pages white, and 92 pages again yellow. Probably this is a quiet method of performing some optical test for the benefit of the young people, and we may yet hear of the results. The binding is strong but coarse and apprentice-like, and the price is 40 per cent. too high.

These are things, however, with which the editors have nothing to do.

Should another edition of the "Companion to the Fourth Reader" ever be called for, we would recommend the editors to re-write the Introduction, and to re-model the succeeding matter up to page 166. Should this and other books of the kind become "popular" with our fraternity, the Education Department may adopt as its motto:—*Vive la Cram!*

THE HISTORY OF PEDAGOGY. By M. Gabriel Compayré. Translated by Prof. Payne, of Michigan University. Boston: D. C. Heath & Co. 1886. \$1.75.

Educators will not long have to complain of the scarcity of professional literature, when works like that of this distinguished French teacher and other recently-issued volumes, form such valuable material from which to select.

"The History of Pedagogy," as its name implies, is largely an account of various systems of education, ancient and modern. To an English reader some chapters may appear rather incomplete, but we have pleasure in saying that, on the whole, the book is worthy of careful perusal and a permanent place as a book of reference on the subject of which it treats.

MODERN GERMAN READER. A graduated collection of extracts in prose and poetry. Edited by C. A. Buchheim, Ph.D., F.C.P. Oxford: Clarendon Press. pp. 207.

This volume is the second of a series of three Readers edited by Prof. Buchheim, who is already well known to teachers of German by his editions of some of the German classics. The task which he has undertaken in the present series is to furnish students of the language with a collection of extracts from *modern* authors, recognizing the fact, which is constantly more apparent to teachers, that such reading is by far the most profitable for purposes of instruction, especially to beginners. We must say that the selections are judiciously made, and that as a rule each is long enough to be complete in itself. Most of the eminent writers since Goethe and Schiller, and the latter themselves, are represented. Thus the contents are fresh and interesting, and present the language as it is and not as it was. A short and very amusing play by Benedix is given in full, and might be advantageously committed to heart, or even acted in the school-room, while the poetical extracts are fitted for recitation. The notes give evidence of the ripe experience of the editor, and are not loaded with the masses of geographical, historical and bibliographical information which sometimes mars Dr. Buchheim's work. The mechanical part of the book is up to the usual unexceptionable standard of the Clarendon Press. To be complete the volume only lacks a vocabulary.

MACMILLAN'S PRIMARY SERIES OF FRENCH AND GERMAN READING BOOKS: (1) "Kinder-und Hausmärchen gesammelt durch die Gebrüder Grimm," with notes and vocabularies. By G. Eugène Fasnacht. London. pp. 134.

The present volume is one of a series of really beautiful little books at present being issued by the Macmillans. Both inside and out they are as attractive as can well be—the clearest of type, good paper, and a most elegant binding in smooth cloth of a pretty colour. Such incidental aids to the teacher in rendering a study attractive are by no means to be despised. The editor of the

collection is the author of a number of educational works on French and German, and judging from them, as well as from this work, his style of conveying information is definite, incisive and practical. The notes are distinguished according to difficulty by a larger and smaller type. The first tale is translated in full in the notes, each word being parsed. As for the tales themselves no better or more encouraging Reader could be put into the hands of beginners. We should not omit to mention the introduction on the order of words.

(2) "Die Karavane." By Wilhelm Hauff, with notes and vocabulary by Herman Hager, Ph.D., of Owens College, Manchester. pp. 218.

This is identical in style and binding with the above. Hauff's tales are among the most attractive in a mass of literature of this kind for which the German language is remarkable. There is a peculiar charm in his style, and moreover an excellent moral tone in his stories. "Das Kalte Herz," by the same author, forms part of the matriculation work in the University of Toronto. The present volume contains some seven or eight short stories, each one complete in itself. Thus it is free from an objection often raised, and reasonably so, against Readers made up of scraps. The name of the editor is a new one in this line, but the notes, which are preceded by a grammatical introduction, are copious and apparently to the point.

(3) "Progressive German Reader." Part I. First year. By G. Eugène Fasnacht. pp. 208.

This compilation, one of the same series, contains some thirty-four easy extracts in prose and verse which are intended by the editor to be used side by side with an elementary class-book of accident. The notes and vocabulary are very copious, embracing fully two-thirds of the volume.

THE latest issues of Cassell's National Library are: "Sermons of the Card," by Hugh Latimer, the "Man of Feeling," by Henry Mackenzie, and Sheridan's "The Rivals," and "The School for Scandal."

Macmillan & Company, Publishers, London and New York.

LA JEUNE SIBERIENNE ET LE LEPREUX DE LA CITE D'AOSTE. Edited with introduction, notes and vocabulary by Stéphane Barlet, B.Sc., Assistant-Master at the Mercers' School, etc.

FABLES DE LA FONTAINE. A selection with introduction, notes and vocabulary. By Louis M. Moriarty, B.A., late Assistant-Master in Rossall School. With illustrations by Randolph Caldecott.

The publishers and editors of the above deserve the thanks of teachers and learners of French for giving to the schools such pretty, well-selected and well-annotated little books, each of which is supplied with a vocabulary. Somehow it gives one an impression of thoroughness and conscientiousness in an editor when he is willing to take the very considerable trouble of preparing, not only a series of notes, but also a list of the words belonging to the selection, which he has undertaken to elucidate. Every teacher knows from experience how large is the number of French texts, the notes to which must have been added in a very, very short time, and with little or no real reference to the wants of the school-room. M. Barlet has given us two of the charming little works of Xavier de Maistre, and surely there could be no better choice made for an elementary reading book. Mr. Moriarty has made a selection of seventy-one of La Fontaine's fables, and supplied such notes as will place these clever but difficult little productions within reach of pupils who have made some progress in prose translation.

MACMILLAN'S PROGRESSIVE FRENCH COURSE, II. Second Year. Containing an elementary grammar, with copious exercises, notes and vocabularies. By G. Eugène Fasnacht, Assistant-Master in Westminster School, editor of "Macmillan's Series of Foreign School Classics."

TEACHER'S COMPANION to above.

The grammar is compendious, and contains probably all that is needed for a pupil in his second year, special attention being given to the verb. To illustrate the grammar is a series of eighty-five lessons, with French

sentences, idiomatic expressions and English to be turned into French. The necessary rules, cautions and hints accompany each lesson. The course seems a very thorough one, and would probably be found more attractive than many that could be named.

THE April *Atlantic* is an entertaining and attractive number. The *Atlantic* always deserves a careful reading.

THE current number of the *Library Magazine* contains nearly one hundred pages of valuable reading matter.

The Week maintains its important position among Canadian papers. Recent utterances upon political questions have been amply verified by subsequent events.

WE publish elsewhere an extract from a timely article on the Canadian Pacific Railway that appeared in the *Chicago Current*. The *Current*, is ably conducted and comments vigorously on the topics of the day.

THE *Overland Monthly* is rendering an important service to the American nation by giving a hearing to both sides on the Chinese question. It has already published more than twenty-five contributions on this subject.

THE April *Harper's Monthly* is an ideal spring number, containing instalments of three new serials by Mrs. Craik, Mr. Warner and Mr. Blackmore, respectively, and many other good things which it would take pages to do justice to.

THE editorial pages of *Queries* are fresh and suggestive, always containing useful information upon a variety of subjects. We congratulate our contemporary upon its success in the art of selecting and propounding questions and upon its greatly-increasing circulation.

A SERIES of historical books for children is being issued by Rivingtons & Co., London. "The Story of Switzerland," by Miss Lee; "The Story of Norway," by Miss Sidgwick; "The Story of Holland," by Miss Don, and "The Story of Russia," by Miss Benson. They are really stories pleasantly, cheerfully and wisely written, intended for home reading, and aiming at developing a child's natural interest in the every-day life and the surroundings of people in other countries. The paper and printing are excellent.