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The Canada School Journal.

Vol. XI.

TORONTO, SEPTEMBER 1, 1886.

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THE CANADA SCHOOL JOURNAL

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

—o—T E R M S.—o—

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CANADA SCHOOL JOURNAL PUB. CO. (Limited),
OFFICE; Toronto, Ontario.

The Report of the Superintendent of Education for the Protestant Schools of Manitoba for the year ending 31st January, 1886, is carefully prepared and elaborate. Many of the statements and comparisons given are very interesting. Some facts and figures culled from the report will be found in our Educational News columns.

One of the most pleasing signs of the times is the increasing interest shown by the newspapers in educational work. One can now scarcely take up a daily or weekly paper without finding some educational article or item, while many have the educational column as a part of the regular weekly programme. This is as it should be. The newspaper is, or should be, itself a great educational force. This force is multiplied when it takes a genuine and intelligent interest in the teachers of the country and their work, and throws its influence in favor of educational reform and progress.

We hope no teacher will fail to read the summary of Mayor Howland's address on Industrial Schools given in our last issue. We wish we had been able to give a fuller report. The facts and arguments presented in favor of this new departure in edu-

cation are very telling. Mayor Howland's personal efforts in introducing the reform in this city are worthy of all praise. We wish more of our public men were similarly interested in educational and philanthropic projects. The Industrial Schools are coming, we have no doubt, to stay, and will, at an early day, occupy a prominent place in the educational work of progressive communities.

The opening address of the President of the Convention, which we publish in this issue, will be read with interest by those who had not the pleasure of hearing it. It is well to review occasionally the work of such a society or association and ascertain what it has been doing. Mr. McAllister's retrospect will be found encouraging and profitable. The Ontario Teachers' Association has no reason to be ashamed of its record. It may well be thankful for the past and hopeful for the future. All the signs of the times seem to indicate that its members are about to enter on a new and wider stage of progress, and to establish their influence on the basis of a broader organization and a more ambitious outlook.

If the Minister of Education is wise he will profit by the many good suggestions that were made in the papers and debates at the recent convention. On one point Inspectors and Teachers seem well nigh unanimous, that is, that the examinations will never be made what they ought to be till they are put into the hands of practical men. It is often the case that a specialist in some particular branch makes the worst possible examiner for that department. He loses the sense of proportion; becomes intellectually color-blind; fails in point of perspective. No one who is not, or has not been, a teacher of pupils of age and attainments similar to those of the candidates he is about to examine can be trusted to set a fair and reasonable paper.

Another excellent suggestion, which was, we are sure, the outgrowth of a valuable experience, was to the effect that the percentage required to pass in any subject should be regulated by the test of what good average pupils were found able to accomplish, not decided beforehand by any fixed rule or arbitrary standard. Every teacher must have found the wisdom, the necessity of this. One is liable, even after long practice to under-estimate or over-estimate the difficulty of certain questions he may wish to ask, or the length of time required to answer them. As a consequence, if the answers are tried by some pre-determined standard, he may find himself led to results which he knows perfectly well are unjust to the pupils. If, on the other hand, he determines his percentage by actual reference to what he finds the average student, or the best student, able to do, he satisfies both his own sense of justice and that of his pupils, and reaches the true end that should be aimed at in every examination.

What is that end in the case of a Departmental examination? It is manifestly not to ascertain how much this, that, or the other pupil knows or can remember of a certain subject. That, at best, is but a means. The true end evidently is to ascertain the pupil's maturity of mind and the extent of his general training. In the case of the Entrance Examination, for instance, the only aim that can be intelligently defended is, as we heard an Inspector observe, to test the fitness of the pupil to profit by admission to the High School classes. If he has reached the stage of mental development which will enable him to do the work of those classes and keep pace with his fellow-pupils in them, he should not have the doors shut in his face because of his failure to reach a certain percentage on some one or two examination papers. To deprive him, perhaps for all time, of the benefits which he might have gained from a year at the High School, on any other ground than that indicated, is to do a cruel wrong to both the child and his parents. It is clear, then, that the decision should be left in very experienced hands, and that those hands should be tied by no arbitrary or red-tape restrictions.

"Onlooker," quoted in another column, discourses on "boycotting" in its relation to unions, or rather of unions in their relation to "boycotting." There is, at least, a good deal of force in his contention that the "boycott" is but the natural development of an institution which is as old as society itself and has its roots in the instinct of self-preservation. We have no doubt that the "boycott" proper is just as legitimate a means of promoting the interests of guilds and professions as unionism, and in some respects a much more effective one. The tendency is just now to legislate against the former, just as it was the fashion a little ago to decry and harass the latter. An agreement, tacit or open, on the part of a number of persons having interests in common to withhold patronage and support from individuals or firms whose course is inimical to those interests, seems about as unobjectionable, legally and morally, as any other means of gaining the end. It is, of course, implied that the end is legitimate and honorable. When recourse is had to intimidation or to coercion in any form other than that of the voluntary withdrawal of patronage, the proper bounds of the "boycott" are passed, and the action becomes indefensible and unworthy of a free people.

We did not, however, intend to discuss the "boycott" question, save in one particular. There is one form of it which we should like to see employed by all teachers in Ontario. We advise every man and woman holding a teacher's certificate to boycott most resolutely every school whose Board of Trustees advertises for teachers on the "state-salary-expected" plan. If we are not mistaken the proportion of such advertisements is becoming small by degrees and beautifully less. But if all teachers of standing and influence would refuse to answer such advertisements the practice would quickly cease and an important service would have been rendered to the cause of education.

We publish, by request, in this issue the programme of requirements for the next Entrance Examinations; also the Literature Selections for Teachers' Non-Professional Examinations.

The *Temperance Herald*, a new and vigorous campaign sheet issued under the auspices of the Dominion Alliance, contains a call for a convention of the friends of Temperance and Prohibition in the Temperance Hall, Toronto, on the 14th and 15th of September. Recognizing the work of Temperance Reformers as a great educational agency, we gladly call attention to the notice.

School Boards throughout the Province will do well to remember that if they wish to have the election of Trustees held on the same day and in the same manner as municipal elections, all that is necessary is to pass a resolution to that effect on or before the 1st of October and notify the Clerk of the Municipality that such resolution has been passed. We are by no means sure that the change will have the intended effect of creating a deeper interest in the election of Trustees and calling out a larger vote, but the experiment is worth trying. In many localities there is great need that something should be done to enhance the ratepayers' appreciation of this most important franchise.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

We have before us a copy of the Constitution and Objects of this Guild which was formed in 1881, and a Report of its first Annual General Meeting, held at the Mansion House, E. C., on March 20th, 1886. At this juncture, when the question of organization is before the teachers of Ontario for consideration, some account of this British Institution may be of interest.

The fondness of our transatlantic brethren for influence and titles is evidenced in the list of officers for 1886-87. In the long list of Vice-Presidents we notice Lord Aberdare, Archdeacon Farrar, Sir Frederick Leighton, the Dean of Westminster, etc.; also the names of distinguished scholars and literary men, such as, in addition to the foregoing, Mr. Mundella, Dr. Ball, Professor Dowden, Professor Calderwood, Professor Huxley, Samuel Morley, etc. The ladies too are well represented on the list, amongst them Miss Helen Gladstone, Mrs. Fawcett, Lady Fielding, Miss Shirriff, Miss Walsh, of Girton College, etc.

The objects for which the Guild has been established are enumerated as follows:—

To provide the public and teachers generally with the means of forming sound judgments on educational matters by promoting and facilitating the interchange of thought and co-operation amongst those who are actively engaged or interested in education.—To circulate information regarding educational methods and movements in England and elsewhere.—To encourage the training of teachers of all grades.—To promote and assist the establishment of Educational Libraries and of central meeting places where school books and apparatus

may be exhibited, and information on educational matters obtained and exchanged.—To encourage provision for sickness and old age among teachers.—To promote the establishment of Teachers' Homes and Homes of Rest for invalid and aged teachers.—To compile and publish a list of desirable places in England and elsewhere in which holidays can be passed at a reasonable expense.—To establish a Registry for teachers.—To take such measures as shall lead to the registration of duly qualified teachers of all grades.—To promote generally the welfare of teachers, and to do all such lawful things as are incidental or conducive to the attainment of any of the above objects.—To receive donations and subscriptions from persons desiring to promote the objects aforesaid, or any of them.

The plan of organization includes a central Guild and affiliated local Guilds, of which some three or four are already formed. The local Guilds appoint their own committees and officers, and generally manage their own affairs, and frame their own Rules and By-laws, but the latter must be submitted to the Council of the central Guild.

The working machinery of the Guild includes a Teachers' Registry to aid in procuring situations, and provision for life, endowment, and annuity, insurances. An Investment Agency is also under consideration. A sub-committee undertakes the management of a list of holiday resorts. A Library is in process of satisfactory growth.

One of the main objects of the Guild is to provide the public and teachers with means of forming sound opinions on educational matters. In pursuit of this object meetings have, from time to time, been organized, and friendly and well sustained discussions had on important educational questions. The growth of membership has been encouraging, over 1,550 names having been enrolled by the 1st of March, 1886.

Our space will not admit of even a resume of the important points made by the speakers at the annual meeting. But, for the reassurance of any who may be disposed to condemn such organizations in advance on the ground of narrowness and selfishness of work and aims, we quote a few sentences from an admirable speech by Mrs. Westlake:

"Mrs. Westlake, in moving a resolution in support of the Guild, said that in looking over the list of the members of the Guild, she found the large majority of them were women. They were in the proportion of something like four to one to the male members. This made the Guild especially interesting to herself. It had struck those who had made efforts to raise and improve the position of women, how isolated they were, how without any organization to press forward their views or their wants, how much their power was wasted, and how much they suffered in consequence. Look at medical women, at women employed in teaching, and at women employed in trades, such as sempstresses—all have little or no organization. An exception should perhaps be made in the case of elementary school-mistresses who belong to the National Union of Elementary Teachers, and who are members on the same footing as men. But in the secondary and higher grades women teachers required organization as much as men did, and therefore she welcomed the work of this Guild. There was always a danger in organizations of this kind that their aim might become narrow. The members might be too apt to think that their opinions and thoughts were those of the great outside world, of which they did not hear so much. There was always a danger, therefore, of their looking upon their own personal and professional advancement as the chief object of

the association. The Guild was carefully protected from danger of this kind by the distinguished names of those who formed the governing body, which were a guarantee against any narrowing of the avowed objects, and by the inclusion of eminent outsiders who were not engaged in the work of the profession. One of the most important objects of the Guild was to collect and diffuse information as to educational methods, not at home only, but on the Continent and in America. As an insular people, we were apt to be insular morally and mentally; we were apt to think that we were superior to the other nations of the world, that what was English must necessarily be the best, and that we had little to learn from foreigners. In this matter of education, we in England merely stood on the threshold of a great kingdom, of which some foreign nations had almost taken possession."

Special.

CONTENTMENT.

BY C. C. FRASER-TYTLER.

"As having nothing, and yet possessing all things."

A crazy door, low moaning in the wind,
The beat and patter of the driving rain,
Thin drifts of melting snow upon the floor,
Forced thro' the patch upon the broken pane.

One chair, a little four-legged stool, a box
Spread with a clean white cloth and frugal fare,
This is the home the widow and her lad,
Two hens, and his grey cat and kittens, share.

"Ben, it's full time thee was in bed," she says,
Drawing her furrowed hand across his locks.
"Thee's warmed th' toes enough, the fire won't last,
Pull to th' coat—I'll put away the box.

"Then say th' prayers—that's right, don't pass 'em by,
Thee's ill-saved that's saved from God above,
And doan't forgit th' hymn—thee never has,
And choose the one th' father used to love.

"Now, lay'ee down—here, give the straw a toss;
Doan't git beneath the winder—mind the snow—
I like that side—I'll cover 'ee just now,
The boards is by the fire—they're warm, I know.

No blanket wraps the lithe half-naked limbs,
But love, that teaches birds to rob their breast]
To warm their younglings—love deviseth means
To shield this youngling from the bitter east.

The warm boards laid about the weary child,
He turns a smiling face her face towards—
"Mother," he says, soft pity in his tone,
"What do the poor boys do that have no boards?"
—The Day of Rest.

ADDRESS

DELIVERED BEFORE THE ONTARIO TEACHERS' ASSOCIATION, AUG. 10TH,
BY THE PRESIDENT, MR. S. McALLISTER.

Ladies and Gentlemen:—Let my first words to you this evening be those of thanks for the honor you have done me by making me President of the Ontario Teachers' Association. It would be the shallowest hypocrisy on my part to pretend that I do not feel proud of a position which is the highest that it lies in the power of my fellow-teachers to bestow. I must not forget, however, that with the honor comes the responsibility of seeing that the work of this convention is conducted to a successful issue, and I trust shall

have your forbearance, as well as your support, in any efforts I may make towards this end.

I let us keep in mind that we assemble here as a deliberative body, with the purpose of bringing our opinions to bear upon the general interests of education in the country, and of those engaged in it. To do this successfully we must reduce those opinions to a focus, though they may be as varied as the colors of the rainbow.

The programmes of business which the Board of Directors, and the Committees of the High School, Public School, and Inspector's Sections have prepared, will make the three days of our meeting very busy ones. I am sure they will be pleasant, and I trust they will be profitable, so that we may be able to look back to the Convention of 1886 as one in which valuable progress was made in the cause which we all have so much at heart.

I propose to pass in review some of the important reforms that have had their origin in the deliberations of these Conventions, and I do this that we may be encouraged and stimulated in our work, and that some of our younger fellow-workers who have not yet borne the burden and heat of the day, may be convinced of the utility of our meetings, which, strange to say, they are disposed to question.

When this Association began its labors one of the first things it attacked was the method of granting certificates to teachers. There were then as many centres of examination for certificates as there were counties, and the County Boards had the power of granting all grades of certificates, from the lowest to the highest, with this restriction, that they were legal only in the county in which they were granted, while those granted by the Normal School were provincial in their character. It will be at once perceived that there could be no fixed standard for County Board certificates, so long as they varied with the character of the Board which granted them, and indeed one of the facts which used to be stated in argument against this system was, that while in some counties the standard for first-class certificates was as high as that at the Normal School, in adjoining counties it was almost as low as that for third-class provincial certificates. As early as 1862 the crusade against this defective plan of certifying teachers began, and it continued year after year, with concentrated effort, until a Central Board of Examiners was at last appointed, and a plan of granting certificates, upon which the present one is based, was inaugurated. By this the two higher grades of certificates were made provincial, and tenable during good behavior, whether the recipients were trained at the Normal School or not, the only requisite, as a set-off to Normal School training being experience in teaching.

This is not the only matter that was then taken up. It was a subject of complaint that the inspection of schools was doing very little to further educational progress. The inspectors or local superintendents, as they were then called, were not, as a rule, men connected with education, but consisted of a motley company of lawyers, doctors, clergymen, etc., who in many cases used this position to eke out a scanty livelihood. It would be quite wrong to say that there were not a number of men among them who did excellent work. Indeed the records of this Association, and the presence still amongst us, of men who served the country as well when local superintendents, as they do now as inspectors, prove the contrary. Nevertheless, as a rule, the work of inspection was done in a perfunctory manner, and when the Ontario Teachers' Association began to call for a reform in the method of granting certificates, it felt it necessary to agitate for a reform in the inspectorate, its main contention being that every inspector should be a practical teacher. This point was at last conceded, and reform both in the method of granting certificates and in the qualifications of inspectors were inaugurated at the same time. The result of requiring inspectors to be practi-

cal teachers is seen in the immense improvement of our schools today. Had the Association secured no other reforms than these two, it would be entitled to our gratitude and the gratitude of the country at large, owing to the improvement produced in the standing of the teacher in the one case, and the immense benefit conferred upon public school education in the other.

It may surprise some of our younger members to know that when the Ontario Teachers' Association was inaugurated, if we except the Normal School, there was no public provision for the education of girls beyond what the public schools afforded, and of course in the Normal School the training was of a special character. Girls had no legal standing in our Grammar Schools as they were then called, nor, need I say, in our universities. As early as 1805 the Association took up the question of the higher education of girls; in 1867 it was again discussed, and a committee was appointed to press the subject upon the attention of the Chief Superintendent and Council of Public Instruction, and to take such other steps as they might deem advisable to carry out the wishes of the Association on the subject.

In 1868 the address of the President, Mr. McCabe, was specially devoted to this subject, and the Board of Directors brought forward a series of resolutions which, among other things, stated:—"That the course of studies for girls and boys in our higher schools should be substantially the same. That the non-recognition of girls as pupils of our Grammar Schools is contrary to the wishes of the great majority of the people," and "That the legal recognition of girls as Grammar School pupils is calculated to further the real educational interests of the country." These were adopted, and a committee was appointed "to bring before the Legislature of Ontario the subject of the higher education of girls in accordance with the views of this Association." The agitation was continued until the Legislature put the education of girls upon the same basis as that of boys in our High Schools. In the discussion of this question I need hardly say the High School members of our Association took a leading part, and who will question but that it has been largely owing to their endeavors in the High School Section that the doors of our universities have since been opened to women? It is a fitting sequel to these remarks to state, that this year for the first time we have a girl, in the person of Miss Balmer, who, having passed regularly through our provincial course of education, from the Public to the High school, and from the High School to the University, has carried off at her graduation the highest honors against all competitors.

In a country like ours, where the support of public schools is compulsory upon the inhabitants, it is right to suppose that the attendance of children should also be made compulsory. This was not done when our system of education was established, and our Association was not slow in taking the matter up, with the desire to have it done.

In 1867 the subject of compulsory education was brought before the Association by a paper read by the Rev. Mr. Porter, who was then Superintendent of Common Schools for Toronto. In 1868 a resolution was adopted, "That the rule of compulsory attendance ought to be adopted, as it is at once a just and logical sequence of our system of education, and the only way by which the great evils of irregular and non-attendance of children at school can be abated." In 1871 the principle of compulsory education was recognized by the Legislature in the Act that was passed that year. In anticipation of this the following resolution was adopted at our meeting in 1869: "That in the event of the principle of compulsory education being adopted by the Legislature the establishment of Industrial Schools will be absolutely necessary to receive vagrant children and incorrigibles." Though our law now requires

attendance at some school for one hundred and ten days in each year, on the part of all children from seven to thirteen years of age, unless prevented by sickness or other reasonable cause, we are still troubled with the evils of irregular and non-attendance, and no industrial school has been established by the state to receive vagrant children and incorrigibles. Now why is this? The fault is certainly not in the law, for all the machinery needed to enforce the compulsory clause is provided. Trustees are empowered to levy a rate of one dollar per month upon the parent or guardian of each child kept from school in violation of the law, or the culprit may be summoned before a magistrate, who is empowered to fine him five dollars for the first offence and double that amount for each subsequent offence.

In proof of the fact that we are still troubled with the evils of irregular and non-attendance, we need only refer to the last report of the Minister of Education. There we find that the registered attendance for 1884 was 466,917, and the average attendance 221,861, or not quite 48 per cent. of those registered. This means that not more than forty-eight scholars out of every hundred attended school regularly during that year. One other fact more directly bearing upon the subject before us has yet to be stated; no less than 90,959 children between the ages of seven and thirteen years, or about twenty per cent. of the registered, were returned as not attending school for the minimum number of days required by law. Can we wonder that in a very intelligent and appreciative article upon our school system which appeared recently in the English "Schoolmaster," our low rate of average attendance should be the subject of remarks. I am quite aware that the circumstances of the country are against as good an attendance of pupils as can be secured in most European countries; but why should it be any lower than in Australia, where it ranges from 73 per cent. in Western Australia to 57 in New South Wales. In Victoria, whose population and number of persons to the square mile corresponds most closely with our own, the percentage of average attendance is 64. Evidently the law of compulsory education is not a dead letter there as it is allowed to be with us. I have not yet heard of an instance in which any board of trustees has tried to enforce the law by either levying the rate they are empowered to do upon negligent parents or guardians, or by bringing them before a magistrate. It would be interesting to know what proportion of adults among those who have received their education solely at our public schools can write a letter decently, and read a newspaper paragraph intelligently. I fear it would not be found to be a large one.

If there is irregular attendance at school there is defective education, and defective education is sure to shew itself in after life. Why then is the compulsory part of our school law not put in force? I fear that while some boards of trustees are ignorant of it, a good many more ignore it. I am quite aware that a rigid enforcement of it would work grievous wrong in a good many cases. Take for instance that of this city. For many years past the persistent efforts of our Board of Public School Trustees have not been able to meet the demands for school accommodation owing to our rapid increase of population. These efforts have been hampered, too, by that vexatious clause in our school law which gives municipal councils control over the expenditure for school buildings, etc. In view of these difficulties it would have been impossible to have carried out the compulsory law in this city, and other boards may have had similar obstacles to contend with. But I am sure with the majority of school corporations throughout the country, the enforcement of school attendance would not be an impossible, and with many of them, not a hard task. If a penalty of some kind were imposed upon negligent trustees, as well as upon negligent parents, our aver-

age attendance would be improved, and two other good results would follow: In the first place children would get a better education, and thus would be better prepared for performing the duties of citizenship afterwards, and in the second, the average cost per pupil would be lessened. It is one of the anomalies of our school system that notwithstanding the lower salaries paid to teachers in our rural schools, the cost for education in those schools is higher than it is either in cities or towns. This is owing to their low rate of attendance. During some parts of the year in country schools it is almost nominal; were regular attendance insisted upon this anomaly would disappear.

Emerson has said in his epigrammatic way, that it is better to be unborn than untaught, and no state system of education can be considered complete that does not make provision for that large class of our juvenile population which comes under the head of vagrants and incorrigibles. For such as these special schools must be provided, and this is a matter which has not escaped the attention of this Association. In 1868 a motion was passed in favour of establishing industrial schools for training our vagrant juvenile population. In 1870 the motion I have already read to you, which formed part of a report of a committee, was adopted. In 1873 I had the honor of reading a paper upon the subject, the discussion upon which resulted in the appointment of a committee "to wait upon the Government, and impress upon them the necessity of establishing one or more such schools in this province."

A standing committee upon Industrial Schools was subsequently appointed, but without any effectual result. Enough has been said however, to shew the interest that has been taken in this subject in past years. The fact that the Government has paid no attention to it is a sufficient reason for us still to keep the subject before us. Professor Huxley has well said that no plan of national education is complete unless it begins in the gutter and ends in the university. Ours certainly ends in the right place, but where does it begin? Certainly not so low down as the gutter, and yet we have a large number of children in our midst who are shewn by the report of the Minister of Education to be attending no school whatever—children either without parents, or whose parents are incompetent to manage them, and who eventually grow up to be a means of supply for our criminal population. The following wise words of an eminent statesman and scholar, who showed himself to be far in advance of his time, I mean Sir Thomas More, are very well worthy of being weighed in connection with this subject. "If you allow your people to be badly taught, their morals to be corrupted from childhood, and then when they are men, punish them for the very crimes to which they have been trained in childhood, what is this but to make thieves, and then to punish them." What has our Legislature done to secure the proper training of these children? Nothing, further than passing an act to sanction the establishment of industrial schools. There, not only the Legislature but the Government seem to think that their duty ends, and yet I know of no duty that more legitimately belongs to the government of a country than the proper care of these neglected children. I have often thought that if a man like Goldsmith's Citizen of the World visited this country, he would be as much amused with the inconsistencies in the management of our public affairs as Goldsmith's character was with those of the Man in Black. He would find that while our Legislature shows its benevolent solicitude not only for the insane, but for idiots, for the deaf and dumb, and for the blind by providing asylums for them, it shows itself totally indifferent to the welfare of those neglected boys and girls who infest our streets and lanes, and whom it might save from a life of crime, and make useful members of the community, by a judicious expenditure of money which would not amount to so much as has to be spent upon them afterwards as criminals.

(To be concluded in the next issue).

THE PROPOSED TEACHERS' UNION.

BY ONLOOKER IN THE CANADA CITIZEN.

The *New England Journal of Education*, speaking of the proposal to establish a teachers' union for Ontario asks: "After organization, would striking and boycotting be in order?"

The *Toronto Educational Monthly*, which has been an earnest supporter of the union movement, replies: "We have not given the slightest indication of recommending any such course; rather the very opposite." It seems to me that each of these journals is clearly under a misapprehension as to the real significance of the term "boycott" though each is doubtless clear as to the meaning of "strike." A union that does not "boycott" recalcitrant or disloyal members will find it hard to justify its own existence, for "boycotting" is simply a brief way of designating the practice of bringing the public opinion of the union to bear on the member who is false to the obligations, express or implied, which he assumed when he became a member of it.

Suppose, for instance, that a certain practice, regarded as unprofessional, is expressly or impliedly forbidden to members of the union—as, for example, seducing good pupils from each other's schools. What is to be done to the teacher who resorts to it? The offence is not a violation of the school law, and therefore it cannot be visited with legal penalties. The only possible means the profession have of inflicting retribution is to "boycott" the offender—that is, to shun him, refuse to recognize him as one of themselves, freeze him out both socially and professionally. Members of the medical profession do this with their brethren who steal patients, or are guilty of the flagrant crime of advertising themselves. A similar practice prevails in the legal profession. A lawyer who is in the habit of doing unprofessional things will soon find himself treated by his fellow-lawyers as the leper was treated by the Jews of old—in other words, he will be "boycotted." And why should not teachers "boycott" offending brethren? As a matter of fact they do so now, but they might do it far more effectively if their profession were an organized one.

Apart from the question of "boycotting" altogether, the suggestion that teachers should organize themselves into a guild is a good one. The three objects to be attained are according to the *Educational Monthly*, (1) incorporation; (2) an influential voice in determining who are to be teachers; and (3) mutual benefits. This is putting the case for organization very mildly indeed. One of the most important effects of it would be to stimulate the growth of professional feeling amongst the teaching fraternity. At present they are a brotherhood only in name; it depends entirely on themselves whether they become one in reality. Incalculable benefit has been conferred on the working classes by organization. The average of individual intelligence has been enormously raised by business and other discussions in their unions, and in this direction a teachers' union would have a similar effect on its members. Their intelligence at present is rather of the bookish sort, valuable so far as it goes, but needing to be supplemented by culture of a more practical kind. Teachers' institutes, and conventions, and reading circles, are all good in their place, but the theory underlying them is that of pedagogical training—the development of professional skill rather than the promotion of a professional or guild spirit.

The subject will come up in a very practical shape at the meeting of the Provincial Teachers' Association next month. Those interested in it have been asked to meet in Toronto on the Monday before the opening of the Provincial Convention, and as the meeting will be one in which discussion can be carried on with the most perfect frankness it should be able to settle the question whether

a teachers' union is likely to be generally supported by the profession. The subject will be brought before the convention itself by Principal Dickson of Upper Canada College, who is to discuss the expediency of establishing a "College of Preceptors." Such a college, in the ordinary understanding of the term, would mean a professional body like the Law Society of Upper Canada, or the Ontario College of Physicians and Surgeons. It would be difficult to show that teachers have not as good a right to the status of a guild under the law as lawyers and doctors have. If it be said that part of the cost of education is borne by the Province at large, and that this part includes the maintenance of training schools, the obvious answer is, that whatever is paid out directly to schools is in diminution of local burdens, and that the question of maintaining training schools is one of expediency from the point of view of the general public. The question of granting incorporation to teachers would be just what it is now if the Government required the qualification without furnishing the training schools. Indeed, as these schools tend to increase competition by multiplying teachers, their existence is really one more argument in favor of allowing teachers to have some say as to the condition of entrance into their profession.

MATTHEW ARNOLD, in a recent address, said: "In America, in the colonies, and finally, in our own country also, the tendency will rather be, it seems to me, to strengthen and enlarge, more or less, the instruction given in the schools which we call elementary, schools for the mass of the community,—to say that that instruction, indeed, is indispensable for every citizen, that this is all the instruction which is strictly necessary, and that whoever wants more instruction than this must get it at his own expense as he can. Under these circumstances, the future of high culture and high studies must depend most upon the love of individuals for them and the faith of individuals in them. Perhaps this has always been their best support, and it is a support which, happily for mankind, will, I believe, never fail. In communities where there are no endowments these will be the only support of high studies and fine culture. But human nature is weak, and I prefer, I confess, that these supports, however strong and staunch they may be, of high studies and fine culture should not have the whole weight thrown upon them, should not be the only supports. Here is the great advantage of endowments, and public foundations fix and fortify our profession of faith toward high studies and serious culture."

Examination Papers Examined.

The circular, to which the following are replies, contained the following questions:

- (1). Were those Examination Papers, as a whole, such as to afford a fair and reasonable test of the fitness of candidates to receive non-professional certificates and to enter the High Schools, respectively?
- (2). If not, which of the papers were specially objectionable, and on what grounds?
- (3). What appears to be the cause of the faults indicated, and what remedy would you propose?

Yours respectfully,

Editor CANADA SCHOOL JOURNAL.

REPLIES FROM HEAD MASTERS OF HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

(Continued).

IX.

I object to the Grammar papers set for entrance candidates. The only prose sentence for analysis was so long and complicated that fully three-fourths of the pupils failed to grapple with it. They

seemed to misunderstand it entirely. The poetical stanza was, if anything, worse. Many of the pupils were staggered by unusual expressions, such as "asserting words," "modifying words," &c. The questions on orthoëpy and the words given for spelling were of a vexatious kind, and I suspect that many of the latter were mispronounced by the examiners themselves, so rarely do they occur in every-day life.

In regard to Second and Third Class papers, I had cherished the hope that with a Minister of Education who knows, as well as most Canadian educationists, the range and character of the work adapted to our Public Schools, we had seen the last of departmental cranks trying to make a reputation by the peculiar nature of their papers. Mr. Ross must be aware that a large amount of the time passed in teaching the fine points of Algebra, Chemistry, Botany, etc., to Public School teachers is, to a certain extent, lost, as the vast majority of them never have the chance of reproducing it in their subsequent work. Do let us train teachers in the branches they will have to teach. Consider for a moment the character of the examinations this summer. A specialist set the paper in Algebra, a specialist set the paper in science, a specialist seems to have been placed over commercial subjects, and I suspect that the specialist, the formidable *bite noir* of candidates, has equally had his hand on other departments. The catchy character of the questions may be determined by any general scholar who will take the trouble to peruse them. I do not think these strictures will apply with so much force to the questions set by Mr. Tilley, Mr. Hodgson, and Mr. White, who all seem to take a fair and intelligent view of the kind of work that ought to be exacted from candidates.

I wish it to be distinctly understood that I do not object to tolerably severe examinations characterizing our High School work, nor would I raise my voice against the present state of things were it not for the manifest unfairness cropping out in almost every quarter. We have to prepare pupils in about *twenty different* subjects, all of which must find a place on the time-table of our schools. Many of the pupils are completely unable to afford the time or the money necessary for so long a course as will enable them to reach the standard set this summer. The tolerably ample sweep of experimental work and close thought required in Chemistry alone would require a much longer time than is given to it in most schools. If we are going to teach Science on the inductive method *per se*, we must shorten the course or lengthen the period of study. The only way I can see to get out of the difficulty, if we are forced to maintain the present high standard, is to limit the age of Third Class candidates to 17 years, and that of Second Class to 20 years, requiring, also, that the latter shall be required to put in at least 2 years at some High School subsequent to taking a Third Class certificate. I know that some might do it in a shorter time, but my experience in teaching convinces me that they would not do it well, in fact that they would retain so little of what they had acquired as soon to make it almost valueless to them.

I think that many of the candidates, after taking a Third Class certificate on this plan, would be willing to return on the expiration of their certificates and put in the time necessary for securing a good Second Class standing. This phase of High School work is worthy of more consideration than it has yet received. I think that a person of merely 17 years of age is too young to hold a Second Class certificate, that he has neither the maturity of mind, the stability of character, nor that view of the dignity of his profession that ought to attach to the holder of a Second Class certificate.

The paper on Algebra, set this year for Second Class certificates, is too flagrantly unjust to need any reference. The maker of the paper sinned so often in airing his petty crotchets that I am strongly of opinion the Minister would consult the interest of the schools by removing him.

The paper on Second Class Book-keeping is one that trenches on the study of Law. If Book-keeping is to embrace the general principles of Commercial Law, teachers ought to know it. How otherwise can the full import of Bonds, Mortgages, Power of Attorney, etc., be understood? Question 8 on Second Class Book-keeping ought to be relegated to the subject of English composition.

It has nothing whatever to do with the principles of Book-keeping.

I deem it also a peculiar circumstance that the Education Department should prescribe the subjects of Price's Writing and Indexing for candidates, and not authorize or even recommend any text-book for the use of teachers.

I tried in vain to get one. I visited a good commercial college, consulted practical teachers of book-keeping in several schools,

examined the varying practice of Lawyers, Custom House Officers, Post Offices, etc., only to receive very little assistance adapted to my work. Till the subject was suddenly sprung on the schools hardly half a dozen teachers in the Province know enough about it to evolve any systematic mode of teaching it. It will not be surprising if candidates from the different schools show ludicrously different methods of dealing with it.

I am deeply sorry that I cannot sustain Mr. Seath in many of his papers, the more because I believe he has in him the elements of a good examiner. He has done much to reform the teaching of Literature in our schools, and his method is, in the main, the right one. But he seems to be too finical, gets out of the ordinary channel of expression and confuses the pupil with the number and fineness of his questions. He is continually asking for the development of the most delicate poetic thought, for the explanation of coloring in word pictures, when the average pupil is thankful if he can have a mere feeling or impression of the beauties involved, and utterly despairs of being able to express them.

Did it ever strike Mr. Seath that this power to develop the inner thought of so marvellous a poem as the Ancient Mariner is one that requires considerable maturity of mind or else a large share of the poetic temperament.

Were the majority of questions placed before our High School pupils this year submitted to University candidates of the First, Second, or even Third year, I should be satisfied with them and consider them very superior in kind.

As it is, I cannot resist the impression that they are generally a very poor gauge of the quantity and quality of the work done in our schools, and will, in their results, no way represent the general training of pupils.

A word more and I am done. I am inclined to fear very much for the future prosperity of our High Schools if this one-sided specialism continues to dominate in the Education Department.

Already a feeling of blank despair has settled on many hopeful and ambitious pupils who feel that the result of months of arduous toil is staked on something worse than a lottery.

Even should they attend school for another year they have no guarantee that it will fit them for the solution of mere mathematical puzzles or the elucidation of the finer thoughts in the realm of poetic fancy.

I cannot believe the rumors circulated in regard to the interested motives of some of the examiners. Dr. McLellan has done a noble work in raising the standard of mathematical training in our High Schools, and I am inclined to think Mr. Seath has just as grand a task before him in English subjects when once he has managed to get a little better method.

What we want in our High Schools is more time to do the work in. Pupils wish to move by steam power, parents push us, the whole educational arena is fraught with hurry, confusion, and cram. A heavy brake wants putting on the wheels.

X.

1. I think the papers both *unfair* and *unreasonable*.
2. ENTRANCE PAPERS.—The *History* paper was far too difficult. It required a ripeness of understanding and a power of generalization not usually met with in candidates of the average age.

Orthography.—Isolated words should not be given as a test in spelling.

Grammar.—The language is not familiar in some cases.

SECOND AND THIRD CLASS.—The papers on Coleridge are too intricate, the questions sometimes refer to doubtful points too *trifling* or too *subtle* to be made the basis of a question.

Of the questions on Chemistry, Second Class Algebra, and Coleridge we may say they are the "studies of specialists."

SECOND CLASS.—*Grammar*.—Two of the questions are historical. We were told in the Regulations that "Grammar is to be taught only as a means to speaking properly."

The two questions referred to would come very properly near the end of an honor course in Classics or English. At the B. A. examinations Toronto University, 1875, there was a question similar to one on the Second Class paper of this year.

SECOND AND THIRD.—*Drawing*.—There was too much required in the time to allow neatness. The same is true of the Entrance Paper.

On both Second and Third there was a question requiring the candidate to make a drawing on a *most absurd scale*.

The evils resulting from such questions are increased by having a "cast-iron" rule requiring a fixed percentage in each subject.

In connection with the Entrance Examination the character of the English papers shuts the High School to a large class of students who, though not brilliant in language, are possessed of ability for Mathematics or Construction. From this class come our mechanics.

XI.

1. Yes, with the exceptions noted under No. 2.

2. *Algebra*, Second Class, and *Literature*, Second and Third Class, and *English Grammar*, Second and Third Class.

In *Algebra*, questions 1, 3, 5, 6 and 8 are solved on principles not explained in any authorized text book. The solution of questions 2 and 4 by the methods explained in the authorized texts would, for an average candidate, occupy two hours. Questions 7 and 9, with 2 or 4, would not be sufficient for pass.

The papers, therefore, in my opinion, would be too high even if the Examiner sought to ascertain the relative instead of the absolute standing of the candidates.

In *English Literature* a special paper is put on "Prose," while candidates were led to expect no more than a composition on the Life of Hastings.

The two papers on Literature ought to be treated and valued as one.

In this subject the standard is higher than can be reached for some time, but little exception can be taken to anything in the papers beyond the ambiguous and unintelligible form in which the questions are put.

The objection of ambiguity may also be made against the papers in Grammar, but some of the questions in that subject are particularly unfair.

In question 3, Second Class, the candidate is asked to "justify" instead of "correct" a number of errors which various authors have inadvertently made.

No. 4 is in some manner unsuitable to a class that has not studied an inflected language, and need not have been put twice in the same examination.

The selection in question 6, Third Class, is much too difficult, and the want of punctuation in lines 10 to 14 renders the piece unintelligible. The whole paper seems more difficult than that set for Second Class.

In answer to question 3 I would say that it is unparliamentary to ascribe motives, and the only remedies I would suggest are a closer adherence to the rule which requires each paper to be submitted to a committee, or an enlargement of the rule which will compel the committee to read what they must become responsible for, and greater care in proof reading.

XII.

I am sorry I have not a set of the papers before me. It is now a month since I read the questions over, but I have still a vivid recollection of the impression which their perusal made upon my mind. I think it entirely unnecessary to answer your first question. How could an examination be a fair test, when the time allowed for some of the papers was only half as long as was needed, and when the very peculiar phraseology of the examiner was such as to leave the candidate in the dark with reference to his meaning.

With regard to your second question I have to say: (1) I am not accustomed to complain about the examinations, but on this occasion I am astonished that such a set of papers could have been approved by a committee composed of men who have been practical teachers. Any man may have his hobby, any teacher may fall into strange methods of propounding his questions, but that a whole committee of examiners should adopt these vagaries and whims and even absurdities, passes comprehension. If an examiner wishes the candidates to mention those words in an extract which may have no definite grammatical relations, why needs he to talk of "distinctly classifiable," etc.? What is the need of saying "exact construction?" Why not ask the boys and girls to parse and be done with it? Surely an examiner's aim should be to gauge the acquirements of the examined rather than to show himself off, or to thrust forward his own idiosyncracies. I could name an examiner (?) that sins egregiously in this respect. That question in the Second Class Grammar paper about "inflection" and "allocation" is not a fair one for those who have not studied Latin. It would be interesting to learn how many other candidates answered that question.

Again, that poetical extract found in the Third Class Grammar paper is simply outrageous. Unless pupils happened to be familiar with the whole poem, how could they understand "live the true life no more," and "love the indifference yet to be." From the wide field of literature could not the examiner have selected something within the range of ordinary comprehension? Some nobler sentiment than the ravings of a love-sick loon might be profitably looked for. I contend that such questions as these are wholly out of place in a Grammar paper. This is not Grammar. It may belong to Literature. Really, we look for something better from a man that has taught so many years. Has his elevation turned his head?

It was impossible for any candidate to answer satisfactorily in the time given the Second Class History questions.

The questions on Grammar for both Second and Third possess this merit:—They require thought. But there was no time for thinking. The same thing is true regarding the Literature papers. The time was insufficient.

Now, regarding remedies.

The remedy lies largely with the press. Discuss! discuss!—there is no use of any other "cussing."

Let the committee carefully and fearlessly supervise every question and allow no nonsense to appear on the papers. I would even prefer a return to the old County Board system to the continuance of the present style of puzzles, perplexities, and conundrums.

I have been forced to the conviction that it would be far better to abolish the examination on Grammar altogether than to follow on in the steps of the examiners of recent years. After all, what is the value of technical grammar? There is many a man that knows book grammar to perfection and yet cannot write with clearness and elegance. On the other hand many a graceful and perspicuous writer entirely eschews the grammar of the books. Would it not be sufficient to judge of a candidate's proficiency in grammar from his style as shown in his composition. Select, for instance, History and Literature, and let a pupil's style of answering in these subjects determine his standing in Grammar.

XIII.

() Examination papers generally satisfactory.

(2) Expressions used by Mr. Seath in his papers often not understood. The matter of his papers is good and his work will be appreciated in a short time. He must, however, simplify his language, especially for entrance candidates. The teaching of Grammar is below the mark, and if much improvement is to be made in High Schools a better foundation must be laid in the Public Schools. I am glad to know that thinking rather than cramming notes is to be the order of the day after this in English Literature.

Mr. Glashan's Algebra paper was too difficult. All Mathematical Masters know how easy it is for them to dash off as good solutions as those given by Mr. Glashan, but how difficult it is to get the average scholar to work out much simpler questions than his by similar methods.

Mr. Glashan and Prof. Young also, and I may add the other examiners, should remember that the course in English has been doubled, owing partly to Prose Literature being made more extensive, and partly to Mr. Seath's manner of examining requiring more thorough work. Other parts of the course also have been extended, and it is very difficult, therefore to find time to prepare candidates for difficult papers in all subjects.

XIV.

In reply to your letter I beg leave to answer question 1 of your circular by a most emphatic No.

The Second Class Algebra, Chemistry, and Geography; the Second and Third Class English and Drawing, and the Entrance Drawing, English Grammar, Orthography, and Orthöpy, and English Literature papers were certainly very objectionable.

The Second Class Algebra was an honor "Problem paper" and wholly outside the limit.

The English papers were so unintelligible, in consequence of peculiar phraseology, that even masters could not divine what the examiner was driving at.

The Third Class Drawing and Grammar papers were quite as difficult as Second Class papers on those subjects.

Seventy-five per cent. of Second Class Geography was outside the limit.

There were questions on the Chemistry papers so difficult and so general that even practical chemists would not be able to answer them fully within the time specified.

Mr. Seath's Entrance papers were so vague and indefinite that young minds could not grasp his thoughts.

I think the "cause of the faults" is that incompetent men, devoid of judgment, have too long presumed to set papers on subjects of which they either know next to nothing or else they cannot understand what candidates of average ability ought to be able to do.

I think the only satisfactory remedy is to remove examiners who, though they have had a fair trial, persist in setting unfair papers and in ignoring the expressed opinions of the teaching profession.

XV.

(1) The papers on the whole were fair, with the exception of *a'* Mr. Seath's papers and the Algebra.

(2) All of Mr. Seath's papers are very objectionable because I think no paper should be set the questions on which are so ambiguous that both teachers and pupils are in doubt as to what he means. His Entrance papers were an outrage on common sense. The Entrance Orthography paper was much more difficult than the one in that subject for Second Class candidates. Comment is needless. If Mr. Seath is not stopped he will ruin our system. Some of the other papers, such as History and Drawing, required more time to fully answer them than was given.

(3) Every paper set should be approved by the whole central committee before it is finally adopted, and the same examiner should set all the papers on the same subject.

XVI.

The papers for Entrance were too difficult, especially those on (1) Literature, (2) Grammar, (3) History, (4) Drawing. In the first place they were too long; and, secondly, they were decidedly above the range of pupils who should be in our High Schools and would be benefitted by a High School course, but who are not likely to get there owing to the difficulty of the examination. In the teachers' examinations the following papers struck me as being altogether too difficult; when I say difficult I do not wish it to be understood that I object to a difficult paper so long as the paper requires a good, fair knowledge to answer it: (1) The Grammar; (2) Literature; (3) Algebra of both Second and Third Class; (4) Chemistry of Second Class. These papers were unreasonable because they were either obscure or else "catchy," which is the worst feature a paper can have.

The cause of the whole matter is that the examiners do not know their business. That, I think, is an obvious cause to even the most blind observer. (This last is not intended as an example of oxymoron.)

First I would propose: Let the University take the examinations in hand. We do not find such gross blundering in the University examinations, and if an examiner does make a few slips he is generally removed. Let good men and not "cranks" be appointed. No man should set a paper for entrance who has not taught in a Public School. Let the Entrance be a County examination and not a Departmental one. There will be then a uniformity, and let the papers be made out by the joint Board of Head Masters and Inspectors. There is no danger of crowding the schools. That does not pay now. Let the other examinations be in the hands of a joint board composed of University men representing the different Universities, say ten, with a chairman. Let the paper of every examiner be submitted to the Board.

XVII.

(1) No.

(2) *For Entrance.*—English Grammar was too difficult for candidates of the age of those who usually enter the High School. The standard of examination should be raised gradually, not all at once. The examination on English History demanded a knowledge of the subject more minute than could be reasonably expected of Entrance candidates. Several of the questions, both in English Grammar and History, should have been stated in simpler language. In Orthography it was too severe a test to ask for the correct spelling of a list of difficult words.

For Third Class Non Professional Certificates.—The English Grammar and English Literature examinations were too difficult; almost, if not quite, as difficult as the papers on these subjects for Second Class candidates, besides the time allowed was not sufficient to permit of full answers to all the questions. The examiner in some cases failed to make his meaning clear to the minds of the candidates. An excellent feature of the examination in Literature was its adherence to the text.

In German the examiner did not confine himself within the prescribed limits.

The papers on Writing and Book-keeping were too long for the time allotted.

For Second Class.—The Algebra was of an unusual character and much too difficult. In point of difficulty it was out of all proportion to the examination in Arithmetic, a subject of much more practical importance to the Second Class teacher.

The Euclid paper was too long.

(3) Defective judgment in expecting too much of minds not yet matured.

REMEDIES SUGGESTED.—That in future the Examining Board be composed of a number of members of the Central Committee, as at present, and an equal number appointed by the Provincial Teachers' Association at its annual meeting. That no paper be wholly prepared by any one member of the Examining Board, but that one member of the Central Committee and one of the appointed Committee act conjointly in the preparation of each paper. Of course no one should be eligible for appointment by the teachers who is connected with any school sending up candidates for examination

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—JULY
EXAMINATIONS, 1886.

HIGH SCHOOL ENTRANCE.

LITERATURE.

Examiner—John Seath, B. A.

NOTE. —A maximum of 5 marks may be allowed for neatness.

1. Burned Marmion's swarthy cheek like fire,
And shook his very frame for ire;
And—"This to me!" he said,
"An 'twere not for thy hoary beard,
Such hand as Marmion's had not spared
To cleave the Douglas' head!
"And first, I tell thee, haughty peer,
He who does England's message here,
Alt'ough the mearest in her state,
May well, proud Angus, be thy mate:
And, Douglas, more I tell thee here,
E'en in thy pitch of pride,—
Here in thy hold, thy vassals near,
(Nay never look upon your lord,
And lay your hands upon your sword)—
I tell thee, thou'rt defied!
And if thou saidst, I am not peer
To any lord in Scotland here,
Lowland or Highland, far or near,
Lord Angus, thou hast lied!"

[a] Explain the meanings of "Burned like fire," "his very frame," "An 'twere not for thy hoary beard," "spared to cleave," "thy pitch of pride," "peer." ll. 7 and 17. (*Value*, $2 \times 7 = 14$).

[b] Arrange the words in ll. 1 and 2 in the usual order of the words in a sentence. (*Value*, 3).

[c] "This to me." Supply the words left out here and explain how Marmion came to leave them out. By means of a paraphrase express fully what this exclamation means. (*Value*, $3 \times 3 = 9$).

[d] What opinion does Marmion hold of England? Give your reasons for your answer. (*Value*, 4).

[e] To whom are ll. 14 and 15 addressed, and what did those addressed mean by their actions? (*Value*, $1+3$).

[f] Explain the reasons for the unusual punctuation marks in ll. 12, 14, and 15. (Value, 3).

[g] Give, in a few words, the statements Marmion makes here, and tell why he uses the words "Such hand as Marmion's," and the words in ll. 17 and 19. (Value, 4+3).

[h] Point out a very bad rhyme in this passage. (Value, 2).

[i] Name the emphatic words in ll. 3 and 8-10. What feelings should be expressed in reading "This to me?" (Value, 4+3).

2. The closing scene of French dominion in Canada was marked by circumstances of deep and peculiar interest. The pages of romance can furnish no more striking episode than the battle of Quebec. The skill and daring of the plan which brought on the combat, and the success and fortune of its execution, are unparalleled. A broad open plain, offering no advantage to either party, was the field of fight. The contending armies were nearly equal in military strength, if not in numbers. The chiefs of both were already men of honorable fame. France trusted firmly in the wise and chivalrous Montcalm. England trusted hopefully in the young and heroic Wolfe. The magnificent stronghold, which was staked upon the issue of the strife, stood close at hand. For miles and miles around, the prospect extended over as fair a land as ever rejoiced the sight of man—mountain and valley, forest and waters, city and solitude, grouped together in forms of almost ideal beauty.

[a] What is the subject of this paragraph? (Value, 2).

[b] Give for each of the following a meaning that may be put for it in the above: "The closing scene of French dominion," "execution, unparalleled," "equal in military strength, if not in numbers," "which was staked upon the issue of the strife," "in forms of almost ideal beauty." (Value, 3x6=18).

[c] Name some of the "circumstances of deep and peculiar interest," and show that the statement in the second sentence is a just one. (Value, 4+4).

[d] Justify, from what you know of the lives of Montcalm and Wolfe, the use of the italicized words in "France trusted firmly in the wise and chivalrous Montcalm. England trusted hopefully in the young and heroic Wolfe." (Value, 6).

[e] Explain the reason for the arrangement of the nouns in "mountain . . . solitude." (Value, 3).

[f] Distinguish the meanings of "success" and "fortune," and "episode" and "event." (Value, 2x2).

3. Make a brief statement of the lessons you have learned for your guidance in life, from the selection entitled "The Truant."

READING.

Examiner—John Seath, B.A.

In the examination in Reading, the local examiners shall use one or more of the following passages, paying special attention to Pronunciation, Emphasis, Inflection, and Pause. They shall also satisfy themselves by an examination on the meaning of the reading selection, that the candidate reads intelligently as well as intelligibly. Twenty lines, at least, should be read by each candidate. A maximum of 50 marks may be allowed for this subject.

- I. Before Sedan, - - - pp. 199-200
- II. A Christmas Carol, - - - " 207-208
- III. Canada and the United States, - " 199-200

ORTHOGRAPHY AND ORTHOEPY.

Examiner—John Seath, B.A.

NOTE.—Twenty-five of the fifty minutes allowed for this subject are to be allotted to A, which is to be read to the candidates three times—the first time to enable them to collect the sense; the second time, to write down the words; and the third, for review. At the end of the twenty-five minutes the presiding examiner will distribute B among the candidates, who will, after writing their answers, fold them and hand them in with their work under A. Two marks are to be deducted for each mistake in spelling, and one for each mistake in pronunciation.

A.

Political economy does not pretend to examine all the causes of happiness; and those moral riches which can be bought and sold are no part of wealth in our present use of the word. The poor man

who has a good conscience, affectionate friends, and sound health, may really be much happier than the rich man who is deprived of such blessings. On the other hand, a man need not lose his good conscience, and his other sources of happiness, when he becomes rich and enjoys all the interesting occupations and amusements which wealth can afford.

apparition, mediaeval, temporarily, doughty, transferable,
 bivouacked, obliquely, placidly, aerial, complacently,
 rhetorician, abysses, beleaguers, nucleus, pinnacle.

B.

Indicate fully the pronunciation of the following words:

tremendous, ravine, Solferino, hovering, Notre Dame,
 heroine, violent, masculine, cowardice, Munich,
 Ardennes, alien, bayonets, sanguine, extraordinary.

Accent the following:

harassed, peremptory, exigencies, Genoa, traversed,
 discipline, precedence, decorous, area, contemplating.

Practical.

EASY QUESTIONS FOR EXAMINERS.

Why not invite the authors of the teachers' examination papers to worry a few problems into shape themselves before they are permitted to engage in the annual massacre of candidates for certificates? It could not but prove a wholesome preliminary to the official duties they perform with so much energy and ardour. Why not assail them with a programme like the following for instance:—

"Total number of marks obtainable, 100. Necessary to pass, 50 per cent. Time, two hours.

"(1) Value 12, time 20 minutes."

If it takes an examiner 9 months 4 days 7 hours and 37 minutes to prepare a double action, lock-spring, patent catch problem, by what rule may a candidate find the solution in 11 minutes 59½ seconds?

"(2) Value 8, time 15 minutes."

What is the exact profit, Canadian currency, in the pursuit of the fanciful and theoretical as against the sound and practical in educational acquirements?

"(3) Value 10, time 15 minutes."

If a skillful stenographer can transcribe his notes at the rate of 25 words a minute, what is to prevent a candidate for a certificate engaged in the solution of a difficult problem from writing 2,000 words in twelve minutes? Give examples.

"(4) Value 20, time 10 minutes."

If it could be shown to be fitting that the glorious, pious, and immortal memory of George Washington should be celebrated on the 17th of March, would there still exist historical objections to the observance of the anniversary of American Independence on the 1st of April?

"(5) Value 15, time 20 minutes."

If x and carry 1 represent the majority of a candidate in an election, by how much would he have been defeated if he had divided his vote with a third candidate?

"(6) Value 20, time 25 minutes."

If it takes three examiners 6 months 12 days and 14 hours to pluck ten students what should be the highest quotation for feathers on the 1st of March next?

"(7) Value 15, time 15 minutes."

Estimate the excess of theoretical examiners over the actual needs of the population.—Globe.

Miss Rosa Cleveland has undertaken the editorship of "Literary Life" at Chicago. Her first efforts have not pleased the critics.

Ginn & Company have in press a new work on "The Elements of Plane and Solid Analytic Geometry." By John D. Rankle, Walker Professor of Mathematics, Massachusetts Institute of Technology, Boston. It is intended specially as a textbook for use in teaching larger classes of students.

Question Drawer.

QUESTIONS.

I obtained a Second Class Non-Professional last summer, attended the Model for about a month, when I was taken ill and continued seriously so throughout the term. Would I now be permitted to teach without again attending the Model? MAGGIE R.

Can a person who taught in Ontario and paid into the Superannuation Fund, obtain a refund of any portion of the amounts paid, and if so, how? G. F.

ANSWERS.

MAGGIE R.—We fear not without a special permit from the Department. Whether that is ever granted in such cases we do not know. You had better write directly to the Secretary of the Education Department.

G. F.—Section 202 of the School Act provides that any teacher desiring to remove his name from the list of contributors to the Superannuated Teachers' Fund shall be entitled to receive back one-half of any sums paid into the fund. Apply to the Secretary of the Education Department.

It is plain that R. C. C., in August Drawer, is in error in his idea of Exercise 1, paper V., p. 199, of Hamblin Smith's Arithmetic, as he loses sight of the fact that before the purchaser can "make \$520," or any sum, he must make good his loss of the cost of \$80 of worthless bills, that is, $\$80 \times 76\frac{1}{2} = \$61.06\frac{1}{2}$, and, therefore, the whole gain on the bills sold must be $\$520 + \$61.06\frac{1}{2}$, or $\$581.06\frac{1}{2}$, and $\$581.06\frac{1}{2} - 23\frac{1}{2} = \$2,455\frac{1}{2}$, adding the \$80, we have $\$2,535\frac{1}{2}$, the answer given.

The answer to Edna Mapleton's problem is 1, 3, 9, 27. By continuing the ratio of 3 the problem may be extended to any length; thus, with weights of 1, 3, 9, 27, 81 any number of lbs. from 1 to 121 may be weighed, and so on to any extent. H.

Sherbrooke, Aug. 7, 1886.

In my opinion the solution given in last No. to question 1, paper V., page 199, Hamblin Smith's Arithmetic, is not correct. My solution would be as follows:—

Cost of \$100 of bills = $\$75 + 1\frac{1}{2}\%$ of $\$75 = \76 .

\therefore Gain on \$100 = $\$24$.

His gain was \$520.

If the bills had all been good his gain would have been $\$520 + 3 \times \$10 + \$50 = \600 .

\therefore $\$24 =$ gain on \$100.

\therefore $\$600 =$ gain on $\$2,500 =$ answer.

H. S. gives a different answer, but I think it is wrong.

R. G. NESBITT, Woodville.

Educational Notes and News.

The Petrolia High School Board of Trustees have decided to heat the school by steam.

There were last year in England forty-two training colleges containing 3,234 students.

The inspectors in England in 1885, found 40,706 certificated teachers in the schools they visited.

At the recent Matriculation Examinations of Trinity College, Toronto, eighteen candidates were successful.

In 1885 the school population in organized districts of Manitoba was 15,850, with 13,074 of these actually attending school.

The total number of children inspected in English schools during the year ending August, 1885, was very nearly four millions.

In 1871 there were sixteen Protestant schools in the Province of Manitoba, with an attendance of 816. In 1885 there were 426.

A Sunday-school teacher in Liethfield told his infants to ask any questions they had in their minds, and a little one asked, "When is the circus coming?"

Sixty-four School Districts in Manitoba were authorized last year to borrow sums ranging from \$280 to \$1,500 for the purpose of building school-houses.

About sixty candidates passed the recent examinations for matriculation into Victoria University, but a number of them were conditioned in special subjects.

In the pronouncing contest at Grimsby Park, the first prize was awarded to T. J. Parr, Woodstock; the second to Dr. Withrow, Toronto; and the third to Miss Edwards, Seaforth.

The average attendance at the Protestant schools of the Province of Manitoba during the last five years has reached the following percentage of the enrolment:—1881, 40.8; 1882, 47.1; 1884, 55.7; 1885, 60. A very encouraging gain.

According to Commissioner Eaton's report the school population of the thirty-eight States is 16,515,463; for the ten Territories 283,939; total, 16,694,402. Sixty-seven per cent. of these are in attendance upon the schools of the country.

In 1876 the total expenditure for Protestant schools in Manitoba was \$11,357.54. In 1885 the total expenditure was \$320,899.63. In 1876 there was in Winnipeg one Protestant teacher with thirty pupils. In 1885 the number of teachers was forty-five and the number of enrolled pupils 2,300.

During the year 1885, 296 candidates were examined as candidates for teachers' certificates. For first-class, six out of sixteen were successful; for second, thirty-seven out of seventy-eight; and for third eighty-two out of 302. A considerable number of certificates were granted on grounds other than examination.

According to the Annual Report of the English Educational Department there were in August, 1885, 19,063 day schools under separate management on the list for inspection and claiming grants. These contained 28,650 departments under separate head-teachers, with accommodation for 5,061,563 scholars. The number on the registers was 4,465,818, furnishing an average attendance of 3,406,076.

ENTRANCE EXAMINATIONS.

TO

HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

The next Entrance Examination to High Schools and Collegiate Institutes will be held on December 21st, 22nd and 23rd.

The following is the limit of studies in the various subjects:—

Reading.—A general knowledge of the elements of verbal expression, with special reference to emphasis, inflection, and pause. The reading, with proper expression, of any selection in the Reader for Fourth Book classes. The pupil should be taught to read intelligently as well as intelligibly.

Arithmetic.—Numeration and notation; the elementary rules; greatest common measure and least common multiple; reduction; the compound rules; vulgar and decimal fractions; elementary percentage and interest.

Literature.—The pupil should be taught to give for words or phrases meanings which may be substituted therefor, without impairing the sense of the passage; to illustrate and show the appropriateness of important words or phrases; to distinguish between synonyms in common use; to paraphrase difficult passages so as to show the meaning clearly; to show the connection of the thoughts in any selected passage; to explain allusions; to write explanatory or descriptive notes on proper or other names; to show that he has studied the lessons thoughtfully, by being able to give an intelligent opinion on any subject treated of therein that comes within the range of his experience or comprehension; and especially to show that he has entered into the spirit of the passage by being able to read it with proper expression. He should be exercised in quoting passages of special beauty from the selections prescribed, and in reproducing, in his own words, the substance of any of these selections, or of any part thereof. He should also obtain some knowledge of the authors from whose works these selections have been made.

Orthography and Orthoepy.—The pronunciation, the syllabication, and the spelling from dictation, of words in common use. The correction of words improperly spelt or pronounced. The distinctions between words in common use in regard to spelling, pronunciation, and meaning.

Writing.—The proper formation of the small and the capital letters. The pupil will be expected to write neatly and legibly.

Geography.—The form and the motions of the earth. The chief definitions as contained in the authorized text-book; divisions of the land and the water; circles on the globe; political divisions; natural phenomena. Maps of America, Europe, Asia, and Africa. Maps of Canada and Ontario, including the railway systems. The products and the commercial relations of Canada.

Grammar.—The sentence: its different forms. Words: their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The nature of the clauses in easy compound and complex sentences. The government, the agreement, and the arrangement of words. The correction, with reasons therefor, of wrong forms of words and of false syntax. The parsing of easy sentences. The analysis of simple sentences.

Composition.—The nature and the construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises. Changing the voice of the verb; expanding a word or a phrase into a clause; contracting a clause into a word or phrase, changing from direct to indirect narration, or the converse, transposition. Changing the form of a sentence, expansion of given heads or hints into a composition, the contraction of passages, paraphrasing prose or easy poetry. The elements of punctuation. Short narratives or descriptions. Familiar letters.

Drawing.—Drawing books No. 4 and No. 5 of the Drawing Course for Public Schools.

History.—Outlines of English history; the outlines of Canadian history generally, with particular attention to the events subsequent to 1841. The Municipal Institutions of Ontario, and the Federal form of the Dominion Government.

At the December examination the marks assigned for English History will be 75 as heretofore, but 25 additional marks will be awarded as a maximum bonus for Canadian History. In July, 1887, and subsequently, English and Canadian History will be valued as prescribed in the regulations.

Examination papers will be set in Literature from the following sources in the new Ontario Readers, the only series now authorized use:

DECEMBER, 1886.			
1. The Truant,	-	-	pp. 46—50
2. The Vision of Mirza— <i>First Reading</i> ,	-	-	" 63—56
3. " " " <i>Second Reading</i> ,	-	-	" 68—71
4. The Bell of Atri,	-	-	" 111—114
5. Lochinvar,	-	-	" 169—170
6. A Christmas Carol,	-	-	" 207—211
7. The Ride from Ghent to Aix,	-	-	" 285—287
8. A Forced Recruit at Solferino,	-	-	" 287—288
9. National Morality,	-	-	" 295—297

JULY, 1887.			
1. The Vision of Mirza,	-	-	pp. 63—66 and 68—71
2. The Death of Little Nell,	-	-	pp. 100—104
3. The Bell of Atri,	-	-	" 111—114
4. Dora,	-	-	" 137—141
5. The Changeling,	-	-	" 205—206
6. A Forced Recruit at Solferino,	-	-	" 287—288
7. National Morality,	-	-	" 295—297
8. The Two Breaths,	-	-	" 314—319

Time-table of the Examination, December, 1886.

TUESDAY, DEC. 21ST.			
9.00 to 11 A.M.	-	-	Composition.
11.15 to 12 noon.	-	-	Drawing.
1 to 3 P.M.	-	-	Arithmetic.
3.10 to 4 P.M.	-	-	Orthography and Orthoëpy.
WEDNESDAY, DEC. 22ND.			
9.00 to 11.00 A.M.	-	-	Grammar.
11.15 to 12.30 P.M.	-	-	Geography.
2.00 to 3.30 P.M.	-	-	History.
THURSDAY, DEC. 23RD.			
9.00 to 11 A.M.	-	-	Literature.
11.10 to 11.30 A.M.	-	-	Writing.

Reading to be taken on the above days at such hours as may suit the convenience of the Examiners.

LITERATURE SELECTIONS.

FOR TEACHERS' NON PROFESSIONAL EXAMINATIONS, 1887.

Class III.

English: The following selections from the new High School Reader will be the subjects for Examination in Literature for candidates for the non professional third class certificate, but the oral examination in Reading will not necessarily be confined to these selections.

PROSE.			
No. XV.	Addison.	—The Golden Scales,	pp. 88—92
" XXII.	Goldsmith.	—From "The Vicar of Wakefield,"	" 127—133
" XLV.	Arnold.	—Unthoughtfulness,	" 227—234
" LVII.	Carlyle.	—Death of the Protector,	" 274—282
" LXIII.	Thackeray.	—The Reconciliation,	" 308—354
" LXII.	Stanley.	—Arnold at Rugby,	" 350—354
" LXXIV.	George Eliot.	—From "The Mill on the Floss,"	" 356—359
" LXXXVII.	Ruskin.	—The Mystery of Life,	" 390—396
" XCII.	Goldwin Smith.	—England in the Eighteenth Century,	" 409—411
" XCIII.	Huxley.	—A Liberal Education,	" 412—416

POETRY.			
No. XXXV.	Byron.	—The Isles of Greece,	pp. 211—214
" LVI.	Bryant.	—To the Evening Wind,	" 272—273
" LXVII.	Longfellow.	—The Hanging of the Crane,	" 336—342
" LXIX.	Clough.	—As Ships Becalmed,	" 346—348
" LXXIX.	Tennyson.	—The Lord of Burleigh,	" 370—372
" LXXXI.	Tennyson.	—The Revenge,	" 373—377
" XC.	Matthew Arnold.	—Rugby Chapel,	" 401—407
" CI.	Swinburne.	—The Forsaken Garden,	" 422—424
" CV.	E. W. Gosse.	—The Return of the Swallows,	" 437—438

Latin: Caesar.—Bellum Britannicum.
French: Lamartine.—Christophe Colomb, XXV—XL.
German: Das Kalte Herz (from Das Wirtshaus im Spessart) in Pitt Press series, or pp. 1-37, l. 15, Williamson & Co's edition.

Class II.

English: Thomson.—The Seasons—Autumn and Winter.
 Southey.—Life of Nelson, (last three chapters).
Latin: Caesar.—Bellum Britannicum.
 Cicero.—In Catilinam, I.
 Virgil.—Æneid, I.
French: Lamartine.—Christophe Colomb.
German: Hauff.—Das Kalte Herz.
 Scheller.—Der Gang nach dem Eisenhammer.

Class I.
 GRADE C.*

English: Thomson.—The Seasons—Autumn and Winter.
 Southey.—Life of Nelson, (last three chapters).

GRADES A. AND B.*

Chaucer.—Prologue and the Nonne Prestes Tale.
 Milton.—Paradise Lost, B. II. Sonnets and Epitaph on Shakespeare.
 Pope.—Prologue to the Satires.
 Wordsworth.—Ode on the Intimations of Immortality.
 Tennyson.—Guinevere and the Passing of Arthur.
 De Quincey.—The Confessions of an English Opium Eater.
 Macaulay.—John Milton.

The following editions of the above are mentioned for the information of candidates: Chaucer, Milton, and Pope, Clarendon Press.
 Candidates are recommended to consult the following books of reference: Dowden's Mind and Art of Shakespeare, or Gorvinius' Commentaries, or Hudson's Life, Art and Characters of Shakespeare; English Men of Letters Series, Stedman's Victorian Poets, Hutton's Literary Essays, Minto's Manual of English Prose Literature.

*The selection from Shakespeare prescribed by the University is the play of Timon of Athens, but this is not prescribed here, pending an application made by the High School masters for a change.