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# The Canada School Journal.

Vol. IX.

TORONTO, JULY, 1884.

No. 7.

## The Canada School Journal

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### CANADA SCHOOL JOURNAL HAS RECEIVED

*An Honorable Mention at Paris Exhibition, 1875.*

*Recommended by the Minister of Education for Ontario*

*Recommended by the Council of Public Instruction, Quebec.*

*Recommended by Chief Superintendent of Education, New Brunswick.*

*Recommended by Chief Superintendent of Education, Nova Scotia.*

*Recommended by Chief Superintendent of Education, British Columbia.*

*Recommended by Chief Superintendent of Education, Manitoba.*

*Recommended by the Chief Superintendent of Education, P. E. Island.*

The Publishers frequently receive letters from their friends complaining of the non-receipt of the JOURNAL. In explanation they would state, as subscriptions are necessarily payable in advance, the mailing clerks have instructions to discontinue the paper when a subscription expires. The clerks are, of course, unable to make any distinction in a list containing names from all parts of the United States and Canada.

### THE HOLIDAYS.

School is over, school is over !  
Down the hazel brake we go,  
Where the nuts in leafy cover,  
And the ripe blackberries grow.

Head the ship for England !  
Shake out every sail,  
Blithely leap the billows,  
Merrily sings the gale.  
Captain, work the reckoning ;  
How many knots a day ?  
Round the world and home again  
That's the sailor's way.

Prospera lux oritur : linguisque animisque favete,  
Nunc dicenda bona sunt bona verba die.  
Lito vacent aures, insanaque protinus absint  
Jurgia : differ opus, livida lingua, tuum.  
Salvo, laeta dies, meliorque revertoro semper,  
A populo rerum digna potente coli.

Enough for one year of schools, school-houses, teachers, trustees, parents, pupils, programmes, plans, methods, conventions, laws, regulations, and examinations. Now in well earned holidays let us put on a holiday spirit, and cast dull care and drudgery behind us. This is the time for healthful relaxation, for toning up the overwrought nervous system, for storing up vital energy, developing muscle, expanding the lung space and throwing off the effect of confinement in a vitiated atmosphere. Sunshine and pure air, healthful exercise on the saddle, at the

oar, with the hay fork, the bat, the bicycle, the geological hammer, the botanical portfolio, the agent's satchel, the fishing rod and the berry-basket—these are natural remedies after six months' severe toil in the school-room amid chalk-dust and carbonic acid. Change of scene, cheerful companions, cheerful books, merry pic-nics, amusing expeditions to forest, lake and mountain sunshine and laughter, plenty of wholesome food and balmy sleep, these will soon bring the flush of bounding health and animal spirits back to the wearied teacher and cast the shadows of the past behind him. Brethren and sisters, the holiday number of the CANADA SCHOOL JOURNAL comes to preach to you the gospel of joyous holiday and relaxation.

"We educate our minds and neglect our bodies," says Paxton Hood. "It is now clearly seen that one powerful means for procuring a healthy mental state, is to procure a healthy bodily state, not merely the absence of disease but that state in which all the faculties are fulfilling, with ease and delight, their various degrees of strength and growth. Do not run into debt with Nature," he continues, "let every day pay its own way. Wines and rich meats, and injudicious sleep, and injudicious exercise, drain the health from the blood and by and by will present a terrible balance-sheet for instant settlement.

EDUCATE YOUR SKIN.—The state of the skin exercises no inconsiderable influence over the whole state of the body. Many persons impair their nervous state by never thoroughly cleansing their body, for the sensibility of the skin gives a tone to the temperament. In its healthy state it is capable of exquisite enjoyments, which many never experienced. The wind and the fanning breath of the air, the cold but bracing atmosphere—these are an inspiration and an enjoyment to those whose frames have been rendered sufficiently healthy and hardy to enjoy them.

EDUCATE YOUR MUSCLES.—Thank God, if you are compelled to walk. Carriage exercise is a mere joke and does the horses far more good than the riders. It is one of the penalties entailed upon our present state of civilization, that we have but little exercise; our mechanics, artisans, manufacturers (and teachers) scarcely ever exercise their limbs. A good smart walk of ten, twenty, or thirty miles, this is a blessing: the writer knows it, for there are few counties in England or Wales, where he has not measured some hundreds of miles on foot. The muscles unexercised, acquire lassitude, weariness, and soon give up all exertion. Instead of exulting in a walk of thirty miles, they tremble at the bare idea of walking one. But walking, walking, what pleasure there is in the mere act of walking upon some long pleasant level! if relieved by alternating hill and dale, so much the better. My poor lackadaisical brethren, I must e'en pity them, and perhaps laugh at them; and have I not earned the right to do so? for as a pedestrian, some of the fairest

scenes in all the broad borders of England have unveiled themselves to me. Walk, leap, run, exert arm, leg, body; but, in some way or other exercise!

**EDUCATE YOUR SLEEP.**—Many persons have habituated themselves to a very sparing allowance of four or five hours on the average. But there are few for whom it is sufficient; from seven to eight hours should be the average of your sleep. Yes! if you would create and make time *educate your sleep*.

Thus far the Rev. Paxton Hood. And now the editor throws away his quill and runs to catch the steamer for Niagara with a feeling closely akin to that of a certain New York pastor who threw his satchel on the table of a summer boarding house down in New Jersey with the remark, "There, thank goodness, I shall not have to preach or *pray* for the next six weeks."

### THE DRAWING MASTER, THE TRUSTEE, AND THE DRAWING-BOOK.

In our last issue we referred to the combination of a Toronto trustee with a Toronto drawing master to manipulate for their personal gain the text-books of the schools with which they are officially connected. We observed that a good text-book for elementary classes must of necessity be the work of a practical teacher well acquainted with the details of the subject possessed of the power to present the matter in an attractive form and with due regard to the requirements of educational method. It fell to our lot to point out that although Mr. O'Brien may be a good artist with the brush, he shows a lamentable lack of power when he stands with the crayon to teach elementary drawing to a class in the public schools. It is manifestly quite possible to paint pretty good landscapes and at the same time to know very little of elementary drawing. We believe Mr. O'Brien has confessed as much in his letter to the secretary of the Art School declining to undertake the duty of examiner and acknowledging that he was not familiar with the principles of scientific drawing. The letters also in the daily press which have recently appeared describing his want of method and consequently of success with junior classes abundantly prove his inability to claim the rank of a practical teacher of drawing.

The questions naturally arise: Is such a gentleman competent to produce a text-book on the subject? Is it conceivable that any advantage will result from his efforts except the benefit to himself and his trustee-publisher? What could induce any man to undertake work which he does not pretend to understand? Is it allowable for a trustee and a teacher thus to arrange for a total change of books and system in their schools for their own private advantage? The public will simply get no system in the place of a well-tried system, and an inferior text-book by an amateur will displace the finely graded course. The crude performance of an inexperienced teacher published by an interested trustee will hardly satisfy the people of Toronto. The taint of personal aggrandizement will cling to the whole transaction, for it may be briefly summed up as *useless expense to parents, confusion in the schools, and*

some little pecuniary profit to two gentlemen who use their public position for their own private advantage.

While he adheres to his proper sphere Mr. O'Brien commands our respect, but when he enters into a doubtful combination with a trustee to fast upon the public schools an inferior text book on a subject of which he knows nothing practically, we feel obliged to enter our emphatic protest and bring the whole matter thus prominently into public notice.

The increased volume of correspondence to this JOURNAL is one of the hopeful signs of the times. It is to be hoped that experienced men and women all along the lines will take the pains to write short accounts of their experiments and results for the benefit of the younger members of the profession.

If the financial and social standing of teachers is to be elevated, *the teachers must do it themselves*, they must not leave it to others. When the true professional spirit, the real *esprit de corps*, animates the whole army of teachers, they will move in solid column and their combined influence will be a power that will brush aside all opposition and procure for them their just position and reward!

### CURRENT LITERATURE A NECESSITY.

It becomes more and more evident to those who come in contact with our young teachers that the daily paper and the magazine are almost as essential to a teacher's daily life as desks and books. There are daily papers published at even three dollars a year and teachers in rural schools would do well to consider whether they can afford to cut themselves off in isolation from the great stream of the world's thought and work for a whole week at once. Any teacher of enterprise could soon organize an exchange club among his neighbors in adjoining sections. If a teacher never reads a first-class review, never sees a daily paper, reads no professional journal he will soon find himself as completely out of date as some moss-covered fossil in the middle of a hemlock swamp. There is no money better invested. The CANADA SCHOOL JOURNAL would not be true to its mission did it not urge on teachers the apparent prodigality of spending their last dollar rather than become isolated from the great currents of modern civilization. Such prodigality is the truest economy.

### UNIVERSITY FEDERATION.

The *Christian Guardian*, the chief organ of the Methodist church in this province, has at length taken a firm stand for a new departure in higher education. The *Guardian* remarks that the Union has made changes inevitable in their college work and that the present is a good time to consider any scheme that would allow Methodists to share in the advantages of the state provision for university education. The religious oversight of the students, and security as to the character of professors being guaranteed, the *Guardian* declares that it would be neither wise nor patriotic for the denomination to

stand aloof and hand over the endowments of the university to other churches which have no better claim to them than the Methodists. It observes that there is good ground to believe that the Ontario government is disposed to go as far in formulating a plan that would be acceptable to the Church Colleges as the public sentiment of the country will warrant. It asks, "Are our people generally willing to hand over our State University to Presbyterians, Baptists and others, as if they had rights to its advantages that Methodists have not? Can there be any reasonable doubt that by bringing Victoria College into closer relations to our Provincial University we would widen the sphere of our Church influence, and increase the spirit of inter-denominational unity, which now happily prevails?"

Every friend of higher education must sympathise strongly with this common sense view of the situation. The plan is perfectly feasible, and deserves the most careful and friendly consideration on all hands. University College, whatever may be its shortcomings of whatever its achievements, is not the University of Toronto. The University is wide enough to include a cluster of colleges, each having its own internal government and working on its own special lines, just as the Dominion can embrace a score of provinces. A loving and catholic spirit is all that is necessary to ensure the successful arrangement of mere matters of detail. If Victoria College is removed to Toronto and placed in close connection with Toronto University it will immediately assume a leading place and wield a power before unknown. It will be able to maintain the finest theological department in the province, and will receive endowments and equipment which will astonish its warmest friend. We speak guardedly in saying that the Methodist Church has not yet put forth half its real energy in this matter, surprising as its efforts have already proved to outsiders. On the other hand, the University gains in geometric proportion with every additional college added to the circle. Let no one mar this wooing by bigotry and prejudice. It is in accordance with reason that the wedding should take place.

#### WOMEN AT THE UNIVERSITIES.

We regard it as a most hopeful sign of the times that young women in annually increasing numbers are availing themselves of the facilities afforded in this province for obtaining a University training. The Commencement of the University of Toronto was marked this year by the extraordinary occurrence of a young girl, Miss Eliza Balmer, of Toronto, taking a double scholarship in the second year of the curriculum, and by the appearance of the names of several others high in the honor roll of the third year. Most prominent amongst these now fourth year undergraduates are the two Misses Brown, daughters of the late Hon. George Brown, and Miss Bald, of Welland, all of whom will probably take this year, along with several others, the degree of B.A. The Senate of the University has for several years past done itself honor by admitting women to its examinations and class lists, but unfortunately women have not as yet

been allowed to attend lectures in University College, and whatever distinction they have been able to gain has been won in spite of this unfair disadvantage. Last session the Provincial Legislature which has the most complete control over the institution, passed a resolution asking the College Council to admit women to lectures. It is hardly conceivable that the latter body, the members of which are simply public servants, will venture to ignore the request, but if they do so much the worse for themselves and the College. The female undergraduates must be allowed to attend lectures provided for them at the public expense, and there is no reason why they should be called upon to suffer injustice for even another session.

#### THE PLACE OF THE UNIVERSITY IN THE EDUCATIONAL SYSTEM.

With the election of Principal Miller, the High Schools will begin to be represented on the senate of the provincial university. Hitherto they have been represented in name but not in reality, for their nominal representative has done absolutely nothing towards getting the university placed in thorough harmony with the secondary schools of the country. We are not aware of a single measure proposed or advocated by Mr. MacMurchy. We have never been able to learn that he has done more than attend the meetings very regularly and very regularly vote with the ultra do-nothing party. The medieval policy of Mr. MacMurchy towards the girls of his own school, which the government Report points out, renders it wholly improbable that such a representative could identify himself with liberal and progressive measures, and the high school influence has simply been lost.

The advent of Mr. Miller, a man of a different type, will, we hope, do much towards bringing the university into accord with the high schools and making the relation between her and them as close and as complete as that now existing between them and the primary schools. Until this is done the university will not wield the power in our system which is hers by right.

There were this year over 200 candidates for junior matriculation, and it is not rash to predict that the number will be trebled before 1890 if the senate is only true to the real interests of education. The high school masters must elect four representatives instead of two, and the high school inspectors must be placed on the senate. For surely, if Upper Canada College with 225 students, many of whom could not pass the entrance examination, is entitled to one representative, then the 104 high schools with about 13,000 students might be allowed six. The government also might as well appoint a few members not a generation behind the times on educational affairs. Liberal measures will soon follow, and we shall see secondary and higher education thoroughly welded together in one harmonious system.

In our opinion the solution of the problem is to be found just now in the local examination system of the Provincial University, and if the Senate of that institution is only alive to its true interests, it will promptly extend the system. We need not enter into any details of such a scheme, for every High School master understands what is meant, and every member of the Senate should be able to do so. At present the University of Toronto sends out to any locality desiring them, the regular papers of the junior matriculation, and of the first and the second year examination. The subjects are arranged in groups any one or more of which the candidate may take. These local examinations were instituted for women only. What is wanted now is (1) to throw them open to both sexes, and (2) to accept as fully matriculated all candidates who pass in all the subjects of any examination at one time. As the expense of these local examinations is borne by the locality asking for it the Senate can go on with the work of expanding the system without fear of financial burdens.

The Chancellor on commencement day congratulated Toronto University on the large increase in the number of its matriculants during the past few years. Perhaps he was not aware of the true cause of this increase—namely the assimilation of the junior matriculation to the High School intermediate work. This assimilation was chiefly due to the presence at that time in the Senate of Dr. McLellan, who as High School Inspector and member of the central committee was in a position to see the need of a *modus vivendi* between the University and the Education Department and of suggesting the true remedy for the defect then existing in the system. We have no hesitation in predicting, if the local examination system is expanded as indicated above, a much more rapid increase in the number of matriculants. If no greater percentage of them pass than have been in the habit of passing the intermediate the halls of the University will be crowded to repletion. The Senate should not be backward in trying an experiment which will cost so little and has in it such great possibilities.

#### AGRICULTURAL EDUCATION.

We have received a copy of an admirable lecture by the Hon. Donald Ferguson, Provincial Secretary of P.E.I. It is marked by strong common sense and does not assume the extravagant positions taken by many writers and speakers who discourse on agricultural education. It is admitted that agriculture cannot supersede reading, writing and arithmetic, and that the elements of agriculture could only be imparted to the pupils in the advanced grades. "The object of education," says the lecturer, "is two-fold—the training of intellect and the giving of facilities—and the best system of education is that which turns out in the fields of the world the most skilful workmen, supplied with the best tools. . . . While it may be admitted that the curriculum of our schools is well adapted for the training of mind, it may well be asked if the education imparted in our higher schools should not partake of a more practical character." The improvements suggested may be gleaned from the following :

"We can give more time and more prominence to the sciences relating to agriculture in the Prince of Wales College, so that all our teachers may in future be qualified to pass an examination in the elements of agriculture before obtaining a license. We can offer an inducement to teachers already licensed, so that they can come in for examination in this branch of education. We can, by rigid inspection, provide that the text-book on agriculture already prescribed by the Board of Education is thoroughly taught to the pupils in the advanced grades of our schools. When we have done this it will be found in agriculture, as in general education, that a good elementary instruction, for the masses is, after all, far more important than higher attainment placed only within the reach of a few. To make great progress in this direction teachers must *all* be qualified to handle an elementary text book, and the use of it in our public schools must be made compulsory.

I regard all higher education in our Province as virtually technical. We have no class in the Dominion of Canada which it is desirable to train for a life of literary leisure. At the plough, on the deck, in the workshop, in the learned professions, in the halls of legislation, Canada presents a life of earnest, self-denying work, as the noblest career for every one of her sons. The practical idea should, therefore, permeate every lesson of the school, until master and pupil catch the inspiration.

One of the most hopeful signs of the times in which we live is to be found in the very general movement now going on in different countries to place farming on a scientific basis by instructing the farming population in the principles of their profession."

This lecture will be found a valuable contribution to the question of practical education.

#### REPORTS OF CASES.

E. Test, M.D. of Richmond Normal School says : I have a case or two in illustration,—

In my earliest days of district-school teaching, I had in my school at the same time two of the dullest boys at their books that one locality is likely to produce. They could read blunderingly in the Third Reader, but would not progress in the general work of the school. But I soon found that one of them was quite skilful in making pictures on his slate. I at once utilized his talent for drawing. I set him to drawing geometrical figures and taught him how to find their surfaces and volumes, and soon had him interested in numbers. I had him copy maps, and then draw the same from memory till he became one of the best geographers in school. By copying the likenesses of the famous persons named in his United States history, he became interested in their lives and learned many important facts of history. In short, in two winters he passed from a very dull boy to a fair average in all his studies, and to special excellence in some.

The other boy referred to, proved to have a special capacity for numbers—was, in fact, a sort of "mathematical fool." Everything which could be connected by figures he was able to learn and remember, and thus soon lost his reputation as a dunce.

My experience with these two boys has been very valuable to me, though I have not always been able to achieve equally marked success in the same length of time.

Mathematical Department.

FALLACIES.

1. Let  $a=1$  and  $x=1 \therefore a=x$ . Multiply these equals by  $a$  and  $a^2=ax$ . Subtract  $x^2$  from each side and  $a^2-x^2=ax-x^2$ . Factor both sides  $(a+x)(a-x)=x(a-x)$ . Divide both sides by  $a-x$  and  $a+x=x$ . Substitute  $a$  for  $x$  since they are equal, and  $2a=a$ . Divide both sides by  $a$  and  $2=1$ .

2. Let  $a=x \therefore a-x=0$ . Multiply both sides by 2  $\therefore 2(a-x)=0$ . Hence we have  $a-x=0=2(a-x)$ . Divide this by  $a-x$  and  $1=2$ , thus confirming the conclusions of (1.)

3. The minute hand of a clock goes twelve times as fast as the hour hand goes. Suppose the clock shows the time to be XII o'clock precisely. The minute hand at the next beat of the pendulum begins to gain on the hour hand and must go round 60 minute divisions before it can get back to XII. Meantime the hour hand will have gone  $\frac{1}{12}$  of 60 or 5 minute divisions and will be at I, so that the minute hand is 5 spaces behind the hour hand. Now while the minute hand is going over these 5 spaces, the hour hand will go over  $\frac{1}{12}$  of 5 spaces or  $\frac{5}{12}$  of a space, and the minute hand will be  $\frac{5}{12}$  of a space behind. Then while the minute hand goes over this  $\frac{5}{12}$  of a space the hour hand will go over  $\frac{1}{12}$  of  $\frac{5}{12}$  of a space or  $\frac{5}{144}$  of a space, so that the minute hand will still be  $\frac{5}{12}$  of a minute space behind the hour hand. Similarly while the minute hand goes over this  $\frac{5}{144}$  space the hour hand will move ahead  $\frac{5}{1728}$  of a minute space, and so on,  $\frac{5}{20736}$ , etc. On the whole it is clear that there must always be  $\frac{1}{12}$  of a definite fraction of a minute space between the hands, consequently the minute hand can never exactly overtake the hour hand, and therefore, *a fortiori*, the minute hand of a clock can never pass the hour hand.

4. Take straight line  $A-B$ . Describe on it the square  $ABCD$ , making  $D$  opposite  $A$  and  $C$  opposite  $B$ , the square being above  $AB$ . Bisect  $AB$  in  $E$ . Join  $DE$ . Produce  $DE$  to meet  $CB$  produced downwards in  $F$ . Then in the triangles  $ADE$  and  $EBF$  the side  $AE=$ the side  $EB$  by construction; the angles  $DAE$  and  $EBF$  are equal, each being a right angle; the angles  $DEA$  and  $BEF$  are also equal, being vertically opposite. The triangle  $ADE$  is therefore = triangle  $EBF$  by I. 26.

Again from  $B$  draw  $BG$  perp. to  $EF$ . Then in the triangles  $DAE$  and  $EBG$  the angles at  $E$  are equal as before, and the angle at  $A$  is a right angle = angle  $BGE$ , and the side  $AE=$ side  $EB$ . Hence triangle  $DAE=$ triangle  $EBG$  by I. 26.

But by the former proof triangle  $DAE=$ triangle  $EBF$ . Hence triangle  $DAE$  and triangle  $EBG$  are each = triangle  $DAE$  and must themselves be equal, that is the whole triangle is = to the part of it. Hence the axiom ought to read "the whole is sometimes = to the part."

5.  $\sqrt{-1}=(-1)^{\frac{1}{2}}$ , by the theory of indices. But  $(-1)^{\frac{1}{2}}=(-1)^{\frac{2}{4}}$  and this is = the fourth root of the second power of  $(-1)$ , since the numerator always indicates a power and the denominator a root when we have a fractional exponent; i.e.,  $(-1)^{\frac{2}{4}}=\{(-1)^2\}^{\frac{1}{4}}$ . But  $(-1)^2=+1 \therefore \{(-1)^2\}^{\frac{1}{4}}=(+1)^{\frac{1}{4}}$ . Now the fourth root of  $+1$  is  $+1$ , for  $(+1)(+1)(+1)(+1)=+1$ . Hence on the whole  $\sqrt{-1}=+1$ , and therefore the square root of  $-1$  is not impossible. Also  $\sqrt{+1}=+1, \therefore \sqrt{-1}=\sqrt{+1}$  and  $\therefore -1=+1$ .

6. "The study of mathematics educates to no sagacity in detecting and avoiding the fallacies which originate in the thought itself of the reasoner." "Mathematical reasoning allows no room for any sophistry of thought." "A mathematician is not compelled to be on his guard against the fallacies which beset the route of the ordinary reasoner." "A man is made to reason justly in mathematics in the same manner in which a man is made to walk straight in a ditch." "It requires a most ingenious stupidity to go wrong" in "a science in which there is no reasoning wrong." —SIR WM. HAMILTON, in various works.

If Sir Wm. Hamilton is correct—which we do not assert—we hope the readers of this DEPARTMENT will not allow themselves to lie under the charge of "a most ingenious stupidity." He says, "Mathematics are the easiest of all sciences; their perspicuity is excessive. A mathematical reasoning may certainly transgress in form, and a railway locomotive may go off the rails. To minds of any talent mathematics are only difficult because they are too easy." Therefore we invite our readers who have "minds of any talent" to point out in the above, especially in No. 3 and No. 4, just where the locomotive of thought was derailed. The con-

clusions are certainly false, at what point does the reasoning "transgress in form"? In case the perspicuity does not prove very excessive, it may be well to apply to Sir Wm. himself for light—say to his *Logic*. Locke and Reid give no countenance to his assertions, but we have no more space for quotations.

7. The following false solution appeared a year or two ago in the *British Mechanic*:

Given  $397\frac{1}{2}x^{260}=400x^{259}-2\cdot75$  to find  $x$ .  
Solution.  $1689x^{260}=1600x^{259}-11$ ,  
 $\therefore 1600x^{259}(x-1)=11(x-1) \therefore x=1$ , one root.  
 $1600x^{259}=11$ , and  $x=\left(\frac{11}{1600}\right)^{\frac{1}{259}}$ .

NOTE.—Perhaps it is only fair to add some further examples of fallacies at our own expense. We give our readers our hearty consent to detect and correct those rather prodigious ones on pages 103 and 104 of the May No. We feel sure all our friends would enjoy the holidays better if they could see the avalanche of correspondence that has come down upon the unprotected editor in re aforesaid fallacies. If it were a question of politics or theology, we might escape but in the imperial domain of mathematics sophistry will not pass muster. We have, however, appreciated the kindness and courtesy of the numerous friends who took the trouble to point out the mistakes and we return them cordial thanks. The following are some of the slips which occurred:

No. 1, part 2. The second 7 should be  $\frac{7}{2}$  and the result  $3\frac{7}{2}$ .  
No. 2. The correct result is  $43\frac{1}{2}$  seconds, i.e., L.C.M. of  $\frac{1}{2}$  and  $\frac{1}{2}$  seconds.

No. 4. "C in 160 hrs." should read C in  $5\frac{1}{2}$  with corresponding corrections throughout.

No. 4. 59 days is correct, since the true discount is required. But  $\frac{59}{100}$  of 8 should evidently read  $\frac{59}{100}$  of  $\frac{100}{100}=\frac{100}{100}$  instead of  $\frac{100}{100}$ , and the discount is  $\frac{59}{100}$  or  $\frac{11}{22\frac{1}{2}}$  of the face,  $\therefore$  P.W. = \$493.616.

No. 5. 75 lbs should read 70 lbs, and advance = 40 % not 50 %.

No. 8. The solution is correct, but the problem is misprinted. It should have read, "the cost per mile is equal to as many pence as there are miles."

We wish all our readers a joyous holiday free from all fallacious hopes, and we trust that these amusing mistakes may help to cure them of dyspepsia in case they raise  $\pi^t$  too frequently.

Correspondence.

To the Editor of the CANADA SCHOOL JOURNAL.

Will you please answer the following questions in your next issue.

1. Does the History for the next Intermediate Examination include English, Canadian & Roman History?
2. What are the subjects for the non-professional examination for First Class C in 1885?
3. Is General History required?
4. Can a teacher who has taught for several years on a 2nd class certificate, if successful in passing the non-professional examination for 1st C present herself for examination at the professional examination without previously attending a session at the Normal School?

Yours Truly,

MINNIE SMITH.

Flesherton May 26th 1884.

REPLY.—1. Yes. 2. See CANADA SCHOOL JOURNAL page 75, April No. The other subjects are fixed, apply to the Department for course of study. 4. Ask the Department; we believe the answer is, Yes, but you had better get an official reply.

To the Editor of the CANADA SCHOOL JOURNAL.

DEAR SIR.—It is with pleasure that I have read your articles on "Canadian History" and "The Eleventh Plague" in the May number of the Journal. Please permit a word or two, I believe that the custom officials of Windsor have confiscated several of the foul publications you mention, as being obscene literature. May not the allegations that you have made be equally applicable to many of the serials of our weekly and daily newspapers. Take M. E.

Braddon and a certain class of writers that contribute to bazaar pattern, "Fireside" "Hearth" and "Home" Journals. What do they deal with but divorce, poisoning, murders, treachery, "The pardonable indiscretion" (See *Toronto Globe* on "Juvenile Crime") and a host of other evils that our youth know too much of already. In other countries many historical events are taken as bases for children's stories and also for healthy literature for older ones the best example of which is the collection of Sir W. Scott. I believe that the Rev. Dr. Withrow of Toronto is about the same work but on a smaller scale, taking events in Canadian History as groundwork. In the fight against the "Eleventh Plague" you say "The Canada School Journal will assist you." Could not the Journal sow broadcast the idea that we have in Canadian History a number of events that could be put into form of healthy literature, that a short spicy and palatable story could be got up in cheap form, that inducements could be held out to form cheap Public School Libraries where none at present exist, and additions to those that are in existence with these books, that one or so could be printed in the "Journal" as a serial and that the Government offer a series of prizes to writers in Canada on Canadian subjects, the Government to state the subject. The prizes need not be large; just enough to pay for the trouble, and I think many would try. Temperance societies have offered such prizes, Agricultural Societies, Missionary Societies &c., &c., have offered them. Why could not a little be done to purify the public taste in literature? Surely many of our papers, which you say deprecate the evil, would forward the work by publishing some of the better class of the productions. These are but ideas thrown out. Please overlook the crudity of style in presenting them. Should other correspondents to your estimable "Journal" notice them, different means of carrying on the work will multiply, and doubtless ere long the Dime and Nickel foes will be met by foemen who will eventually crush them.

Trusting that this will meet with a favorable consideration,

I remain, yours very truly,

Kingsville Ont. May 20th, 18 4.

FRANK LEIGH.

To the Editor of the CANADA SCHOOL JOURNAL.

SIR.—Please answer in CANADA SCHOOL JOURNAL the following questions:

1. A teacher is engaged with trustees at \$440 per annum and commenced duties in the beginning of the year, but has resigned, and agreement terminates on Aug. 17; what will be the amount of salary claimed by teacher?

2. If Boards of Trustees modify the Public School Programme, must it be for the whole school or for individual pupils? Or does the regulation deal with schools or with individual pupils in a school?

Yours &c.,

SUBSCRIBER.

REPLY—1. We do not know that this question has ever been settled by the Department. Apply for an official answer, or have it settled in Court and let us hear the result. Our opinion is that the teacher is a salaried officer paid by the year, holidays included. He is not employed merely by the day to teach so many days, therefore in the present case the teacher should claim 229 three hundred and sixty fifths of \$440, since he has been teacher 229 out of the 365 days of the year. In all cases the teacher can claim pay for the holidays immediately following.

2. The Board cannot interfere with the internal management of the school. It has no direct authority over pupils. It can make regulations and direct the teachers to carry them out. For example the Board cannot expel a pupil, but may direct the teacher to do so. We are strongly of opinion that any regulations of the Board which do not apply generally are *ipso facto* void and could not be enforced. You had better state the facts particularly and ask for an official decision from the department.

To the Editor of the CANADA SCHOOL JOURNAL.

SIR.—Please oblige by answering the following questions:—Can a teacher be brought before a magistrate and fined for slapping a pupil on the jaw with the open hand; In punishing an outrageous pupil I unintentionally caused his nose to bleed. The boy's father brought me before a magistrate who gave me the alternative of a fine or signing an agreement binding myself under penalty of fifty dollars, to refrain from slapping pupils on the face in future. I accepted the latter. Had the magistrate power to act in the matter?

Yours truly,

R. M.

REPLY—1. Yes, undoubtedly. 2. The magistrate certainly had the power to impose a fine on the ground of assault; but the agreement under penalty is open to serious doubt. In any case the teacher could appeal against the magistrate's decision.

REMARKS—Any teacher who strikes a pupil on the head either with the hand or with any instrument is wholly at the mercy of the magistrate. There is no excuse possible for such a form of punishment. It is exceedingly dangerous to the pupil and has frequently produced life-long injury. It is not only very undignified on the part of the teacher but is entirely wrong and unnecessary. The law provides the teacher with ample power to deal with unruly pupils without resorting to barbarous methods. In the present case the injury was only slight but it is easy to imagine how it might have been very serious, such in fact as would have tortured the teacher with remorse for the rest of his life. The only corporal punishment to be permitted in a civilized society consists of blows on the open palm with a broad soft strap. Any teacher who resorts to indiscriminate beating not only outlaws himself but inflicts disgrace and injury upon the whole profession, just as a physician guilty of mal-practice damages all his professional brethren.

To the Editor of the CANADA SCHOOL JOURNAL.

DEAR SIR.—On behalf of myself and several fellow students I write to thank you for your timely editorial on "Our Normal Schools." I passed through the Toronto school myself and have good reason to appreciate your remarks. To our class the "unmitigated sham" was a useless bore and complete humbug, the outside appearance of a teacher with nothing inside. My classmates used often to ask with indignation how such a fraud on the students could be continued from year to year. I hope you will not let the subject drop until a real teacher is put in the place of the helpless scold who used to fool away our time on "as" and "but" and everlasting derivations instead of giving us any help with the subjects we had to prepare for our final examination. You have only hinted at the evils we had to endure. I could easily fill pages with examples of the way that our time was wasted in listening to tirades of scolding which sometimes consumed nearly the whole hour set down for a lecture. The so-called lectures in education consisted of a queer collection of musty old notes which were dictated to us to be copied down. We received no benefit from them whatever as they did not help us at all on the final examination and were of no use in the practical teaching. We had a play of Shakespere to prepare, and we did not get the least assistance from the so-called lectures in literature. I have often gone into the lecture-room and spent a whole hour on two lines, even on one line, and I remember once we did not quite finish the etymological bosh on the first two words before the time was up! We heard nothing about literature or Shakespere, it was all derivation, derivation, analysis and parsing, about which the examiners asked us nothing. By the end of the session the class had not finished one act even in this fashion, and we should have been better off if we had had the time to ourselves to read the text-book. It was the same thing with "Bain's Education," there was no teaching, no drill, and the class had to scramble through at the final without any assistance. I cannot begin to describe the mixture dubbed education, and I very soon ceased to take

it down from dictation. I could not make head or tail of it, and I fancy if it were printed it would read very much like Ayer's Almanac. Then to enliven the proceedings we had no end of bad temper and scolding. I remember a young lady gave a correct answer but added something at the end that rather spoiled it. "There you go," cried the reverend gentleman, "like a cow that gives a pail of milk and then kicks it over?" To a student who sat near me one day, he remarked, "Don't open your mouth so wide, Mr. D——, or we shall see what you had for breakfast."

Mr Editor, I am not ungrateful to the teachers I have had who treated me like a human being, and did ever so little to encourage me and help me along. But it is very hard now to smother resentment against the sham that wasted a lot of my time for nothing and worried me for half a year with snubbing and scolding, instead of teaching the subjects he was paid to teach. Surely Mr. Ross and Dr. McLellan must have some idea of this miserable failure. If not it is time the students let them know a few of the particulars. I hope the JOURNAL will agitate the question till a better state of things comes about. I hope I have not made this letter too long and that you will give it a place in your next issue.

Yours truly,

AN EX-NORMALITE.

### Special Articles.

#### AGRICULTURAL EDUCATION.\*

BY HON. DONALD FERGOUSON.

As in nearly all other reforms, the advocate of agricultural education must centre his hopes on the rising generation, and we have not begun a day too soon to teach the children in our schools the elements of agriculture. When the day has arrived when all our teachers are qualified to give instruction in the elements of agriculture, and when the boys and girls who graduate from our common schools are taught the first principles of the profession which most of them are destined to follow for a living, a bond will be made in the way of progress of which we can now form but little conception, and the public school teacher will rise to the full dignity of his calling. And the work of education commenced in the school will go forward on the farm. The boy who has mastered the first principles of agricultural chemistry at school will be able to understand and appreciate more advanced works with his advancing years. His studies will go on, hand in hand with his work, and as he finds himself able to master difficulties, he will acquire a confidence in himself and a pride in his profession. What is the reason that so large a proportion of the sons and daughters of farmers manifest so strong a distaste for their fathers' calling? It is, I believe, because, with most of them, they are only brought in contact with the most uninteresting and repulsive work of the farm. They see in farm employment nothing but a life of drudgery before them. Teach them that a pure bred Durham, or Jersey, or Ayrshire, well cared for, can be sold as readily for hundreds or even thousands of dollars, as a scrub can for twenty or thirty; teach them that butter can be made which will sell for fifty cents, or perhaps a dollar a pound, as easily as the common article will bring twenty cents, and with no increase of labor. Teach them that success in farming does not *all* depend on hard work; but that skill will as surely earn its reward in agriculture as in other callings. When our boys are thus taught, they will gladly remain at home, not as mere "cucumbers of the ground," but as skilful

producers. and then we may hope to see Prince Edward Island take the front rank as an agricultural country, which nature designed that it should occupy.

The object of education is two-fold—the training of intellect and the giving of facilities—and the best system of education is that which turns out in the fields of the world the most skilful workmen, supplied with the best tools. How far does the Public School System of Prince Edward Island accord with this ideal is a subject well worth considering. While it may be admitted that the curriculum of our schools is well adapted for the training of mind, it may well be asked if the education imparted in our higher schools should not partake of a more practical character.

It may be replied that this instruction is eminently practical, inasmuch as it forms part of the educational training of commercial and professional men. Such reply fully admits the force of the objection, and as agriculturists greatly outnumber all other professions put together, in like proportion should the educational training of farmers preponderate in the curricula of our higher schools. A tree is known by its fruits, and systems of education must be judged by their results. And here I must express my conviction that a false idea of life is too often formed in our higher schools, and their tendency is to wean young men away from the farm. The ambition of nineteen-twentieths of the teachers, and the atmosphere of the school, lead in other directions. The result is that a medley of youths, whose natural place is at the plough, or in the workshop, are pitchforked into professions already full to overflowing, there to engage in a struggle, in which, by the process of "unnatural selection," there is not even the satisfaction arising from being assured of the "survival of the fittest."

But our schools are not wholly responsible for the false idea of life which is presented to the mind of the young. A native of the Island scarcely ever obtains a situation in the United States of greater importance than a school trusteeship with us; but our newspapers proclaim, with many flourishes, the success of another "Islander abroad." If a student from the Island wins a prize in a Dominion or American College, no matter how slight the competition or how impractical the study, the never-failing paragrapher heralds the achievement as a marvellous success.

Even a man at home who, with, it may be, little education and less capital, but a superabundance of cheek, determines to make a living by reckless speculation, is complimented and flattered; while the unassuming producer, who, by his intelligence and industry, adds to the public wealth, is comparatively unnoticed. With such false ideas held out before them, is it any wonder that farmers' sons resolve to leave the Island, and go into more attractive employments? They see nothing before them on the farm but hard, monotonous and unappreciated work, and they want to be doctors, or lawyers, or merchants, or anything that will keep their hands soft and white, and secure for them a respectable position in society.

And those who do remain at home cannot wholly repress the unbidden sigh, as they see their schoolmates and brothers enjoying present riches, and living lives of apparent ease. Time will surely bring its revenges and dispel the glamor through which such distorted views of life are now obtained. The farmer may live to see the merchant bankrupt, the doctor without patients, and the lawyer pushed aside in his profession by younger and more aspiring rivals. Take my word for it, in the end it will be found that the farmer, who skilfully practises his calling, "has chosen the better part," and that he can most favorably compare notes with even the most successful in the other professions.

\* From a lecture delivered before the Young Men's Christian Association, Charlottetown, P. E. Island, on Thursday evening, January 17th, 1884, by Hon. Donald Ferguson, Provincial Secretary, etc., etc.



## STATE AID FOR HIGHER EDUCATION.

One of the motives which has led the people to establish schools for higher education is the conviction that by so doing primary instruction is the better secured. It is more effectively given, more widely spread. Universities and Colleges are the foster mothers of public elementary education. Blot out the institutions for higher education of the country, and common schools would soon meet the same fate. The pupils of the one are the intelligent friends and trained instructors of the other. If the State is to undertake education at all it must do it in a self-dependent way, and not omit an essential factor. The quality of the work done in the higher branches will be the same as that done in the lower. Where the former fails the latter languishes. The two parts though utterly diverse in purpose and subject are interdependent, and the superior will in time determine the tone and character of the whole. The elementary schools of Germany are the best in the world, for the reason that they are the open doors to the real and burgher schools and the gymnasia. Primary schools in England have been a by-word, because the chasm between the great endowed English schools, colleges and universities, and the places for the instruction of the poor, is as wide as that between Lazarus and Dives. No system of public education, says Huxley, is worthy the name of national unless it creates a great educational ladder, with one end in the gutter and the other in the university. Independent of the question as to who should enter and enjoy a system of instruction at the public expense, or upon what terms, it is plain that the system should be harmonious and complete, having the means within itself for its perpetuation and support.

Another reason why legislation has established the colleges in our system is doubtless found in certain fundamental theories of our Republican government that the State should aid in the abolition of distinction of caste or class privilege, that so far as education is a means of advancement in social or political condition, the opportunity for it should be at least offered to every one without money and without price. The most precious interests of society come in time within the control of those who are born leaders of men. Many such in a community like ours have in the circumstances of their early life no influences which turn their indomitable spirits in right directions. To country lads of like qualities the idea that education is a means of power is more likely to occur than to city lads whose ambition and pride of leadership has means of gratification right at hand. The State said, years ago, they may run with a fire engine, they may lead in ward politics. Let us give them at least the chance to be rejected or accepted, as they see fit, of leading a class in a college. There may be no loss in it after all. Whereupon the State jumped the knotty question of whether higher education ought to be a public charge, and established the Free Academy.

Another impelling reason was what we may call the fact of insurance. The State incurs sundry enormous charges in the suppression and punishment of crime and the support of poverty. The idea is not novel to say that a uniform and complete system of public education tends to reduce the burden. If the argument that common school education is preventive of crime and poverty is a good one, will some one tell me why a college education is not a better? There is not a college graduate in Sing Sing to-day. It is a clear proposition of Republican government, that the greater number of the inhabitants who are intellectually cultivated, the greater the safety to the State. I am not sure that the sum of individual happiness is greater; other questions intervene—discontent, disappointment, failure—but mere public safety is enhanced not more surely by general education than by superior cultivation.—STEPHEN A. WALKER, *President of the N. Y. Board of Education.*

## KRAO.—THE MISSING LINK.

The remarkable engraving given herewith has been reproduced by photography from an illustration which appeared in a late number of Judge Tourgee's enterprising magazine, *The Continent*. As to the authenticity of the original, it may be sufficient to say that *The Continent* vouches for the correctness of the portrait, which it received from Prof. E. R. Pige, of a Council Bluffs, Ia.; and we do not know but the paper will also lay claim to the honor of having evolved the above caption. The history of this missing relation is thus given:

"Mr. Carl Bock, while exploring in the wild jungles of Upper Birmah, Asia, discovered and captured a strange family of human monkeys, consisting of father, mother and daughter. The father was first caught, afterward the child, when the mother voluntarily surrendered. Mr. Bock had much trouble in getting his captives out of the country on account of the superstitions of the people. First he was opposed by the Ruler of Laos, in whose province the capture was made. The father finally died of cholera, and he was permitted to take the child with two chiefs before the King of Siam, but the mother was not allowed to go. After much parleying, he was at last required to adopt the child as his own, and give security for its good care, and then allowed to take it to England, where it was exhibited at the Royal Aquarium, Westminster, London.



Krao is seven years old, and, as will be seen from her picture, as she sits in the lap of Lieutenant Farini, is quite a beauty, notwithstanding some peculiar characteristics that might be deemed defects in a Caucasian. Unlike the usual monkey tribe, she has two hands, and two very pretty, human-looking feet; nevertheless, a double row of teeth in her mouth; pouches in her cheeks, where she stows away surplus food; and a coating of hair over her entire body and face clearly connect her with the *quadrumana*. She speaks many words both in Malay and English; is very affection-

ate; laughs when pleased, and is very spiteful when angry. It will be seen that her legs from the knee down, and her arm from the elbow down, are quite too long for a human child; yet in her great black lustrous eyes seems to shine an intelligence far above that of the brute creation. Her ability to speak, to learn even the ways of civilization, seem to warrant the belief that she ought to be ranked with the race which cooks and prints and laughs and talks. But what shall be inferred from the marks and features which seem so emphatically to connect her with a lower order of beings?"

Our esteemed contemporary seems to have strangely over-looked other important evidence or non-evidence, which would certainly seem to connect this remarkable creature with a lower order of creation than the most debased tribes of pre-historic time. No marks of any ornaments appear on the body, either on the arms, legs, ears, or nose, and for a female to arrive at that age without some such trace of a future development would, even to the most unscientific, seem to be convincing evidence not only of a very low order of animal intellect, but even of an entirely distinct species of bipeds.

### Miscellany.

#### MARTY'S VARIOUS MERCIES.

*Nascitur non fit*, is an expression that has been used once or twice already, with regard to poets and other geniuses, but I claim my rights as an inventor in first applying it to saints. Small saints, of course; not the noted ones of the earth. Such a one, for instance, as our Marty, a poor little yellow girl from the South; born of a hard mother, brought up by a stern master, harrowed by a tyrannical mistress, penniless, friendless, hopeless, utterly ignorant, yet turning into gold every trouble that touched her, by her own ineffable sweetness and patience.

Marty was not born ours. She "married on" a half-dozen years before the Proclamation, when she took our Ed for better,—one ounce,—and worse,—one pound. Ed himself was the softest, gentlest, most chicken-hearted darkey that ever lolled against the south side of a barn. He was a born musician, like half the boys on the Maryland West Shore, and could sing like a lark, whistle like a thristle, play on the banjo, the violin, and the accordian; he could rattle the bones and thum the tambourine, could entice tunes out of a hollow reed, and even compel melody from a jew's harp.

When he was a out fifteen, cousin Mary Singleton's grandfather, the old General, chanced to come down on a visit, and took such a fancy to the boy that he persuaded father to let him carry him back to Annapolis as his own servant; and there Ed stayed for five years or more. According to an arrangement previously made for our people, Ed was to be free when he came of age; and when that time arrived he drifted back to the old home, though Annapolis held his heart and soul. His proximity to the Naval Academy had been a most beatific circumstance to Ed; the drill and parade fired his soul with a lofty ambition to go and do likewise, and for years after his return he was indefatigable in putting the other boys through marvellous evolutions, and training them to the most rigid military salutes. The music of the band lifted him up into the seventh heaven; but pulling off the General's boots brought him down again, for the General was of a gouty habit, and immediate of speech.

In Annapolis, Ed formed a most devoted attachment to cousin Mary and her brother Clayton, who spent much of their time with their grandfather, especially to Mary. She was a conscientious little girl, and gave up her Sunday afternoons to teaching the servants. Several of them became fair readers and somewhat cloudy writers, Ed among the others, and he never forgot her kindness.

Here, too, Ed became acquainted with Marty; her sickly, irritable mistress had come up from the Old North State to be under the

care of a certain physician, and finding herself improving, made her home there for several years. She died at last, however, and with somewhat tardy gratitude, on her dying bed she set Marty free. Affairs never made a prompter connection. For Ed, having gradually become the possessor of a gun, an ax, a scoop-net, a couple of oel-spoons, and an insatiable thirst for liquor as a comfortable provision for old age, patched up a small shed on the banks of Eel Creek, and brought Marty home.

Marty was a meek, patient, God-fearing little woman, full of tender care for others, and oblivious of herself. She was neat and industrious; so was Ed, when sober. She was cheerful as a sun-beam; so was Ed, both sober and drunk. She had a heavenly temper, and so had he. At least, so far as it was tested. How it would have been, had he tarried at home, borne the children, and kept the house, all in the very potshards of poverty, while Marty genially engulfed the wages that should have furnished food and clothing, can only be conjectured.

As it was, when he took his week's wages and rowed over to the store for molasses and bacon and a quarter of a pound of tea, and came back six hours later, delightfully loquacious, without any bacon, the jug half full of rum, and a spoonful of tea loose in his pocket, Marty only listened silently to his tipsy orations, he'bed him to bed when he could no longer stand, and then went down on her knees, and offered her humble prayer for help, while he slept the senseless sleep of the swine. Whatever Ed left in the jug was poured out on the grass, and the last drop carefully washed away, lest the mere breath of the tempter might set him crazy again. Her mild remonstrance the next day was always met by a penitent confession of sin. Ed was drunk at least one week out of three, from the day Marty married him, straight on for six years, and was regularly remorseful after each fall from grace. He always said it was a mortal shame; that Marty was the best girl a man ever had, and Sammy the cutest young one; that he was going to quit drinking and join the church, as true as he lived and breathed and hoped to die the next minute; and Marty implicitly believed him with the matchless faith of a child. She forgave him until seventy times seven, and then went on forgiving as before. In Ed's mind, the rotation of crops was rapid; one week he sowed his wild oats and reaped them; the next, he brought forth good fruits; the third, the land lay fallow, and the fourth, was in prime condition for the wild oats again.

When Marty was clever enough to get his wages as soon as he was paid, she spent them in her own frugal way, and kept everything comfortable. But as time went on and the fearful bonds closed in tighter and stronger about the poor creature, he would steal away to the store on pay-night, without going home; and then, through shame or through reluctance to witness Marty's silent woe, hide somewhere for days till his supplies were exhausted, and come slinking home dim-eyed, shaken, sorrowful, and sure he should never drink again.

Marty came tapping at the mistress's door one April morning,—that wearied mistress, whose ear was always open to the cry of her people, even when her hands were full and her heart was heavy.

"Come in, Marty," was the ready response to the gentle knock.

The door opened and Marty's smiling face shone in.

"Mornin', mistes; reckon mistes can see through the walls."

"Not quite, Marty, but I know your knock."

"Yes'm. Mis' Calvert's markin' things, an' she? Oh mo, how bitiful they be, spread out here in the sunshine! Make me think of the robes of glory, they's so blindin' bright!"

And Marty went down on her knees among the piles of snowy linen, and touched them here and there caressingly.

"Marsa well, Mis' Calvert?"

"Very well, Marty; how's the baby?"

"Right smart, thank ye. Cries reel lively. Samm'y got him to hum."

"Is it safe to leave him with such a little fellow?"

"Oh, yas'm! Sammy gwine on five, and I nussed our 'Phibsoth wher I was three."

"Where's Ed, to-day?"

"Coulan't tell, mistes," Marty answered softly; "hain't seen him sence Sunday."

Mother looked up inquiringly.

"Yas'm," continued Marty, "that's it. Got gwine agi'n. Promised me Friday he'd never touch another drop, and airly Sunday he was off."

"I wonder that you can bear it as you do, Marty; Ed is drunk half the time."

"Yas'm Reckon 't is about that. Kind o' tryin' in the long run Sort o' s'cumvents a critter. Jes' think you're gwine to spar' a dollar or two fer an ap'ion or a pair o' shoes, and it's all gone. But Ed's a dretful pleasant boy, Mis' Calvert knows," she went on soothingly, as if to soften mother's disapproval. "I count Ed as one o' my chiefest mercies; an't a speck like me, with my dretful masterful temper; he's mortal pleasant, Ed is. But I came up to take a little counsel with Mis' Calvert. I ben a-plottin' and a-plannin' these three days and nights. I must contrive to airn a little somethin' myself, or I dunno what we will come to."

"It is a perfect shame," said mother; "have you ever talked to him as decidedly as you ought to about this?"

"Dunno," said Marty; "I ain't much of a hand to jaw, but of Mis' Calvert says so, I'll do it. Think I ought to try to jaw him a little?"

The question was asked with such tremulous eagerness for a negative that mother laughed, and said, "No, I fancy words are useless. So tell me your plans, Marty."

"I'm contrivin' and conjurin' fust off, to get some shingles. Our roof's like a sieve; rain drops through right lively. And then I want some shoes for the chillen agin winter. I ain't fer mutterin', with all my mercies: I could n't be so onthankful. Summer's comin' now, and we'll do fust rate. But it 'pears like I must git somethin' ahead before frost comes. Reckoned mebbe Mis' Calvert would let me wash and iron, this summer, or help Aunt Dolly in the kitchen. Some folks say I'm a fust famby cooker, and I ben trained to wash and iron."

"What could you do with the baby?"

"If Mis' Calvert didn't mind, Ed would shoulder the cradle up in the morning—Ed's sech a pleasant boy—and fetch it home ag'in at night, and Sammy'd rock it. It's sech a marcy I got Sammy! Allers did reckon him a gret mercy! If Mis' Calvert didn't want the cradle in the back kitchen, it could stand in the shed."

"You may come, then, on Monday, and I'll find something for you to do."

"Yas'm. Thank ye, marm, thousand times. I 'spected 't would be jes' so. Mis' Calvert allers so clever to us. It's a dretful marcy to have sech a kind mistes. But I had another plan, too. I was gwine to buy a shote, and fat it, and kill it in the fall for pork. Buy a shote now for two dollars, and ye can sell him bumbys for twelve, if he's right fat. But I got to airn the money to buy him, and I was gwine to airn by havin' a party. Mis' Calvert ever heerd of these new kinds of parties they have over to Squaw Neck? Pay-parties, they call 'em."

"No, Marty, I never have."

"Reel smart notion. Jed's Maria, she gin'a pay-party and made enough to shingle her roof; and Ruth Jake, after Jake died, she fetched her'n up to five dollars over what it cost her to bury Jake. Folks pay twenty-five cents to come in, and gits their supper and dancin' fer that. Then one o' the famby keeps a table in the corner with goodies on it, candy and store-nuts and root-beer, and them that wants 'em comes and buys. Mis' Calvert don't see no harm in it, eh, Mis' Calvert?"

"None at all," said mother, smiling in spite of herself at this novel combination of pleasure and profit.

"Yas'm, glad 'f that, 'cause I reckoned it a reel marcy that somebody thought onto 'em. Reckon we'll have it in a couple of weeks, when the weather's warmer, an before the shotes git scarce. If Ed'll keep good and stiddy till then, we'll have bitful one." And Marty rose to go.

"What a trial he is to you, Marty!"

"No marm, not so much as ye think. He's a dretful pleasant by. I want to tell Mis' Calvert somethin'." And Marty came a little nearer and spoke very gently. "My old mistes warn't soft like Mis' Calvert, but then she was ahin'. But then Mis' Calvert's ahin' most of the time, too. But my old mistes hadn't got religion, and Mis' Calvert has. My old mitty warn't pious a mite, and I was dead sot on gwine to meetin'. I s'pose I bothered her, for she turned round on me right sudden one day, and says she, 'Go to meetin' to-night, ye hussy, and then hold your tongue about it; if ye ask me ag'in fer a year, I'll have ye whipped.' So I went, glad enough, and I crep' r'ght up by whar the minister stands, so as not to lose a mite, and I had n't sot ther but a little spell when he began to read out of the big gold Bible, and true as ye lives, mistes, every mortal verse was about the Lord's marcy enduring forever. When he'd read it two or three times, says I, 'That's fer ye, Marty, ye poor sinner, that's allers forgittin' the Lord's goodness; and when he'd read it two or three more times, says I, 'Praise the Lord now, Marty, for sendin' ye sech comfort, fer whether ye come

to church ag'in in a year, or never, ye've got somethin' to stand by all yer life and on yer d, in' bed.' And when he'd read it a few times more I got down on my knees, and says I, 'Bran' it in, Lord, so I'll never lose the mark on it,' and on my knees I stayed, prayin' it over and over ag'in, till the minister shet the book. It's ben a dretful comfort to me every way, Mis' Calvert; it makes me feel that if the Lord has such long patience with folks, it ain't fer sech as me to be muttorin' and hectorin'."

The mistress looked up into Marty's eyes with a thoughtful smile, and they smiled back full of trust and sympathy, for divided as they were by every social distinction of birth, fortune, beauty, and culture, they were one in that fellowship which outlasts even death, bound with the sacred tie which binds those who have one Lord and one faith.

The next Monday, and every Monday after, arrived Marty's procession, early and always in the same order: Ed first, head erect, cradle shouldered, feet marching true to the tune he was miraculously whistling. Marty next, radiant with the prospect of a proximate party and ultimate shingles, cuddling the baby as she came. Sammy in the rear, whistling like his father, and straining every nerve to make his ducky-daddles of legs march in time; a futile effort, which had to be supplemented by most unmartial leaps, every few steps.

Marty regarded Sammy as one of her chief mercies, but his life was not unclouded radiance to himself; it vibrated between bliss and woe, and swung from lustrous morn to murky night, or back again, according as that wad of a black-and-tan baby waked or slept. Baby asleep, Sammy was sovereign of the universe; he could buid cob-houses in the smoke-house, dabble in the pond with the ducks, hang over the fence of the pig-pen balanced on his unsusceptible stomach, worm in and out of the delightful intricacies of the woodpile, or roll in the chips with a squad of small idlers. Baby awake, Sammy was a mule on a treadmill. He was not allowed to hold it, for owing to its being such an undefined lump, without any particular projections to seize upon, he had twice let it slip through his arms upon the floor; so it was deposited in the huge wooden cradle near Marty's tubs or ironing table, and he was set to rock it.

Sammy always began with cheerful vigor, resolved to compel slumber to its eyes; he stood up to his work like a man, taking hold of the cradle-top with both hands, and rocking vehemently. Sammy approved of short methods with babies. After half an hour or so of this exercise, baby's eyes growing constantly bigger, and brighter, he grew less sanguine, and made preparations for a longer sojourn. He brought a wooden block to the side of the cradle and sat down to the business, not cheerful, but resolute; pushing the cradle with one hand, and holding in the other a piece of bread or a cold potato, out of which he took small, slow, consolatory bites. But the smallest, most infrequent nibbles will finally consume the very largest potato, and this source of comfort exhausted, and another half-hour having dragged away, and baby's eyes still staring with superhuman vivacity, Sammy wheeled about with his side to the cradle, leaned against the leg of the ironing table in deep depression of spirits, seeking to beguile the weary time by counting the dishes on the dresser or the flies on the ceiling: while at intervals of a few seconds he bestowed such wrathful, sidewise thwacks with his knee on the cradle, as made the whole huge structure tremble, and its gelatinous occupant quiver.

But in the last stages of the conflict, Sammy left all hope behind, and became an image of the profoundest dejection. Turning his back on the cradle in disgust too deep for words, he would lean his elbows on the table and his head in his hands; with his bare foot he loathingly kicked up the rocker behind him, while one jig-tune after another came gurgling melodiously out of his melancholy mouth to the expressive words of "Diddledy, diddledy, diddledy, didy," and the big tears rolled down unchecked. Sammy was too far gone to wipe them away. Meantime the complacent baby gazed wily at its rocking dome, the flies buzzed, the clock ticked, the tears fell, the jig-tunes went endlessly on, till Sammy's head drooped, and the "Diddledy, didy" grew faint, and fainter, and failed, and the poor little drudge was on the very verge of blessed oblivion, when an imperious wail from the baby recalled him to life and labor once more.

"Come now, Sammy," Marty would say encouragingly, every day, when matters came to the worst, "rock away like a gent'lum. Sech a marcy ye got that cradle! S'pose ye had to lug him, like I lugged our Phibsheth gwine on two year! Mammy's tryin' to airn shoes for ye, and can't do it nohow, if ye don't nuss the baby!

And what's more, bumbyo, when we have our pay-party, yo shall come to it, yo shall, and have goodies, and set up late."

This would reanimate Sammy for a minute or two, and when sleep finally overtook the baby he darted away like a liberated hare; wild leap after leap carried him to the thither confines of the woodpile, and Elysium began.

"Time's a-gwine," said Marty mildly one May morning to mother; "shotes is gittin' sca'cer, and that 'ere pay-party don't 'pear to come off. Have to give out fer it a week ahead, so as to let the Folks at Squaw Neck and Tuckappoos have a warnin'. I would 'a 'gin out fer it last week, but Ed got hugh, and now, this week, 'Mother Honner's ailin'. She was gwine to do fer me, and smart up the house; things gits so muxed whar young ones is kitin' round. Mis' Calvert an't got somethin' to cure Mother Honner, eh, Mis' Calvert?"

"I don't know but I have," said mother, "if you can tell me how she feels sick."

Marty described the symptoms, and was furnished with a simple remedy, but Hannah did not recover in time for the invitations to be given out that week. In fact, she grew much worse. "Pears to be reel racked," said Marty, "and she's got a desp't pain across her; she 'spects it's the medicine."

"That is impossible," said mother; "It was a very harmless remedy I gave her."

"Yas'n, so she 'spected. She never took Mis' Calvert's doctor-stuff; she reckoned she wanted a right smart dose of somethin' that would strike clar through, so she took a box of stomick-pills she bought off a pedlar-man last fall; eighteen in the box; she took 'em all; I reckon she overdone; Mis' Calvert reckon so too?"

But what the mistress reckoned was too wide and deep to put into words. Hannah recovered from her corporeal earthquake in the course of a week or two, and Marty's plans were ripe for execution, when Ed suddenly fell from grace again.

"I dunno," said Marty sorely, "as I ever felt so beat. Shotes is about gone. Jes' git my mind sot for that 'ere pay-party, and somethin' knocks the roost right out from under me. I don't want to fret, with all the marcies I have, and everythin' gittin' along so comfort'able this summer, and Ed such a pleasant boy too,—not a mite like me; I allere was a stiff-necked critter, that's why I git so sot on things,—but it makes me feel putty beat."

"Never mind the pig, Marty," said mother, "I don't believe you would have made much out of it. Why not have the party when it is convenient, and take what you make toward your roof?"

"Wal, I never!" said Marty. "Be sure I can! I was so shal-low, I got it fixed in my head that 'twas no use to have the party when shotes was gone! We'll have it, I reckon, as soon as things gits to rights."

(To be Continued.)

#### UNCOMMON PROCEEDING.

"How cold it is growing," said Miss Wait, the teacher of the common school in the then brisk little manufacturing village of Shattuckville, Franklin county, Mass., as she tied on her soft blue hood, buttoned her warm flannel cloak, looked at the window fastenings of the not over commodious or attractive, but snug school-room, locked her desks, and carefully shut the damper of the air-tight wood stove, preparatory to quitting her domain of labor for the night.

As she picked up her rubber overshoes and stooped to draw them over her shapely kid boot, she cogitated: "Oh, dear! Tommy Howe's red toes sticking so pathetically through those old gaping shoes fairly haunt's me. I wonder if, in all this prosperous, busy village, there is no way of getting that poor child decently clad. I must think it over and see what I can do about it."

Twenty-four hours later the leading man of the village, and the owner of the little factory there, who, years before, when a poor boy, had stranded down from Vermont to this little hamlet, eccentric and brusque, kind-hearted, keen-eyed, and observant of all that was going on within his domain, was walking along the street and met a bright-eyed and sprightly lad of ten speeding ahead with that amusingly unconscious, consequential air that a boy carries with his first brand-new pair of boots.

Old Sam Whittier, as this gentleman was familiarly called, not by reason of advanced age by all means, but because of his supremacy as the mill owner and employer of all the help in the hamlet, took in the situation at a glance, and called out to the absorbed child:

"Hullo, youngster! where d'ye get them fellows?"

"Teacher gave them to me, sir," and the lad's tattered cap came quickly off, and he stood with it in his hand.

"Does she buy boots for all the boys in the school?" was growled out.

"Guess not; but she bought Joe Briggs a speller and Jane Cass an arithmetic, and she gives away stacks of slate pencils and paper and ink, and such."

"What made her go and buy them boots for you?"

"She said she wanted to, sir; and when I said I had no money to pay her for them, she said she would rather be paid in perfect lessons; and I will try to pay for them in that way, you may be sure, sir."

"Pretty good sort of a teacher, is she, bub?"

"Oh, yes, indeed, I guess she must be the best teacher that ever lived, sir—she tells about so many things that we never kued before; and she wants us to be good and honest, and not tell lies, and she says we shall be men and women by and by, and she wants us boys to know something, so we can own factories our own selves some time. The other teachers we've had only heard our lessons and let us go; but she's so different!"

"Well, bub, I shall have to think this business over a little. Now run along, and go to scratchin' over them perfect lessons. I don't suppose you'll find a person in Shattuckville a better judge of perfect lessons, or how much they are worth, both to the teacher and to the scholar, than 'Old Sam Whittier.' So, bub, look after your books, and I shall look after you."

The next morning a little note, written in a coarse business hand, was dispatched to the teacher by the hand of one of the children. It ran as follows:

"MISS WAIT: I have heard of some rather uncommon proceedings on your part of a teacher toward your scholars. I would like to inquire of you personally as to particulars. Will you do me the favor to run over to my house directly this afternoon.

"SAMUEL WHITTIER"

"What can I have done?" thought the little teacher, in such a perturbed state of mind that she corrected Johnny Snow's mistake in his multiplication, by telling him seven times nine was fifty-four; indeed, she let the mistake go so long that every little hand belonging to the second primary class was stretched up in a frenzy of excitement. "Let me see; what is it I have done the past week? I switched Bobby Baker pretty smartly, to be sure—and I kept Sam Woodruff after school—and I kept Marion Fisk in from recess for whispering; but I must keep order. Well, dear me, I have tried to do my duty, and I won't worry;" and Miss Wait resolutely went back to "seven times nine," and so proceeded in the usual routine. But she ate no dinner till noon, and had a decided headache as she crossed the big bridge over the mill stream and over the hill to the mill owner's residence.

"I shall not back down in any thing where my clear duty and self-respect are involved," thought she. "I have set up a certain idea as to what a teacher of these little common schools ought to be, and I will, God and my mind, good courage and health not forsaking me, bring myself as near to it as possible. Moreover, I will not consider, in the premises, whether the scholars are children of the rich or learned, or of the poor or ignorant. For the time being God has placed in my care ragged, dirty little wretches of a factory village, as well as clean, well-dressed, attractive children."

"Good evening, good evening, ma'am," said "Old Sam Whittier,"

in his gruff way, meeting the teacher at the door. "As I said in my note to you, I heard to day of some rather uncommon proceedings on your part. I saw ma'am, little Tommy Howe in a new pair of boots this morning. Do you know how he came by them?"

"I bought them for him, Mr Whittier," wondering whether the local magnate suspected the poor child of stealing.

"Oh you did. Are you in the habit of furnishing your scholars with such articles? Was the providing of boots a part of your business contract with the committee? If it was, I can put you in the way of buying boots at wholesale in Boston, where I get my supply for my store."

"It will not be necessary sir," replied the teacher, with dignity.

"I thank you for your kind offer, however."

"Why do you furnish boots in this particular case, if I may inquire?"

"The lad is very poor. His mother has her hand, heart and brain full with the smaller children. Tommy is learning rapidly; I see marks of rare intelligence in him. It would be a pity to have him taken out of school at this time when he is so much engaged. Should he continue coming clad as he was, in such weather as this, he would be ill soon. I could not take the risk in either case."

"Are you able to let your heart get the better of you in this way?"

"I have my wages only," replied the young woman, still with dignity,

"Then you probably will have to retrench not a little in own expenses."

"If I do, it will harm no one's purse or pride but my own. In this instance it may be the matter of a pair of gloves or an ostrich tip with me. With him the little act may make a difference that shall be lasting through time and eternity."

"You have been attending that school over at South Hadley, I hear."

"Yes sir."

"Have you been through it, or graduated as they call it?"

"Oh, no; I have attended but two terms. But I am fully determined to complete the course."

"Hum—all right. Miss Wait, you seem to be doing some good work among the children over the river there. I am going to think it all over; but look here—if any more of those little rascals need boots let me know. I shall consider it a privilege to provide them. You know I can get them at wholesale—ha! ha!" and the now greatly relieved teacher's interview with the mill owner ended.

"If she goes on teaching on and off, and then taking a turn on and off, at Mount Holyoke, she can't graduate for years to come," ruminated "Old Sam Whittier" as he watched her tripping on over the hill; "it's ridiculous."

And so it came to pass, when Miss Wait was paid her meager salary at the close of the term, she found in the envelope containing the order on the town treasurer a cheque with a slip of paper pinned to it reading thus:

"This may be an uncommon proceeding; but I thought it over, and have come to the conclusion that you had better go right along in your studies at South Hadley until you graduate. After that, with your pluck and principle you will be able to invest in boots or books, or in any other way you see fit.

"Very truly yours,

SAMUEL WHITTIER."

I leave this true little sketch without comment. It carries its own lesson, both to struggling young teachers with heart and brain, and to prosperous men of affairs who may lend a helping hand to deserving ones.—*Pennsylvania School Journal*.

#### ANDERSON THE WIZARD, SOLD BY A YANKEE.

Professor Anderson was looking over the American and foreign newspapers in the office of the *New York Dutchman*, when he saw he was closely scrutinized by a gentleman of tall stature and swarthy appearance, who was evidently from the country. The following conversation took place:

"I say! are you Professor Anderson, eh?"

"Yes, sir."

"Wal, you're a tarnation smart man, I hear; you aint got that are bottle of yourn with ye—have you?"

"No, sir."

"Wal, I'm from down East, having been raised in Maine, and I

should like to purchase a duplicate of that are bottle, as I am going out stumping for——. I guess if I had your bottle or its twin brother, I'd soon swamp the Scotties, without talking politics either!"

"I never carry my bottle with me, nor have I a duplicate of it."

"Sorry for that, sir," said the—stumper. "However" he continued, "I was once taught a trick when a boy, but I almost forget how the thng was done, now. I'll tell you how it was, stranger, as near as I can. I used to take a red cent and change it into a ten-dollar gold piece."

"Oh," said the professor, "that is quite simple, a mere trick of slight of hand."

"Wal, I know it's not very difficult, but as I forgot how, will you show me?" at the same time handing a cent to the wizard.

"Oh, yes, sir, if it will oblige you, I will show you in a moment. Hold out your hand, said the wizard. "This is your cent is it not?"

"Yes, sir."

"Close your hand."

The down Easter closed his hand fast.

"Are you sure you have it?" said the wizard.

"I guess I have, and I'll bet a dollar you can't change it into a ten-dollar gold piece."

"Done!" said the wizard. "Now hold fast!"

"Yes, sir! I reckon I will—but stop! down with your dollar! here is mine!" said the Yankee.

The wizard covered his dollar.

"Now, sir, are you ready?" said the wizard.

"I aint nothing else!" said the down Easter.

"Change!" said the wizard. "Now, sir, open your hand." He did so, and to his utter astonishment, he held a *bona fide* ten-dollar gold piece.

"Well, sir," said the wizard, "You see you have lost your dollar!"

"I guess I have!" said he, handing over the two dollars.

"Now," said the professor, "I'll bet you another dollar I'll change the ten-dollar piece into your cent again, much quicker."

"No, yer don't!" said the agent from Maine, placing the ten dollars in his pocket and buttoning up tight. "I'm much obliged to you pefessor, but I reckon I'll leave it as it is! Good morning, old hoss?" said he, walking out of the office; and, turning round as he reached the door, he placed his digitals in close approximation to his proboscis saying: "I guess their aint anything green about this child!" and left the professor in utter amazement at his coolness.

#### HOW HE CAME TO "SWEAR OFF."

"No, I won't drink with you to-day, boys," said a drummer to several companions, as they settled down in a smoking car and passed the bottle. "The fact is, boys, I've quit drinking—I've sworn off." He was greeted with laughter by the jolly crowd around him; they put the bottle under his nose and indulged in many jokes at his expense but he refused to drink, and was rather serious about it. "What's the matter with you, old boy?" sang out one. "If you've quit drinking, something's up; tell us what it is." "Well, boys, I will, though I know you'll laugh at me. But I'll tell you, all the same. I have been a drinking man all my life, ever since I was married, as you all know I love whiskey—it's as sweet in my mouth as sugar—and God only knows how I'll quit it. For seven years not a day has passed over my head that I didn't have at least one drink. But I am done. Yesterday I was in Chicago. Down on South Clark street a customer of mine keeps a pawn shop in connection with his other business. I called on him, and while I was there a young man of not more than 25, wearing threadbare clothes, and looking as hard as if he hadn't seen a sober day for a month, came in with a little package in his hand. Tremblingly he unwrapped it, and handed the article to the pawnbroker, sayi: g: 'Give me 10 cents.' And, boys, what do you suppose it was? A pair of baby shoes, little things with the buttons

only a trifle soiled, as if they had been worn only once or twice. 'Where did you get these?' asked the pawnbroker. 'Got 'em at home,' replied the man, who had an intelligent face and the manner of a gentleman, despite his sad condition. 'My—my wife bought them for our baby. Give me ten cents for 'em—I want a drink.' 'You had better take the shoes back to your wife; the baby will need them,' said the pawnbroker. 'No a-she won't because—because she's dead. She's lying at home now—died last night.' As he said this the poor fellow broke down, bowed his head on the showcase and cried like a child. Boys" said the drummer, "you can laugh if you please, but I—I have a baby of my own at home, and I swear I'll never drink another drop." Then he got up and went into another car. His companions glanced at each other in silence; no one laughed; the bottle disappeared, and soon each was sitting in a seat by himself reading a newspaper.

### Practical Department.

#### THE GLORY OF TEACHING A-B-C.

Possibly it may serve to encourage us who toil on *this* side of the Atlantic, to know that our co-workers on the *other* side experience rather more difficulties, and toil under less favorable circumstances, than do we. The following was clipped from a recent copy of an English paper. F.

We have received from an eminent member of a provincial school board the following notes of an "examination day":

Mixed girls' and infants' school. Time fixed for examination sharp 9 a.m. At 10.15 H.M.'s Inspector enters hastily; children stand. H.M.'s Inspector leisurely divests himself of coat, hat, etc., which he deposits on the girls' needlework, and throws his bag on the harmonium. Puts on coat again. "This school-room is much too cold; shut all the doors and windows." Proceeds to examine registers, summary, logbook, etc., with his back to the children, turning round occasionally with, "There's a child there not attending to me," or "If that girl with a squint looks about her any more I won't examine her." At eleven o'clock: "Oh? how many pupil-teachers have you? Four, eh? Well, let all give a collective lesson to the whole school; subject, a cocked hat, or a pair of garters; or if they don't know what *they* are, the great sea-serpent, or Barnum's white elephant. Whoever finishes first shall have extra marks." About 11.30 begins to examine the school; gives dictation to Standard II. in a low and rapid tone so that they do not catch half he says,—"As a fierce lion was prowling about in search of prey." At the same time he reads from a card a sum for another class,— "If 17 couple of fat ducks sell for 3s. 6d. each, and I lose 9s. 0½d., what shall I have left?" The second standard got puzzled, and write down, "As 17 fierce duck were prowling about, trying to sell a fat lion who had lost 9s. 0½d.?" The sum was taken down something like this: "If 17 couple of lions lose 3s. 6d. each, how much prowling would be left out of 9s. 0½d.?" He "fails" them all, turns to mistress, "Your children are perfect idiots." Mistress weeps copiously. H.M.I. goes on to next class. Takes reading: "Now, boy! I'm not deaf." Children have been specially implored to "speak up for the inspector." "Now, that girl,—no, not you, the one next but five,—tell me the meaning of a concatenation of ovents? Now don't be a week over it." Girl doesn't know. "Then you are a stupid dolt! Can't you tell me anything about it? Is it about a cat or a nation, or what?" "Please, sir: yes, sir." "Now which do you mean?" Girl: "Please, sir: no, sir!" "Fails" her. Takes a class in geography: "Now, all stand,—oh! you were standing,—and look at me. That girl with red hair, tell me the exact distance in English miles from Dan to Beersheba." Girl: "Please, sir, it the other class learns the colonies,—not us." Mistress mentally resolves to give her "what for" presently.

Twelve o'clock strikes. H.M.I., cheerfully: "Now I'll examine the infants." (*sotto voce*): "I almost think I shall catch that train!" Mistress: "Please, sir, they're all crying, sir, they're so tired of

standing." H.M.I.: "I can't help that; let them sing, 'Oh, how we love inspection day!' and meanwhile show me your 'appropriate and varied occupations.' How many girls have you among the elder infants who can turn topple-tail *accurately*? and how many boys who answer to the name Mary, and can knit comforters? What proportion of this class brings pocket-handkerchiefs, and how many, if any, use them, except to clean their slates? How many books have the three year-olds read through this week, and can the whole school do Swiss darning?" Mistress: "Please, sir"—H.M.I.: "Now, I don't want any opinion from you. I'm here to inspect this school, not to hear what *you* think about it." (Song ended.) "Well, that's fairly good; only I can make out neither words nor tune. Can they all say, 'A little cock-robin sat on a tree,' and 'A storm in a teapot,' and all 'Thompson's Seasons,' and 'Meddlesome Mattie' from beginning to end without a mistake? Oh! if they can't do that I shall recommend the withdrawal of one-half of the grant; (*sotto voce*): "I shall catch the 12.35 train, I do believe." Exit, forgetting to take away any of the papers, and to examine the needlework, writing, and singing.

THE TEACHING OF HISTORY.—If history must be taught to children, it would be more practical, if not more sensible, to begin with the reign of Queen Victoria and go backward according to periods. About three-fourths of our children leave school under the impression that English history ceased either at the date of the battle of Hastings, or at the end of the Wars of the Roses. The effort (to teach history on this plan) amounts to a *reductio ad absurdum*.

For all the higher purposes contemplated in the study, a thorough acquaintance with the state of England in one or two of the most eventful periods is of far more value than a superficial knowledge of the entire history. The latter may be forgotten. There is no germinating power in it; it will neither grow when the pupil carries it with him into the world of books and of news and of conversation, nor furnish material for reflection in solitary hours; but the former serves as a nucleus for future acquirement.—*Extracts from Reports of English Inspectors.*

A writer in the *English Journal of Education*, alluding to Mr. Freeman's *Historical Course for Schools*, says: "If Mr. Freeman, with his very great power, when he has space enough, of presenting forcibly and bringing past and present into mutually explanatory relations, could only have had a short year's experience as teacher of an average large form, how different a book would he have written! He would have learned at once, when he was sailing hopelessly overhead, when he was bewildering by hosts of unknown names, how necessary it is that there should be some heart, some human touch, in all teaching for the young. We must not, as we value our subject, blink the fact that we cannot go fast and give details. We must always be drawing an artistic picture." Boston has had some experience with one of Mr. Freeman's historical works for schools, and the result was an almost unanimous contempt for the work as a text-book. But when the masters of the schools, with almost the same unanimity, asked for a text-book treating the same subject, edited by one of its successful teachers, the school board replied by a deliberate refusal. It is probably the same in England as here,—school boards seem to think a teacher with his harness on has not inventive genius enough to manufacture, or even improve, the machinery which aids him in his work. Let him but throw that off, however, become a projector of conventions, or a Bohemian, and he at once becomes a successful author.

Superintendent Harrington, of New Bedford, speaking of the teaching of history, says, "I would throw away the text-books altogether, as such, and take the subject wholly out of the list of text-book studies. I would let no stated formal examinations lie in wait for it,—those premiums on narrow, technical teaching. The teachers should be free from every trammel,—free to make the instruction so delightful and winning as it may lie within their ability to accomplish. There should be no tasking study connected with it,—none whatever. It should be imparted by means of a carefully-selected course of reading, by visible illustrations, and by quickening oral information out of the stores of the teacher's personal intelligence. Biography, which has well been termed the soul of history, should play a prominent part. Youth turns to it by an instinctive proclivity, preferring it to other channels of literature, and by a fortunate coincidence it is the one effective medium through which the ethics of history, which gives it its chief value, can be placed in bold relief." It "illustrates as nothing else can do the triumphs of virtue and the humiliations of vice."

Eloquently expressed, and the frozen truth! But then, at the end of a term, or a year, comes along the written examination,—the measuring-rod of the chief of the bureau of statistics,—and finds, of course, neither inches nor furlongs, neither multiplier nor dividend. Art he cannot measure; ethics he cannot weigh; growth is not a subject for percentage; and so the instruction, of course, is a failure, and the reputation of the teacher at a discount. Happy is he whose examiner is not the "chief of a bureau of statistics!"—*N. Y. Journal of Education*.

Paul Bert, the former Minister of Public Instruction in France, bemoans the neglect of contemporary history in the public schools, which appeared on the occasion of different examinations. He writes: "The scholars could not tell what department was taken from us in 1870, what river is the eastern boundary of France, what Colmar, Metz, and Strasburg were. One girl could not answer when asked what was Alsace Lorraine; a second child triumphantly replied, 'It is a province which Prussia lost 1879.'" M. Bert asks that, instead of giving the history of the Egyptian kings, especially of the oldest times in the public schools, the history of modern times should be given. The criticism might be made in other countries than France.

### PRACTICAL CROSS-QUESTIONING.

We consider the following illustrations on the subject of cross-questioning put, and so give them to our readers. They appeared in the February number of the *Ohio Educational Journal*.

A boy is reciting a lesson in grammar, and says, "It is a declarative sentence." It was a declarative sentence, and the direct-examiner (his teacher) was proceeding to the next point, when a visitor asked, "What is a declarative sentence?" "A declarative sentence is one that declares something." "What do you mean when you say 'it declares something?'" "I don't know." (This answer was correct.) "Make a declarative sentence." "Shut the door." He had the shell but not the kernel.

Class in Geography: T. "What is an island?" P. "An island is a body of land surrounded by water." Then the visitor inquires: "How large do you suppose an island to be?" P. "I don't know." V. "As large as the school yard?" P. "Larger." V. "As large as our village?" P. "May be so." V. "As large as \_\_\_\_\_ County?" P. "Oh, no; not so large as that."

Again: "What are meridians?" P. "Meridians, etc." (Correctly answered.) V. "How many meridians are there?" P. "I have never counted them." V. "Could you count them?" P. "Yes, sir." V. "Where?" P. "Upon the map." V. "Are there any meridians passing through this village?" P. "I think not; I have never seen any." V. "Are there any passing through this room?" P. "No, sir," etc., till it was perfectly plain that the pupil possessed the words of the text, and *nothing else*.

### DISCIPLINE.

Last June I visited an old friend who has a private school on the banks of the Hudson. I found the boys assembled in a neat school-room, and everything was in excellent order. At the close of the morning exercises the principal read off a list of delinquents and the punishment:

John Jones, late: 20 minutes.

Henry Smith, disorder: 30 minutes.

Peter Thompson, staying out too long: 10 minutes.

Then school was dismissed.

"What are the delinquents to do?" I said, seeing all marched out.

"Come and see," said the principal.

Near by was a shed, with a wide piazza. Here the delinquents came, and each seized a gun and shouldered it (looking at the

clock), began to parade up and down in a soldier-like manner, saluting the principal when they passed him.

"My assistant will supervise them—but they need little."

"Do they like it?"

"No, nor do they dislike it: they know that it does them good."

"Does it cause them to refrain from disorder, etc.?"

"Oh, yes! you saw the disorder; I have really nothing to complain of."

"In what does the excellence of this 'standing guard' consist?"

"The boys march up and down in a certain way; they repeat a good exercise until it becomes a habit. Now, a good habit, as of standing straight and carrying one's self properly, reverts on the mind. If it was something useless or degrading, it would have a bad effect. When the weather is fine there are places where they 'stand guard' out of doors."

Speaking of this to another teacher, he says: "I have a similar plan. I believe that it is important to get the body into habits of doing things right. I punish a boy by requiring him to march up and down, standing in the very best attitude possible. He must make his turns in military style. If he fails after fifty marchings, the penalty is doubled. Then again I have a boy walk up on the stage and make a bow to an imaginary audience, ten, twenty, or thirty times. Then they practice coming in, shutting the door, and sitting down in a graceful way, ten, twenty, or thirty times. Then they draw on the blackboard parallel marks two inches long, at the distance of one inch from each other. (This is susceptible of many variations.) All that is given out is physical or semi-physical and trains the individual. I find he grows in obedience. He gets his powers into submission to habit."

This subject is very suggestive, it seems to me; it certainly needs investigation. I have learned not to give out lessons as a punishment; it fails to train, and it causes dislike of study.—*N. Y. School Journal*.

### LESSONS IN LANGUAGE.

The teacher may write them on the blackboard where they can be studied. The pupils should have little blank books in which these forms are copied, as well as others that they may notice. These will train the eyes of the pupil; he must learn to criticise himself.—Ed.

"When a person talks like that they ought to be ashamed of it;" "I hain't forgot;" "So many spoonfull;" "They came to see my brother and I;" "Between you and I;" "The man whom they intend shall do that work;" "I thought it was him;" "I know it was her;" "One of the balls were struck;" "Either of them are too old;" "Everybody has a right to express their mind;" "These kind of grapes are not good;" "I shall go and lay down;" "The books are laying on the floor;" "I laid abed;" "He set on the bench till sundown;" "I should have went;" "You done wrong;" "I have drunk;" "They have began;" "They hadn't ought to;" "Says I;" and "I says;" "I meant to have called there last night;" "If you had hate sent me word;" "I have got the book in my library;" "I like it equally as well;" "We are going to town for to see the pictures;" "The student said it and repeated it again;" "Returning back;" "The fruit was gathered off of that tree;" "I will think on thee, love;" "More than you think for;" "Who was the proposal made to?" "He or his nephew have signed the paper;" "Henry or John are to go thero to-night;" "I don't known but what I shall sail;" "Kato seldom erer uses the wrong word;" "Cold water is a prenentative;" "Please cut it in half;" "Sho has married a man with lots of money;" "He got loads of compliments;" "They say ho enjoys bad health;" "Corporeal punishment;" "The professor learnt us German;" "You

have sown this seam badly ; " "The two first verses ;" "Susan is the handsomest of the two ;" "Mary writes as Jane would have wrote ;" "Neither smoking or drinking allowed ;" "Her husband is covetous ;" "Belov'd brethron" and "Their daughter were beloved ;" "He is rsook ;" "Not as I know of ;" "He has trod on my skirt ;" "Have you shook the shawl ?" "I only called to price your goods ;" "He is quite as good as me ;" "Those people ;" "Was you reading just now ?" "I see him last Monday ;" "They have broke the window ;" "Give me them books ;" "It was not him ; it was me ;" "The baby has fell down stairs ;" "There is danger of a drouth ;" "If I was rich I would buy a carriage ;" "I propose to start to-morrow ;" "We conversed together ;" "I have seen for this twenty years ;" "Seldom or ever ;" "He is known through Europe ;" "The river bank is overflown ;" "It was no use asking him ;" "Who may you be ;" "Five pair of gloves ;" "I should think James was the tallest ;" "Fairly or no ;" "They were all drown'd ;" "This shop to let ;" "This room is twelve foot long ;" "He lives at London ;" "He left his books to home ;" "Such another mistake ;" "Give me both of those books ;" "He plunged down into the stream ;" "By the latter end of the week ;" "Because why ?" "They covered it over ;" "My sister called and we both took a walk ;" "A new pair of shoes ;" "Combined together ;" "Send me a dispatch ;" "He went unbeknown to me ;" "I lit on this passago ;" "I was necessitated to do it ;" "Almost no knowlege ;" "Somewheres in the city ;" "I fear I shall discommode you ;" "I'm thinking they will come ;" "His conduct admits of no apology ;" "A gent called to see me ;" "You have no call to be angry ;" "I had rather not ;" "No less than ten persons ;" "A couple of pounds ;" "He is nowadays in fault ;" "He is like to be ;" "I am bald in comparison to you ;" "The dinner was all eaten up ;" "It fell on the floor ;" "Six weeks back ;" "Who finds him in money ?" "Bo that as it will ;" "Since when ?" "I saw it in here ;" "That ain't right ;" "My every hope ;" "The wind sets that way ;" "Nobody else but him ;" "Either of the three ;" "Neither the one or the other ;" "The other one ;" "Above a month ;" "Such another ;" "He was in eminent danger ;" "Vegetables are plenty ;" "They mutually loved each other ;" "Nowheres ;" "Least wise ;" "Up to the scratch ;" "Down on him ;" "Walk into him ;" "Is that so ;" "Did you ever ?" "Well, I never !"

Of course these inaccuracies are of different classes and degrees. Some of them may be excused in common talk, as betokening a kind of playful or humorous familiarity, the incorrectness being intentional, and as well understood by the speaker as the hearer.

#### LETTER FROM COLONEL PARKER.

Normal Park, Ill., April 14th, 1884.

In your paper of April 12th I noticed an article, "Lessons in Language," that contained a large number of grammatically incorrect sentences. The article is good, but the recommendation of the "Ed." surprises me, for I have generally read the soundest doctrine in your paper. The "Ed." says of these mistakes in language, "The teacher may write them on the blackboard, where they can be studied ; the pupils should have little blank books in which these forms should be copied, as well as others that they may notice. These will train the eyes of the pupil ; he must learn to criticise himself." (The italics are mine.)

Children learn the forms of language—both oral and written—entirely by imitation. The reason that they use incorrect language is that they have imitated the same. Reason does not enter into the learning of language until a late stage of study, if indeed there is any reason in it. Forms in speech are used because educated

people use them. Now, an incorrect form makes just as distinct and lasting impression as a correct one. You and I make mistakes once in a while, not because we do not know the right forms and the rules, but because we have formed the habit. Put these forms on the blackboard, let the children copy them, and every word and letter made is stamping the inaccuracies deeper and deeper in their minds. There are some faults that do not need ready-made examples. It is just as proper and right to swear, steal, or get drunk, as examples for children "to copy on their slates," as to have them copy verbal errors. Every word mispronounced, every word misspelled fixes the form in the mind. I know the old belief, and have the best works on false syntax in my library, but I thought such nonsense had passed out of progressive school journals. The advocates of the plan are not wanting. I well remember hearing an old master urge the use of false syntax. "I would write it on the board," said he, with great stress, "and I would leave it there for the children to read and read, until they could remember every word. For," said he,

"Vice is a monster of such hideous mein,  
To be hated needs but to be seen."

With his arm swinging in mid air he stopped ; the sentiment of the last two lines did not seem so very appropriate :—

"And seen too oft, familiar with its face,  
We first endure, then pity, then embrace."

I embrace this opportunity to make my first criticism on your paper.

F. W. PARKER.

[The suggestion at the head of the article was made at the request of a subscriber who had used the inaccuracies, and was intended merely to hint a method of employing them. In the course of study for the public schools of this city, for example, there is a direction for the correction of false syntax, and so in most cities. The plan of correcting false syntax is an old one, and hard to dislodge. With less and less faith in the efficacy of lists of inaccuracies (for pupils,) there is a steady demand for them. Col. Parker states the principle so strongly that there is nothing more to be said. Let inaccuracies be noted by the teacher and let these be stated to the class and the correct form given. The point is that much must be made of the correct form, and little of the incorrect one.—Ed].

#### GOVERNMENT SCHOOLS IN FRANCE.

SIR,—I have just had a chat with a French schoolmaster on the subject of elementary education in England and France, and I thought that perhaps your readers would be glad to know something about elementary schools here. I shall confine myself this time to mentioning a few points in which it would be well for the English Government to imitate that of the French.

(a) In France there are no schools fees. Education is free. Children who can, pay for their books ; those who cannot are supplied by the Government.

(b) Attendance at school is compulsory from seven years of age to thirteen. Every child must attend a school. If a child is absent four times in a month, it is excused. If five times, it is reported to the committee. The parent is cautioned the first time, fined the second time, and sent to prison the third. Would not English schoolmasters bless such a state of things ? The consequence of this strict rule is that there is no trouble whatever about the attendance.

(c) Private schools are to a certain extent under State control. They must be conducted according to the Education Act.

(d) There is inspection, but no payment by results.

(e) There are no pupil teachers in France. Teachers commence generally when they are eighteen years of age, after receiving a



certificate at the end of three years' training in college. Certificates are also granted to persons who do not enter into training college.

(f) Appointments are made by Government, and not by committee as in England. After an inspection reports are made, but the school masters do not see them. A teacher here finds out how he has succeeded in his examination in one out of three ways. If he wakes up in the morning to find a letter from the Government informing him that he is to be promoted, he knows he has done well. If he passes many years in the same school hoping for promotion, he discovers that the Inspector does not think very much of him. If he is sent to a smaller school, he justly concludes that he may as well give up his pedagogic ghost. I prefer the English style to that.

(g) Fifty children in a school require a certificated teacher. Fifty-one require an additional assistant (certificated, of course). The latter counts for thirty children.

(h) After twenty-five years of service the teacher retires from business, and receives a pension amounting to the half of the salary he received when he resigned. My friends, what do you think of that? In England, Paradise Lost; in France, Paradise Regained.

(i) During school hours the gates are locked, and no one is allowed to enter the school, except teachers, Inspector, doctor, and the Mayor. If the teacher is caught with any one else over thirteen years of age in the school, he is severely reprimanded. Good, is it not?

I must not write any more, or your readers will get angry to think that a few miles from their schools there are teachers who enjoy such advantages.

Of course, French school teaching is not without its trials; but a comparison with the English style would make an English teacher wish he could be transformed into a French instituteur.

When your readers have recovered from this shock, I will give them another dose, if time will permit.—*English Exchange.*

WILLIAM JONES, Havre.

#### THINGS FOR TEACHERS TO REMEMBER.

Remember, 1st, that in teaching, as well as in any other business, you must have a good deal of capital invested to obtain large proceeds.

2nd. Remember that your capital is your health, your education, your library, your determination to brighten and improve yourself, and your power to teach others.

3rd. Remember that every good business man seeks to enlarge his business each year, by constantly investing more capital.

4th. Remember that good business men watch the market; they mark what others are doing, note how they do it, and take papers and journals that give specific information. You will be very short-sighted if you do not imitate their example.

5th. Business men often meet and consult—they have exchanges, boards of trade, hold fairs, etc. Teachers who do not pursue a similar line of conduct have themselves to blame when they fail.

6th. Remember that your work is a business in many respects, and must be conducted on business principles; that it does not consist in keeping your pupils still, and getting replies to questions, many of which you could not answer yourself.

7th. Remember that your work, if done aright, will make you a competent man or woman; it will, like any business, give you a better judgment, more information, and a wider range of thought.

8th. Remember that you ought to be more deeply interested in it every day, as every business man is in his business.

#### GOOD LANGUAGE.

As soon as a child begins to lip its first broken sentence its education should begin. Habits are formed which will exist to a greater or less degree throughout life. Such being the case, the conversation of the older members of the family should be carefully guarded, lest the little ones hear and learn ungrammatical expressions and slang, which, sad to say, is so rife among our young people of the present day. The servants, with whom the children spend much of their time, should be chosen with reference to this matter. A mother should feel it her duty to point out any grammatical mistake made by them, and insist on their language being correct, respectful and devoid of slang at all times. It is exceedingly difficult to break children of habits once formed, and care in this direction will save much trouble and annoyance. One way to cultivate the use of language, and at the same time to learn of the occupations and companions of her children, is for the mother to encourage the daily narration of what they have seen, heard, and enjoyed, and the telling of their little experiences. The study of pictures, moreover, in which every child delights may be used as a great provocation of language. Children always love to look at pictures, and can almost always be induced to talk about them. This study teaches them observation, and how accurately to describe whatever they see. When stories are read to children they should be obliged to reproduce them, using as far as possible the language of the book. The memory is strengthened in this way, a habit of attention formed, and the power of expression increased. If such plans as these are systematically carried out, they will prove a wonderful help in the thorough education of a child. The constant careful teaching, and kind suggestions of parents will accomplish a work which can never be performed by study, and in after years such early home training will show itself in a ready command of language, and an easy, graceful power of conversation.—*National Presbyterian.*

My plan to produce punctuality, for years, has been to open my school in the morning with some exercise that the scholars would not care to lose. A lesson in music, familiar talks and lectures on different subjects, varying with the seasons of the year, and according to circumstances, always selecting something that the scholars would feel a special interest in at the time it is presented. If the teacher will make this matter a study he will find plenty of resources; the exercise will be much more pleasant than constant censuring for tardiness, and tardiness will disappear very soon, except in cases of necessity. These we must recognize.

We believe the above to be as true as gospel. The live teacher will find ways and means to accomplish each desired end. A short exercise by one of the pupils will add real zest to the attendance. Have your pupils appoint a committee to prepare the exercises of the week, you holding the action taken, subject to your approval. Make your work understood for a week ahead, and you will be surprised to see how it will stimulate to promptness.

A teacher said to us a few years ago that she could not prevent tardiness. We told her to have three pupils, respectively, bring a potato, a grater and a goblet, and say to her school at precisely nine o'clock to-morrow morning, I will show you all how to make starch. This teacher told us afterward that there was not a tardy pupil next morning.

These little things go a great ways to help remedy evils.—*School Moderator.*

"No one can know how to deal with a delinquent unless he knows all the circumstances of the case, the previous occurrences to the child during the day, the disposition of the child, and the influences with which he has been surrounded all his life."—*Langtry.*

## Notes and News.

## ONTARIO.

We note that Dr. Hodgins, Deputy Minister of Education announces the issue of the new volume entitled "The Educational System of Ontario, its foundation and administration, from 1844 to 1884, being a personal and historical narrative of the events of forty years." We copy the following from the prefatory note which will give some idea of what may be expected.

"The Narrative will however, include not only the period of Dr. Ryerson's incumbency of the office of chief administrator of the Education Department, but also that of his late successor, the Hon. Adam Crooks, the first Minister of Education. My materials are rich and ample. Not only did Dr. Ryerson entrust me with the whole of his private correspondence with Public Men and Ministers of State on educational matters, but I have also had a voluminous correspondence from time to time, with him myself on several important subjects connected with our School System. These, with various memoranda and other information will be available for the Narrative. They will more clearly illustrate than did the Story of My Life the great ability and statesmanlike qualities of the late Chief Supt. of Education as founder and administrator of our School System. Although the Narrative may be prepared in the course of a year or so, yet it is not intended to publish it just now. I believe that such a personal record will likely be of more interest to the next generation than it would be to the present—especially as so many storms and personal conflicts marked the era of Dr. Ryerson's administration creating such undue prejudice that it still lingers in the memories and exerts an undue influence on the minds of many. Time and a calm review of the whole case, and of the adverse circumstances under which our School System was founded, can alone dissipate this prejudice and do full justice to Dr. Ryerson and to those who stood by him in his efforts to place our national system of schools upon a broad, safe and comprehensive basis. Having been so intimately and confidentially connected with Dr. Ryerson for thirty-two years, in the great work of his latter life (that is since 1844), the Narrative must necessarily largely partake of a personal character—so far as he and I and others are concerned. This cannot be avoided. Besides, I alone am in a position to state or verify some facts which were mentioned in private conversation, or in his correspondence with me, and which are probably known only to myself, and to one or two other persons.

"The JOURNAL comes regularly. I consider it indispensable." L. Ruggles, Annapolis Royal, Nova Scotia.

Sylvanus Phillips, Esq., B.A., late of Huntingdon, Que., has been selected as principal of the new High School in Petrolia. From Mr. Phillips' past record in the schools under his charge, we have every reason to believe that the Petrolia School Board has made a wise selection.

We copy the following from the *Whitby Gazette*:—"Mr. J. A. McLellan, Inspector of Collegiate Institutes, reported very favorably. His remarks after giving detailed statement were:—"This Institute is improving, it is now doing excellent work. All the departments are now in good hands. Mr. Campbell recently appointed mathematical master will soon bring up his department to a higher plane. The tone of the school is very good. The Institute costs the town very little and the Board would do well to pay good salaries in order to get and retain good men."

At the close of the Norwood High School for the summer vacation the pupils presented J. Davidson, M. A., the Head Master, with a gold-headed ebony cane, and the Assistant Master, Mr. G. W. Jackson, with a pair of gold spectacles. The presents were each accompanied by an address, to which a suitable reply was made. The evening was then spent pleasantly, the entertainment consisting of a magic lantern exhibition, by the pupils, readings, recitations, music, and a plentiful supply of strawberries.

The London Board of Education have ordered 1000 New Testaments for the use of the teachers and pupils in the Central and the Intermediate Schools. They will cost about \$200. Dr. Campbell thought that if the pupils could "read, mark, learn and inwardly digest," and live according to the teaching of the Testament the money would be well expended.

Mr. James Ferguson, who has been Principal of the Wingham Public Schools for the past ten years, has resigned his position. We have not learned what he intends to do, but hope that he does not intend to leave the profession of which he has been an active and distinguished member.

We regret to learn that Miss Alice Higgins has been compelled to resign her position as teacher in the Brussel's Public School on account of failing health.

The sessions of the Normal Schools are to be changed back to the old dates, so as to make the examinations fall in December and June, instead of February and June. This will make the sessions fit in with the school terms and save the awkward jog caused by having one examination in February. The next session will begin about August 15th, we understand.

The half-time system has been tried in the Senforth Public School during the past half year, and has been found to work very satisfactorily. We commend the plan as the best practical relief from "Trustees Cram."

We are pleased to learn that D. J. McKinnon, the able and energetic Inspector of the County of Peel, has been appointed Inspector for the City of St. Catharines. No better appointment could have been made.

At the midsummer closing examination in the Preston Public School, Mr. Wm. Stahlschmidt was made the recipient of a number of valuable and handsome presents, on the occasion of his retirement from the honorable and responsible position of the Principal of Preston Public School. The presents, consisting of elegant silver and crystal fruit and berry dishes, and silver cake basket, were presented by his pupils and ex-pupils as a slight expression of their high appreciation of the very valuable and efficient services he has rendered in promoting their social and intellectual welfare during the past fifteen years, that he has so successfully filled the position he now resigns. The address, full of grateful compliments and kind wishes, was read by Miss Lizzie Clare on behalf of the pupils, to which Mr. Stahlschmidt replied in very appropriate and affecting terms. The School Board also presented Mr. Stahlschmidt with a beautiful and costly silver water-service, consisting of 5 pieces with suitable inscriptions on each, accompanied by a very appreciative address, which was read by Mr. Otto Klotz, Secretary of the Board. Mr. Stahlschmidt has fitted up his new factory with the latest improved machinery, and in future will devote his attention specially to the manufacture of his celebrated school furniture. Mr. S. Mayer, his successor, comes with high recommendations as a very efficient teacher, and no doubt will maintain the well-known reputation of the school as one of the best in the province.

An action has been entered in the High Court of Justice by Wm. Barrett, Esq., against Mr. Telford, Head Master of the Walkerton Public School, to test the latter's right to punish a boy for fighting on his way to school. The legality of the following Regulations is called in question: "Pupils shall be responsible to the master for any misconduct on the School premises or in going to or returning from School, except when accompanied by their parent or guardian or some person appointed by them or in their behalf."—Regulation of the Education Department.

"Pupils on their way to and from School are expected to conduct themselves in a proper and orderly manner, and any improper conduct being reported to the teacher shall render the offender liable to punishment according to the nature of the offence."—Regulation of the Walkerton School Board.

As the question is of interest not only to the teaching profession but to every parent sending children to school, we intend to keep our readers posted on the progress of the case.—*Walkerton Exchange*.

Thomas Mulvey, B. A., gold medallist, has been appointed to a fellowship in Physics in University College.

PROF. G. P. YOUNG.—In person Dr. Young is of medium height and of a somewhat stout figure. His most noticeable features are his small, deep-set and penetrating blue eyes, and his broad, full open forehead. The expression of his face is pleasant, but earnest and sincere. He is somewhat bald, but the heavy fringe of silky white hair which adorns his head and his fine flowing beard give him a strikingly venerable appearance.

In his professional habits Dr. Young is unusually regular. He is the first professor to reach the college in the morning, and he never keeps a class waiting a minute for him. He closes his lectures with the same promptness. When the college bell rings he stops short on the moment, even if he be in the middle of a sentence. He usually has his spectacle case or a bunch of keys in his hand when lecturing, and whenever he is explaining a question of unusual difficulty he seizes the spectacle case with a firmer grasp and closes his eyes; the degree of tightness to which they are closed indicating

approximately the degree of difficulty the venerable doctor experiences in elucidating the question under consideration.

Dr. Young is a man of strongly marked character. In general he is very quiet and retiring in his disposition, but when occasion requires it he gives forth his views with no uncertain sound. As an instance, I refer to the fact that in strong and unmeasured language he opposed President Wilson's recent unjust attempt to exclude young women from University college; and there is no doubt that Dr. Young's quoted opinion had very much weight in the parliamentary discussion on this subject. He is in favor of liberality, advancement and freedom of thought in the fullest sense. He often tells his students that he does not wish them to accept anything on his authority, or on that of any other person. Says he: "I have failed in my purpose if I have not taught you that in your search for truth, reason and not authority must always be your guide if you wish to make any real progress."

Dr. Young is a scholar of more than ordinary ability. Not only is he probably the best metaphysician in America, but he has also a profound knowledge of the higher mathematics. He is a good Greek and Latin scholar, and is quite at home in Hebrew and German. In short, in general scholarship he is without an equal in Canada.

But it is the abilities he displays as a professor that have given Dr. Young the widest distinction. Here we must call attention to a fact too generally ignored, viz., that mere scholarship is not sufficient evidence of fitness for the position of teacher or professor. The essential characteristics of the true teacher are the ability to awaken the interest of the learner in his subject, and the tact to assist him at every point where assistance would be of advantage to him. In the main it is not so much instruction as education that the college student requires of his professor. There is an important difference. Instruction consists in imparting facts; education in drawing out and developing faculties. Now the student can get his facts from his text-books or the college library, but for the development of his faculties he requires a living professor.

Professor Young is the most enthusiastic, the most successful, and the most popular teacher in the college. Although his subject is naturally the driest and most abstruse in the whole list of studies, yet such is the interest with which the professor invests it that the number of students who make mental and moral science a special study here is equal to those in all the other special departments together, namely, classics, mathematics, physics, modern languages and natural science. No coercion is necessary to secure attendance at Dr. Young's lectures. His lecture room is always crowded. No one goes to sleep in his class, or leaves the room with the very unsatisfactory feeling of precious time wasted. All the graduates in this department are conscious of a life-long debt to Dr. Young, and his retirement would be a matter of profound regret to all who know him.—*Correspondence, Markham Economist.*

**DR. McLELLAN'S LECTURE.**—In connection with the Teacher's Association the Inspector of High Schools, Dr. McLellan, delivered a lecture in the Music Hall on Thursday evening last to a very large and intelligent audience on "Canada and Education," and it is not too much to say that those who arranged for the delivery of the lecture placed all who heard it under a lasting obligation. The lecture was one of a class that must be heard to be appreciated, as the manner of its delivery was as much a feature as its matter, and thus made it entirely unreportable. Notwithstanding the unfavorable state of the weather, the seating capacity of the hall was exhausted.

The Mayor, in opening the proceedings, congratulated the promoters of the meeting on the size and character of the audience.

Dr. McLellan on rising was received with such a hearty welcome as proved that either the man or his abilities, or perhaps both, were well known to quite a large number of those present. The Dr. expressed his pleasure with the audience, and gave utterance to the opinion that in no other town in Ontario had he been honored with such an audience; at the same time he wished it to be understood that he did not consider the compliment was paid to himself personally, but rather he took it as the evidence of the growing feeling in favor of education that was at present so manifest throughout the world, but especially in Britain and her colonies. He referred to Macaulay's gloomy view of Great Britain's future, which he declined to endorse, and went on to contend that because nations had in the past risen to greatness, become historic and faded away into the darkness of the past, was not a reason for believing that all nations would follow the same path. He eloquently predicted a greater and more beneficial future for the British Empire, because

a Supreme Being guided her destiny, and her watchwords were "Liberty, Intelligence and Christianity." The lecturer then went on to show the reason for his belief that a cultured intelligence is the best safeguard of national liberty and the basis of a nation's progress. In this connection he referred to the French Revolution as having been the child of ignorance, and therefore a failure. Education was also essential to human progress in industrial arts, and he defined human progress to be the triumph of intelligence and liberty over the blind forces of nature. The speaker pictured Prussia after the Napoleonic war, and her determined effort to win back her position by the education of the people, and how she had succeeded let her march to Paris and the solidity of the German Empire prove. Germany, again, had reacted upon Britain, and the great Exposition of 1851 astonished the manufacturers of England by showing them that in all the industrial arts requiring skill and culture in design and execution the continent of Europe could beat them, and this so aroused John Bull that he began to move in the same direction. England and Scotland were passed in review, and a very graceful tribute was paid to the Irishman's natural genius and love of education. The audience was then informed what a system of national education should include—both primary and higher education; the equality of opportunity was dwelt upon, and the assertion made that where "the equality of opportunity," was afforded the humbler classes had contributed the larger proportion of the leaders of men, and brought forward the names of Dr. Ryerson and Prof. Huxley in proof. The objections to education were next dealt with, and amongst others, that education would diminish the hewers of wood and drawers of water, that education fosters crime, that education tends to spoil a man, and that education was not sufficiently practical. These various objections were taken up by the lecturer and subjected to the crucible of his logic, sarcasm and eloquence, and it is needless to say they were shown to be utterly indefensible and baseless. As to the last objection, U. S. authorities on educational matters were brought forward to bear testimony to the practical character of education in Canada, and that in this respect we were in advance of them. The methods of imparting knowledge were next dealt with, and the Model Schools shown to be doing good work in that direction. The methods of to-day were contrasted with the methods of the past, as shown by a very humorous and touching relation of his own school-boy days. The law of love was energetically insisted on, and teachers were reminded that a stab from a sarcastic tongue may inflict more real suffering on a sensitive nature than a sound thrashing with a rod; and it was pointed out how utterly absurd and useless it was to expect a child's intelligence to have full play whilst the possessor was trembling with fear. The lecture was concluded by the eloquent rendition of "The Dignity of Labor," which was listened to with rapt attention, and when the speaker at the close resumed his seat it was amidst the hearty and long continued applause of his hearers.—*Almonte Gazette.*

#### NOVA SCOTIA.

The anniversary exercises of Acadia College and its connected schools began on Wednesday, June 4th, with the Public Exhibition of the Collegiate (male) Academy. A number of very creditable essays were read, and appropriate addresses delivered by Principal Calkin (of the Provincial Normal School), and other gentlemen. It was announced that eighteen young gentlemen had passed the matriculation examination of Acadia College. On the evening of the same day, Acadia Seminary (for females) held its closing exercises. An excellent programme consisting of essays suitably interspersed with music was admirably carried out. Four young ladies were reported as having completed the prescribed course of study and entitled to the honors of graduation. The closing exercises of the college were held on Thursday in presence of a large and brilliant audience. The orations of the graduating class were delivered in the following order:—

The Genesis of Scepticism in Thought, by Enoch H. Sweet, Newport, N. S. Education a Natural Process Directed by Human Art, by H. Bert Ellis, Fredericton, N.B. Vocal Music, "The Lost Chord," by Miss Prudie Hartt. The Supremacy of Law in the British Constitution, by Benjamin A. Lockhart, Lockhartville, N.S.—Excused. The Harmony between the Artist and his Work, by Miss Clara B. Marshall, Lawrencetown, N. S. A Piano Duet. The Classical and Modern Theatre, by Frank R. Haley, St. John, N.B. The Origin and Permanence of Civil, Social and Religious Laws, by Frank M. Kelly, Collins, N.B.

The degree of D.D. was conferred upon Rev. D. M. Welton, A.

M., Ph. D. (of Leipsic), and now Professor in McMaster Hall, Toronto.

Among the impressive incidents of the anniversary week was the unveiling of a tablet erected in the college library to the memory of the late Professor Hartt, by his classmates (1860.) After appropriate remarks by Dr. Rand, Dr. S. Alward, of St. John, N.B., read an address on the life and labors of the distinguished deceased. Prof. Hartt had taken part in four Brazilian exploring expeditions previous to his appointment by the Emperor Don Pedro II., as chief of the Geological survey of the whole Empire, at a salary of \$10,000 a year. During his scientific career he conducted himself as a pupil of the immortal Agassiz, and his death at an early age deprived science of one of its brightest lights.

The Alumni Society at its annual meeting elected the following officary:—President, Judge Johnstone; Vice-President, Rev. D. G. Macdonald, Sackville, N.B.; Secretary-Treasurer, Frank Andrews, B.A.; Board of Directors, W. L. Barss, B.A.; E. D. King, M.A.; J. W. Manning, B.A.; Rev. E. J. Grant; Prof. Jones, M. A.; B. H. Eaton, M.A.; and J. W. Longley, M.A.; Auditor, A. J. Denton, M.A.

The Halifax Board of School Commissioners have advertised for a teacher of Modern Languages and Industrial Drawing in the high school, offering a salary of \$1,000 per annum. Among other steps recently taken by the Board may be mentioned the abandonment in toto of the custom of presenting prizes to the pupils out of the funds of the Board, and provision for regular meetings of the teachers under the direction of the Supervisor.

Mr. A. J. McEachern, of St. Francis Xavier Academy, has accepted a position on the teacher's staff of St. Patrick's school, Halifax. Mr. McEachern will be a valuable addition to the city roll of teachers. The Antigonish *Casket* in referring to his learning, says, that town pays a high tribute to his skill as a teacher and his character as a man. For several years Mr. McEachern has been one of the Secretaries of the Provincial Educational Association.

Under the somewhat lengthy title "*Progress of Education in Nova Scotia During Fifty Years, and Lights and Shadows in the Life of an old Teacher*," Mr. J. Willoughby has made an interesting contribution to educational and biographical literature. The author of this modest volume was a member of the first class which was graduated from the Provincial Normal School in 1856. His career as a teacher began, however, as far back as 1841, and as it has continued unto the present day, it affords abundant material for interesting and instructive reminiscences. Mr. Willoughby incidentally treats of the vexed question of religious instruction in schools in a most common sense fashion. Much important historical information is embedded in the biography.

Mr. F. A. Rand has resigned his position as teacher of the second department of the Morris St. School, Halifax.

#### PRINCE EDWARD ISLAND.

The closing of the city schools for summer vacation was performed this year in a manner which, not only elicited the warm approbation of the trustees and a large number of visitors, but also testified to the excellent progress made during the term. The teachers were highly complimented on the present state of efficiency in every department, and also on the splendid order and discipline apparent in every school. The Governor-General gives a medal in each of the three schools for general proficiency, the School Trustee Board awarded certificates, and numerous friends sent a large assortment of valuable books and other prizes for the best answers in the various branches of instruction, and for good conduct and punctuality. The singing, recitations and exercises were most creditable. In the absence of the Chairman of the Board, the distribution of prizes was made by Archibald Kennedy, Esq.

The closing exercises of the pupils attending the school of the Convent, of the Congregation de Notre Dame, Charlottetown, were of a most pleasing and appreciative nature. Crowns, gold medals, and a large variety of other prizes were distributed by the Bishop of Prince Edward Island, assisted by Rev. Father Carroll, and at intervals between the distribution to the several grades and classes, music, both vocal and instrumental was afforded. Five pianos, an organ and a harp formed the orchestra. The pianos, each played by two young ladies, were in such perfect accord and the fingering so exquisitely true that the effect was as if only one instrument was being played on. Some of the choicest pieces of modern music were rendered on the seven instruments, with a taste and precision that evidenced the careful and thorough instruction imparted in

the Convent. The large audience was more than satisfied—and was loud in praise of what they had heard. The solos given by Miss Palmer, Mrs. Byrne and Miss E. Farmer were much appreciated, and Prof. Caven's song, "The Village Blacksmith," was warmly applauded. The Orchestral Glee Club gave their talented aid in making the concert a most enjoyable treat. Previously to its conclusion, Miss Ellie Hickey, one of the graduates, delivered a neatly worded address of thanks to the Bishop, and in response His Lordship spoke in the highest terms of praise of the progress made during the term, and his approbation of the condition of the school. His Honor, Chief Justice Palmer and Judge Reddin both testified to the great satisfaction the exhibition had afforded. The examination papers were valued by Prof. J. Caven, of Prince of Wales College, and it is worthy of record, that in the graduating course three young ladies, Misses Hickey, Coonan and Reddin obtained one hundred per cent.

#### NEW BRUNSWICK.

SHEIDIAC, July 10.

The Teachers Institute met at two o'clock. After roll call Mr. J. G. A. Belyea, A. B., read a paper on "Our Profession." The paper pointed out the necessity of raising the profession of teaching by increasing the efficiency of the teachers. This was to be done by studying the pupil, by studying professional literature and by devotion to the profession. The paper was generally endorsed and considered an able exposition of the situation.

An interesting discussion followed and many profitable suggestions were made.

A lesson was given to a class from the Grammar School by John Britain on "Plant Life."

Mr. Crocket, A. M., being present, stated that some changes had been made in text books at last Tuesday's meeting of the Board. The text books on Geometry, Geography and Canadian History were struck off the list and others adopted, viz: Campbell's Geography, Archer's smaller Canadian History, Hamblin & Smith's Euclid.

Mr. John Britain forcibly stated his objections to the shortening of the holidays.

Mr. J. G. A. Belyea pointed out that the schools would be but partly attended and pupils have no interest in the studies, and asked Mr. Crocket for the reason for the change.

Mr. Josiah followed in a vigorous attack upon the Legislature for lowering the Government allowance and shortening the holidays. His remarks were vigorously applauded and heartily endorsed by the teachers.

Mr. Crocket, in reply, said that the salaries as lowered would be higher than in Nova Scotia, and the holidays as shortened were as long as in Ontario or Nova Scotia; that the Government did not willingly take off 10 per cent from the Government allowance, but were obliged to do so.

In the evening Mr. E. J. Smith, as chairman, called the public meeting to order, and introduced Mr. Wm. Crocket, A. M., as the lecturer.

Mr. Crocket said he would not give any fine spun theories of education but some plain statements respecting the course of education suited to our country. He proceeded to say: The public school system ought to prepare pupils for the duties of good citizenship. The practical question is, are the pupils being prepared for the duties of life. Provision has been made for this end. If the subjects are not fitted to reach the end the fault is with the powers that be. Wrong methods are the fault of the teacher. Some hold that the 3 R's are sufficient, others more; but the subjects to be taught are not of so much importance as the methods by which the work is done. Let us see what a course of 3 R's may accomplish. Reading may be made educative from first to last. The pupil gains from his reading new power, new ideas. To catch an idea and express it in his own words will do more for correct expression than all the rules of composition. To write a plain legible hand should be expected of all. I do not think the present system of copy books is suited to produce a good legible hand, the letters are too small and complicated by useless complications. It is hoped that the Board of Education will prescribe a better series of books. In Arithmetic, the inductive method by which the pupil is lead to find out the principles for himself, our schools have in this respect been fairly successful. But some complaints are made that not enough accuracy is possessed by the pupils. This can be accounted for by lack of drill after the rules have been acquired. The practical work of the pupil can be extended to measuring the playground, &c. These subjects, therefore, contain the substance of what the pupils want to know in life. Too much has been imposed upon the schools and too much has been attempted and but little done. For the average country teacher the course of instruction is unsuitable. The essentials first, the non essentials afterwards, should be the rule. Geometry and arithmetic are eminently fitted to cultivate the reasoning powers, and drawing the observing powers. Any subject may be made educative if the right methods are employed. We cannot go so far as to teach trade as is attempted in the United States, but industrial drawing, etc., is fundamental to many industrial pursuits and is therefore useful.

Drawing will be useful to the farmer in drawing plans for his buildings, etc., much more for artisans. Wormel's Geometry is not suited for our schools. Wormel's conception is good, but his carrying out is bad. So we shall have to throw it aside and go back to Euclid. Color is another subject of importance. Investigation into railroad accidents shows that they are due, in many cases, to color blindness. Four out of every hundred males are color blind. Four out of every thousand girls are color blind. This is due to the greater familiarity with dress goods by girls. Let the boys be instructed and this will prevent such serious accidents.

One subject more, the subject of domestic economy. It is more important for our girls to know something of the management of the household than the dry details of grammar. The girls should know how to bake bread, sew, knit, etc. The necessity for such knowledge is made obligatory in some countries now. Domestic economy, embracing sewing and knitting, is prescribed as part of the work at the Normal School.

We have found that we have attempted too much heretofore and shall have to steer for safer anchorage. Our high schools and academies must be maintained.

A vote of thanks, moved by D. L. Harper, Esq. seconded by James Friar, Esq. was passed.

July 11.

#### FORENOON SESSION.

After roll call J. G. A. Belyea, A. M., of Shediac, gave an interesting and instructive lesson on the mechanical properties of the atmosphere. By various experiments the pupils were led to see that the air has weight and that by removing the pressure from a given portion of water that portion would rise. The mechanical arrangement by which this could be accomplished was determined by various experiments, and the principles upon which a pump is constructed were arrived at.

The lesson having been brought to a close a discussion, as to the best means of disposing of the funds on hand, took place. After the expression of a considerable diversity of opinion, it was resolved to leave the money in the hands of the Secretary Treasurer for another year.

#### AFTERNOON SESSION.

After roll call, an animated discussion took place which resulted in a resolution condemning several of the recent changes made by the Legislature and Board of Education in the School Law.

This Institute adjourned to meet at Shediac next summer.

All the teachers appear satisfied with Shediac as a place of meeting.

#### GENERAL.

A happy choice was that made last week by the Directors of the National School of Elocution and Oratory in Philadelphia, when they elected Dr. Edward Brooks to be President of the Faculty of that institution, to succeed the late Professor J. W. Shoemaker, who founded the school eleven years ago. Dr. Brooks was for many years president of the Pennsylvania State Normal School, at Millersville, and has a National reputation as the author of numerous valuable text-books. He will bring to his new sphere of duty the experience, influence and popularity of nearly a third of a century of successful labor in the capacities of teacher, organizer, writer and lecturer, and he will find there not only congenial task, to perform, but also ample opportunity to employ the best thoughts and energies of his life in so doing. Both the school and its new head are to be heartily congratulated.—*New York Daily Tribune.*

**CRITICISMS FROM CANADA.**—In 1881 the Minister of Education of Ontario, Canada, appointed Dr. McLellan, the Inspector of High Schools, to visit the United States and compare the schools and report. He has done so, and his report is well worth reading. What do others think of us? How do others see us? His notes respecting our normal schools show him to be a man of independent and just judgment.

As to the Albany Normal School, he tells us no lectures nor lessons on methods, etc., are given. The professional training is given by the professors; that is, the methods they employ are models for the teachers.

This visitor was apparently astonished that a normal school could occupy this position. Dr. Alden is one of the noblest of men, all will agree; he misconceived the function of a normal school. Those professors should have taught as they did, if the pupils were not preparing to be teachers. Canada won't take Albany for a model.

Of the Normal School at Worcester, Mass., he says that Principal Russell believes the function of a normal school is to give professional training exclusively, or at all events, chiefly. He teaches educational methods theoretically and practically; besides there is a special teacher of methods. He was pleased with this normal school. He speaks in the same tone of the school under the charge of Miss Hyde, at Frammingham, Mass. Of the Bridgewater Normal

School, he says the object is "to make the student an educator—to give him a definite idea of the true objects, the principles and methods of education, a thorough knowledge of the subjects he will need to teach, with such a degree of skill in the application of these principles and this knowledge as will enable him to organize and control his own school and to educate his pupils."

Evidently pleased with the record of the Boston Normal School, he says: "It is the only school I have visited where teaching power is almost exclusively devoted to the professional training of teachers."

The New Britain (Conn.) he dismisses with brief remark.

The New York City Normal College gets little attention. He says: "It is no more than a high school with a training school attached; the professional work seems to be altogether a secondary thing, the principal object being to carry the student through a fair literary career."

### Publishers' Department.

The following advertisement appeared in British Columbia:—



His Honor the Lieutenant Governor in Council has been pleased to direct that the present series of Readers in use in the Public Schools of this province be discarded, and that "Gage's Canadian Readers" be authorized in its stead, under the following regulation:—

1st. That the new series shall be introduced in all schools organized after this date.

2nd. That the Teacher of each School, having first obtained the written approval of his Trustees, shall gradually introduce the new series as opportunities occur.

3rd. That after 30th June 1885, the new series shall alone be used, and the old series shall cease to be authorized.

By Command.

S. D. Pope.

Superintendent of Education.

Education Office, Victoria, B. C. 16th June 1884.

The worth of Hamblin Smith's Mathematical works is shown by the fact that they have been adopted in every Province of the Dominion of Canada, and are now recognized as the standard Mathematical works. Recently in the Province of New Brunswick the authorities have determined to introduce as per following letter.

*W. J. Gage & Co. Publishers, Toronto.*

DEAR SIRS, — I have the honor to inform you that the Board of Education has to-day prescribed Hamblin Smith's Geometry for use in the Schools of New Brunswick, to take effect on 1st November next.

Yours truly,

Wm. Crocket.

Chief Supt. of Education.

### Readings and Recitations.

#### THE OLD READING CLASS.

WILL CARLETON.

I cannot tell you, Genevieve, how oft it comes to me—  
That rather young old reading class in District Number Three,  
That row of elocutionists who stood so straight in line,  
And charged at standard literature with amiable design.  
We did not spare the energy in which our words were clad;  
We gave the meaning of the text by all the light we had;  
But still, I fear, the ones who wrote the lines we read so free  
Would scarce have recognized their work in District Number Three.

Outside the snow was smooth and clean—the winter's thick laid dust;  
The storm it made the windows speak at every sudden gust;  
Bright sleigh-bells threw us pleasant words when travelers would pass;  
The maple-trees along the road stood shivering in their class;  
Beyond, the white-browed cottages were nestling cold and dumb,  
And far away the mighty world seemed beckoning us to come—  
The wondrous world, of which we coned what had been and might be,  
In that old-fashioned reading-class of District Number Three.

We took a hand at History—its altars, spires and flames—  
And uniformly mispronounced the most important names ;  
We wandered through Biography, and gave our fancy play,  
And with some subjects fell in love—"good only for one day ;"  
In Romance and Philosophy we settled many a point,  
And made what poems we assailed to creak at every joint ;  
And many authors that we love, you with me will agree,  
Were first time introduced to us in District Number Three.

You recollect Susanna Smith, the teacher's sore distress,  
Who never stopped at any pause—a sort of day express ?  
And timid young Sylvester Jones, of inconsistent sight,  
Who stumbled on the easy words, and read the hard ones right ?  
And Jenny Green, whose doleful voice was always clothed in black ?  
And Samuel Hicks, whose tones induced the plastering all to crack ?  
And Andrew Tubbs, whose various mouths were quite a show to see ?  
Alas ! we cannot find them now in District Number Three.

And Jasper Jenckes, whose tears would flow at each pathetic word,  
(He's in the prize-fight business now, and hits them hard, I've heard ;)  
And Benny Bayne, whose every tone he murmured as in fair,  
(His tongue is not so timid now ; he is an auctioneer ;)  
And Lanty Wood, whose voice was just endeavoring hard to change,  
And leaped from hoarse to fiercely shrill with most surprising range ;  
Also his sister, Mary Jane, so full of prudish glee,  
Alas ! they're both in higher schools than District Number Three.

So back these various voices come, though long the years have grown,  
And sound uncommonly distinct through memory's telephone ;  
And some are full of melody, and bring a sense of cheer,  
And some can smite the rock of time, and summon forth a tear ;  
But one sweet voice comes back to me, whenever sad I grieve,  
And sings a song, and that is yours, O, peerless Genevieve !  
It brightens up the olden times, and throws a smile at me—  
A silver star amid the clouds of District Number Three.—*H. W. P.*

### Teachers' Associations.

The publishers of the JOURNAL will be obliged to Inspectors and Secretaries of Teachers' Associations if they will send for publication programmes of meetings to be held, and brief accounts of meetings held.

COUNTY OF WELLINGTON TEACHERS' INSTITUTE.—The County of Wellington Teachers' Institute, held in Fergus on the 28th, 29th, and 30th May, 1884, was a great success, being well attended by teachers, trustees and others, and ably conducted throughout. It was probably one of the best county conventions ever held in Ontario. The committee were very fortunate in securing the services of E. V. DeGraff, Esq., M.A., a leading educationist from Washington, D. C., U. S. A. The teachers of Wellington had a good opportunity of comparing their methods of teaching with those of the leading teachers of the United States. As Prof. DeGraff said, his theory was not new ; his work was practical. He wisely confined himself to subjects taught in the common school. Judging from the way the teachers present used their note-books, it should be anything but a failure, if the note-books are studied when they reach home. Mr. Alex. Petrie, of Elora, President of the South Wellington Association, gave a suitable address of welcome to those present. He then introduced Prof. DeGraff, who, in course of his remarks said, the great object of teaching was to get the best methods of developing true manhood and womanhood. He first took up the subject of "Reading," and discussed the different methods ; he advocated the use of all, excepting the A, B, C, method, which he condemned as irrational and unphilosophical. He also gave an interesting lesson on "Phonics." The afternoon's session opened with the reading of two addresses to the Hon. Geo. W. Ross, Minister of Education, one by the teachers, and one by the trustees of Wellington. Mr. Ross made a suitable reply : he said he was pleased with the work the Convention was doing. He took up the subjects of High and Public School Grants, Third Class Certificates, and the Superannuation Fund. He thought the grants should be divided according to (a) average attendance, (b) qualification of the teacher, (c) school accommodation, etc. The trustees and teachers seemed to agree with him ; but the high school teachers and trustees wanted, in addition, the grant of \$750 to Collegiate Institutes withdrawn, and divided among the high schools, as it tended toward centralization of higher education, thus weakening small schools already weak. Mr. Ross seemed to be in favor of having the Third Class Examinations conducted by a County Board, as formerly. The inspectors and older teachers are not in favor of it. All agreed that no permits should be granted except in unorganized districts, or in townships like the North of Hastings ; and that after their certificates expired, they should go up for examination every year. The Superannuation Fund was warmly discussed. Mr. Ross seemed to be in favor of abolishing the Fund, on condition that the vested rights of all should be respected. The younger teachers wish it abolished ; the older

teachers wish to continue to pay into the Fund, as they were forced into it in the first place. Inspector Craig thought that if the Government wished to economize, they might begin with the civil service and not with the teachers. A petition was signed on Friday, requesting the Minister to allow all those who wished to pay into the Fund to do so ; thus leaving it optional. In the evening Mr. Ross delivered a practical educational address. *Thursday.*—On Thursday morning, Mr. Bright, of Drayton, President of the North Wellington Association, after a brief address, called on Prof. De Graff, who took up the subject "How to Teach Reading to Beginners." He would show an object to the children, and ask questions about it ; he would draw the object, or show a picture of it. Then he would write the word on the board, taking great care to write well. He would not use a book. In reply to a question, he said he was in favor of having the primers printed in script. He would teach writing from the first, because it was economical ; once learned it was learned forever. He said, when you have taught a pupil to read well, you have taught him everything except arithmetic. He would make every lesson a language lesson. Principal Grant, of Queen's University, Kingston, followed with a short, but excellent address. He spoke of the excellency of the Scottish school system, instituted by John Knox ; and the necessity of enthusiasm in a teacher. Experience seemed to count for nothing in the teaching profession. Teachers should be faithful to duty, no matter who were unfaithful to theirs. In the afternoon Mrs. Hunt, of Boston, Mass., gave an able address on "Compulsory Teaching of Temperance in Schools." She showed the effects of alcohol on the human system from the scientific standpoint ; she spoke of the possibilities of the Anglo-Saxon race were it not for strong drink. The greed for gold is the mainspring of the liquor traffic. She believes in educating popular opinion, and then suppressing the evil by legislation. It was carried unanimously that the Convention should urge upon the Education Department the necessity of having scientific temperance taught in the schools. Col. Clark, M.P.P., read an interesting paper on topics relating to school work and the school. In the evening Principal Grant lectured to a large audience on "Across the Rockies on foot." *Friday.*—On Friday morning at 8 o'clock, separate meetings of both Associations were held for the election of officers, and the transaction of necessary business. Prof. De Graff took up the subject of "Spelling." Spelling is a question of form, not sound. The forced attempt to reproduce that which is vague or indistinct is injurious ; all spelling should lead up to composition. He next took up the subject of "Language." It cannot be learned by rules, parsing, analysis, etc. It is learned from (a) parents, (b) teachers, (c) associates, (d) books. "Things that have to be done should be learned by doing them."—Comenius. For the last 50 years, he said, we have been teaching the science of the art, instead of the art which is practical. Mr. Jos. Carson, I.P.S., of West Middlesex, treated the subjects, (a) "How to Teach Arithmetic to Beginners," (b) "How to Assign Lessons in Literature," in an able manner. Prof. De Graff next took up the subject of "School Management." He said the use of corporal punishment showed the weakness of the teacher. In the evening the Professor lectured on "Elements of Success, or Bound to Win," to a large audience. He strongly urged young men to stop on the farm, or be good mechanics, as thousands of young men in the profession, etc., cannot get anything to do, at any salary. At the close of the lecture, thirty young ladies from Guelph Central School, in uniform, gave a calisthenic exhibition, under Adjut. Clarke. It consisted of club-swinging, marching, etc. ; it was admirably, and highly appreciated by the audience.

CARLETON.—The semi-annual session of the County of Carleton Teachers' Association was held in school-house No. 4, Bell's Corner's, on the 22nd and 23rd—the president, Mr. Smirle, I. P. S., presiding. The president, in his address referred to important subjects which would present themselves for careful consideration, such as superannuation fund, etc. The minute relative to text-books was freely discussed, and the questions submitted by the committee in Toronto regarding Teachers' Superannuation Fund were carefully replied to. Moved by James Argue, seconded by H. McKercher, and carried, that the Secretary-Treasurer be a paid officer. Moved by James McElroy, seconded by D. D. Keenan, that the president be appointed a delegate to the Provincial Association.—Carried unanimously. The Midsummer holidays were freely debated upon by Messrs. H. McKercher, Jas. McElroy, A. Smirle, and H. S. Moffatt. It was moved by Mr. Wallace, seconded by Mr. McKercher, and carried, that in the opinion of this Association it is regretted that an option should be allowed school boards of shortening said vacation. The payment of teachers' salaries was discussed at some length, when it was moved by Mr. Hunter, seconded by Mr. Argue, and carried, that this Association approve of the salaries being paid quarterly. The president introduced Mr. Munroe, (Principal of Central School East Ottawa,) and Mr. McMillan, (Principal of Collegiate Institute), who followed respectively with "Teachers Extra Duties," and "Teacher before his Class." It is needless to remark both gentlemen received much applause throughout ; their subjects being handled in a masterly manner. The president, and Messrs. Smith, Mc-

Elroy, Keenan and Wallace, debated lengthily but chiefly in harmony upon both papers. Thanks were tendered both gentlemen for kindness and benefit from their presence. *Second day's proceedings.*—Messrs. McElroy, Moffatt, Pratt, Keenan, and Foster were appointed to arrange programme for the next session. The former committee in charge of the correct were re-appointed, having performed the work so satisfactorily. It was moved by Mr. Keenan, seconded by Mr. McKercher, that next session be held on the 16 and 17th of October.—Carried. Mr. L. Smith's paper on mental arithmetic was then read and elicited much eulogy owing to accurateness of preparation. Criticisms were made upon it by Messrs. Keenan, Hunter, McElroy, Pratt, Moffatt and McKercher. Reverend Mr. Patten, of Bell's Corners, and Mr. Andrews, an old pedagogue of Carlton, were honored with membership. Mr. James McElroy's paper on "Loyalty to Queen and Submission to the Laws" followed. This subject being different from those usually given, proved very interesting. Criticisms were elicited from Messrs. Keenan, Smith and Hunter. Mr. J. H. Moffatt's paper on literature proved very satisfactory to all, and received few criticisms. The study of Latin and Greek roots was discussed ably, and apparently met with the approval of all. Votes of thanks were tendered trustees for the use of the building. A very interesting and successful concert was held in the old Town Hall by the association on Thursday evening. Mr. Smirle presided with his usual ability. Among those who contributed largely to the programme were Miss Wallace, of Fallowfield; Miss Bain, N. Gower; Miss Dawson and Mr. J. Moodie, Bell's Corners; Mr. Hendricks, Ottawa; and Mr. C. O. Carson, Gloucester.

**PRESCOTT.**—The half-yearly meeting of the Prescott Teachers' Association began here on May 30th in the County Model School. Mr. Summerby occupied the chair. About forty-five teachers were present. Mr. Marshall, Principal of the Model School, read an excellent essay on "Thoroughness in Teaching." Mr. Summerby gave a clear explanation of the Quincy system as carried out by Colonel Parker. Mr. S. S. Burris read an essay upon the "Appearance of the Teacher in the School Room," which received the approval of all present. Dr. MacCabe lectured before the association on the subject of "Reading." He discussed the different systems in use among teachers in teaching beginners to read, showing the defects of the various methods, and calling attention to the necessity of clear articulation. By quotations from Shakespeare and Milton he explained the necessity of paying proper attention to "time" in reading. Mr. Alford addressed the meeting upon the necessity of looking out for their own interest as well as the interest of the people. On Friday evening Dr. MacCabe delivered a public lecture on the subject "What More." There was a very full house, many not been able to find seats. On Saturday morning Dr. MacCabe lectured before the association upon the teaching of grammar and composition. The lecture was very interesting and instructive. The following are the officers for the ensuing year:—President, J. A. Houston, B. A.; 1st vice-president, J. W. McCutcheon; 2nd vice-president, J. Kyle; secretary-treasurer, A. H. Watson, B. A.; librarian, D. Marshall; committee, Messrs. Summerby, Hay, Kukonnell, Miss Hyde, Miss Keough; auditors, Miss McIntosh, Miss Thistlewait.

**HALDIMAND.**—The semi-annual meeting of the Haldimand Teachers' Association was held in the town of Dunnville, on Thursday and Friday, the 29th and 30th of May. There was a very large attendance of teachers in the afternoon. The Association met as per adjournment, the President, Mr. Egbert, in the chair. The first speaker in the afternoon was Mr. C. Moses, I. P. N., who gave a very interesting account of his tour of inspection, introducing many ludicrous incidents with which he met on his journey. He stated that on the whole good work was being done, but that there was still great room for improvement. He found fault with some of the schools on the following points, and showed how to remedy the faults: 1. Attention of pupils; 2. Classification of pupils; 3. Seating of pupils; 4. Assigning lessons; 5. Dirty and untidy school rooms; 6. Untidy school grounds; 7. Teachers text-books. Mr. L. A. Kennedy, B. A., Principal of the Caledonia High School, introduced the teaching of Elementary Composition in a manner satisfactory to all present. He dealt with the subject under the following heads: 1st, Oral Composition; 2nd, Written Composition. Oral composition should be cultivated from the beginning of the pupil's school education. All that a teacher addressed to his pupils in class should influence their power of expression; as, 1. The teacher's questions; 2. His mode of dealing with answers; 3. His explanations; 4. His narrations; 5. The stories which he relates to them; 6. His private conversation with them. Written composition was dealt with under the following heads: 1st, Use of capital letters; 2nd, Punctuation; 3rd, The use of the pronouns; 4th, The giving of the substance of the reading lesson in the pupil's own words; 5th, The writing on a topic on which a conversation had previously taken place between the teacher and pupils; 6th, The reading by the teacher of a narrative for production by the pupil; 7th, The paraphrasing of extracts of poetry; 8th, The teacher giving the outlines of the subject to be filled in by pupil; 9th, Letter writing. He advocated the importance (a) of drawing the attention of the pupils to

elegant forms of expression to be limited by them; (b) of learning by heart choice selections of prose and poetry; (c) of encouraging the pupils to read outside of school work. "Measure and Multiple" were next introduced by Mr. R. C. Chewright, Head Master of the Model School, Caledonia. He showed in a very clear manner how these subjects, in regard to both whole numbers and fractions, could be taught intellectually instead of mechanically, the latter being too often the case. Evening Session. The entertainment in the evening consisted of lectures, songs and recitations. Dr. Yeomans, of Mount Forest, member of the Provincial Board of Health, gave a very interesting and instructive lecture on the "Sanitary Supervision of Schools." It was an able paper, very instructive to all inquiring people, especially to teachers, trustees and leaders of public opinion. The solos by Messrs. Hamilton and Alexander elicited well deserved encores. L. A. Kennedy, B. A., brought down the house by reciting the "Red Jacket," and on being recalled he gave "The Doby" in a very able manner. Then came the treat of the evening, a lecture by Rev. Alex. Grant, B. A., on "Milton." The Rev. gentleman sketched the life of his subject from boyhood up, pointing out in a clear, lucid manner what may be accomplished by patient, earnest study. The lecture throughout was very interesting, and must leave a good and lasting impression on the minds of the large audience which was fortunately privileged to hear him. Rev. Percy W. Smith ably filled the chair. Friday—Morning Session. The meeting was called to order at 9 o'clock, the President Mr. Egbert, in the chair. The "Entrance Examination" was discussed by J. P. Hume, B. A., Head Master Dunnville High School. He stated that the entrance examination was established at first as a criterion for admission to High Schools, now it is also a culminating point of school training of a great many pupils and it is to be feared of their education, hence the necessity of raising the standard of the entrance examination, both as to the amount prescribed for examination and proficiency required in work so prescribed. Also since the inauguration of the present system of examinations in High Schools, the examinations have yearly been made more difficult, while the entrance examination has not been made correspondingly difficult. He stated that the work proscribed for the entrance should be as follows: Arithmetic—a practical knowledge of Interest (simple and compound), Present Worth and Discount. The pupils on leaving the school ought to have a practical knowledge of these departments of arithmetic. History:—The history of our own Dominion first, then of the country from which the early pioneers of this fair continent came, dealing with that country only during the period in which they were forced from their homes and the periods elapsed since then, viz:—The Stuart and Guelph periods. Geography:—A more thorough knowledge of the railway and canal system of our Dominion, with a knowledge of the great resources of our country, our exports and imports. Composition and Grammar:—In these subjects he thought the work proscribed probably sufficient, but he considered the questions set—especially for the last examination—were of a very objectionable character. Taking another view of our system of examinations as at present established, he thought the great evil is that of cram, which exists in both the High and Public Schools. He would remedy this evil in two ways: 1st, Limit the age of entrants to twelve years; 2nd, Hold examinations yearly. A lively discussion ensued upon Mr. Hume's remarks, a number of the teachers dissenting from many of the views advanced. Afternoon Session. The questions in the "Question Drawer" were next taken up, and were answered satisfactorily by the committee. A. E. K. Greer, B. A., classical master Dunnville High School, next introduced the "Superannuation Fund" and gave many reasons why it should receive the hearty support of the teachers as well as the people of the country. Although Mr. Greer handled his subject in an able manner, yet he failed to convince the teachers of Haldimand that the fund is anything but an imposition and only derogatory to the dignity of the profession. A committee, composed of Messrs. Hamilton, Chewright and Egbert was appointed to draw up a memorial and send it to the Hon. the Minister of Education, asking him to do away with the Superannuation Fund, and to repay to the teachers of the Province all sums of money paid into it. This committee was also instructed to interview Dr. Baxter, M. P. P., and ask his influence in wiping out of existence this gross imposition. Miss Brown, of Dunnville, next gave a practical lesson in teaching. She brought a class into the room and gave a first lesson in English Grammar, in the most approved modern way. Mr. L. H. Alexander, B. A., modern language master of the Caledonia High School, then read a valuable paper upon the "Teachers' Library." He showed that a selection of books is necessary, both because of the great number of books published and the small number which one can read; also because there are two classes of books—books of the hour and books of all time. 2. A teacher must have two main qualifications: (a) a thorough knowledge of what he has to teach and methods of teaching; (b) a knowledge of men and things beyond the pale of mere school work. 3. The latter is to be attained in two ways: (a) by studying human nature; (b) by reading. 4. The different departments of Literature were taken up—Biography, History, Philosophy & Science, Poetry & Fiction—the practical uses of each department being pointed out. At the conclusion he was requested to allow the paper to be published. The result of the

election of officers for the ensuing year was as follows: President—W. Egbert; Vice-President—Miss Harrison; Sec. Treas.—C. Moses; Executive Committee—L. A. Kennedy, B. A., J. G. Carruthers, W. Egbert and Misses O'Neil, Hisler and Harrison. The Association adjourned at 3.30 p. m., to meet at the end of another six months at Hagersville.

**EAST KENT.**—The annual meeting of the East Kent Teachers Association held in Ridgetown, May 26th and 27th, was probably the most successful ever held in the county. The following subjects were introduced by the gentlemen named, and discussed by the Association:

History in relation to Geography, by E. B. Harrison, I. P. S. Language Lessons about the school-room, by E. Masales, H. M. P. S., Ridgetown; Mental Culture, by G. A. Chase, M. A., H. M. H. S., Ridgetown; The Art of Questioning in Two Lectures, by Dr. McLellan, who also took up the subject of Rational Analysis. The addresses gave evidence of careful preparation, and while being of a decidedly practical character, were pitched upon a higher plane of thought than usual.

Motions were passed to adopt Uniform Promotion Examinations throughout the county, to place a school journal in the hands of every teacher, and to request the Secretary to forward to Mrs. A. F. Butler, st. Thomas, a letter of condolence, expressing our profound regret at the death of A. F. Butler, I. P. S., Elgin. The following are the officers for next year: President, E. B. Harrison, I. P. S.; First Vice President, Johnson, Highgate; Second Vice-President, E. C. Dalton, Ridgetown; Secretary, R. Parks, Marpeth; Treasurer, Miss J. Butlers; Librarian, Miss H. O'Donohue.

On Monday evening, Dr. McLellan delivered a lecture on the Parent and Teacher in relation to the school, to an audience of over 400. The lecture, a synopsis of which has appeared in your columns, is full of interest. The Dr. writes the powers of a rarely-gifted mind, and commanding presence with that magnetic force, which forms so prominent a factor in the make-up of an orator, and which never allows interest in a subject to flag. The proceedings were enlivened by instrumental and vocal music from the pupils of Ridgetown High and Public Schools. S. B. Sinclair, Mathematical Master, Ridgetown High School, President of the Association, presided throughout in his usual happy manner.

ELLA C. DALTON,

Secretary.

[For want of space reports from South Grey and several other conventions have been held over.]

## REVIEWS.

**LESSONS IN CHEMISTRY**, by W. H. Greene, M. D. Philadelphia: J. B. Lippincott & Co., 1884. This is another most attractive class-book which serves to mark the immense progress in educational appliances. It covers the ground required for first-class certificates, and also gives a short sketch of the carbon compounds. It is well illustrated with figures of apparatus, and the author has wisely refrained from introducing more than outline of chemical philosophy, giving the leading place to a clear grasp of facts.

**INTELLECTUAL ARITHMETIC UPON THE INDUCTIVE METHOD**, by Warren Colburn, A. M., revised and enlarged edition. Boston, 1834: Houghton, Mifflin & Co. The first edition of this remarkable book appeared in 1821, and has been the basis of all succeeding mental arithmetics. It now contains 216 pages and costs 35 cents. It is useless to commend a book that has held such a high place for more than sixty years. It should lie on the desk of every public school as a part of the ordinary apparatus. The number pictures contain the key to all successful teaching in infant classes.

**ARITHMETICAL AIDS**, same publishers, by mail 30 cents.

I. *Counters*.—18 strips, best straw-wood, each strip 10 inches long and 1 inch wide, with 10 circles printed on it. 67 separate counters an inch square.

II. *Materials for Keeping Stores*.—15 pieces of board with names of different demonstrations of money from one cent to \$10. 30 stock tickets to represent articles to be bought and sold. An explanatory pamphlet accompanies the box. A first-rate invention.

**THE CENTURY MAGAZINE** for June contains an important educational article entitled "What is a Liberal Education," by President Eliot, of Harvard. The July number contains another by Theodore D. Woolsey on "Academical Degrees." The illustrations are as fine as ever and the contents both useful and instructive. Only \$4 per annum. Century Co., New York.

**THE ST. NICHOLAS**, same publishers. \$3 per annum. This is probably the best boy's and girl's magazine in the world. Everything about it is first-class. Every public school teacher should get it for his school. Thirty subscriptions of ten cents each would bring this delightful visitor twelve times, and every visit would be a blessing to the school.

**EDUCATION**.—N. E. Publishing Co., Boston. \$4 per annum. This bi-monthly continues to hold the high place already attained in educational literature.

**THE JOHN HOPKIN'S UNIVERSITY REGISTER** supplies information of great interest to all university graduates.

**REPORT OF THE BOARD OF EDUCATION FOR RHODE ISLAND**.—This able document is not only replete with information but contains important discussions and practical suggestions. Such reports as these ought to find their way into all our teacher's association libraries.

**EUCLID'S ELEMENTS, BOOK I**, with Notes, Questions, Exercises, &c., by Robert Potts, M. A., New Edition, corrected and improved. This well-known standard work has been revised and improved.

**A GRAVEYARD FLOWER**, by Wilhelmine von Hillem, translated from the German by Clara Bell. New York, 1884, Wm. S. Gottsberger. A sweetly, sad story, a tryant father, a martyr daughter. One of an interesting series of translations by these publishers.

**JOHNSON'S HOW TO TEACH ARITHMETIC**, by G. W. Johnson, Hamilton. A lively little book by a Canadian teacher, well worth perusal for the sake of its tension and suggestiveness. Young teachers will learn something from it.

**THE PRINCIPLES AND PRACTICE OF COMMON SCHOOL EDUCATION**, by James Currie, A. M. Cincinnati: Robert Clark & Co. This is the American reprint of Currie's admirable treatise. The paper, type and binding are superior to those we are accustomed to in the English edition.

**THE ELEMENTS OF LOGIC**, by W. Stanley Jevons, L. L. D., recast by David J. Hill, L. L. D. Sheldon & Co., New York and Chicago. We wish every teacher could be persuaded to digest this masterly little book. The time will soon come when it will be placed among our professional text-books for Normal Schools. This is really a new edition to which president Hill has added a sketch of the author's life, a complete and precise analysis, copious questions for testing mastery of the text, and a very full selection of practical exercises. This book is got up in first-class style and has the advantage of being beautifully printed with display type for leading principles and smaller type for remarks and illustrations. It forms a thoroughly complete class-book with a valuable index and glossary, giving brief definitions of logical and philosophical terms and short sketches of the lives of the principal writers mentioned.

**HAZEN'S COMPLETE SPELLING-BOOK**: Ginn, Heath & Co., Boston. First 24 pages in script, 181 lessons in spelling and dictation well graded, accents marked, uncommon words avoided throughout early lessons, classified lists, &c. on the plan of GAGE'S PRACTICAL SPELLER. A good book.

**Grammar and Logic in the Nineteenth Century, as seen in a Syntactical Analysis of the English Language**. By J. W. F. Rogers, Inspector of Schools, Sydney. London: Trübner & Co.; Melbourne, Sydney, and Adelaide: George Robertson. 1885.

This work is merely a book of criticisms. The author finds that previous writers on Grammar and Logic are all more or less wrong-headed with regard even to the fundamental parts of their respective sciences, on which, with a good deal of confidence, he proceeds to set them right. In this we do not think that success is so conspicuous as he supposes. He is, however, a man, of considerable acuteness, and, as various writers on Grammar and Logic may be named whose modes of statement are not quite so accurate and well considered as might be desired, he has succeeded in detecting various instances of inconsistency and self-contradiction, and may fairly claim the right to series of small triumphs on such points. His criticisms, however, are by



no means always just, or free from the inconsistency with which he charges others.

For example, he remarks (p. 3) that "words cannot be classed by their import, but they can by the offices they perform;" and shortly after says "there are many cases in which, without a knowledge of the meaning of the word, we cannot distinguish how it is used." Surely, if the classification of a word is determined by its use and its use is determined by its import, it is the import that determines the classification. Sometimes Mr. Rogers entirely misunderstands the passage he is criticizing. Thus he quotes from Dr. Latham:—"A word with no characteristic sign at all in a language (like English), where such signs are either wanting or scarce, may be anything or everything as a part of speech, inasmuch as its form is indifferent." On this he remarks (p. 6): "No word in English can be any or every part of speech, nor is the form of words, even as regards their classification, altogether a matter of indifference. Sometimes in English, as frequently in Latin, the form of a word may help to show what part of speech the word belongs to." Just so; but the remark does not in the least degree touch Dr. Latham's statement. If the form of a word helps to show what part of speech the word belongs to (as in the Latin *veniat*, which Mr. Rogers cites), it is because, in addition to so much of the word as stands for the fundamental idea, there is something more, which is a characteristic sign of the part of speech. But Dr. Latham is speaking of words where there is no such sign, and of such he says rightly that, as regards their classification, their form is *indifferent*—that is, expresses no difference by which classification can be determined. He does not say that "form" is always "indifferent." A distinction which Mr. Rogers goes on to draw is really too subtle for this side of the world. Speaking of this same word *veniat*, he says:—"This word is not a verb." But its "inflection" is its "verb-form" (for the schoolboy, we are told, knows by its form that it is a verb); so that we arrive at this profound distinction, that *veniat* is not a verb because it has verb-form, but has verb-form because it is a verb; which is very much like saying that a horse is not a quadruped because it has four legs, but rather has four legs because it is a quadruped. Mr. Rogers is a wonderful hand at logical mare's-nests of this kind. It is surely obvious enough that the stem *veni* cannot be used as a verb *until it has acquired verb-form*.

As regards one duty, our author has shown some negligence. When a critic assails the views or expressions of a writer, he should take reasonable pains to ascertain that he is dealing with the matured views of the writer in question. This Mr. Rogers has not always done. Speaking of Dr. Morell and Mr. Mason, he says (p. 18):—"Nowhere does either of them tell his pupils that words should be classified according to their uses." On turning to the English Grammar of the latter of these two writers, we find among the introductory remarks (p. 10):—"Words are of different sorts according to the purpose which they serve in a sentence," and all the definitions subsequently given of the several parts of speech are based upon this principle. In fact, we have found that all Mr. Rogers's references to this author are misleading, as he quotes from a quite antiquated edition of his Grammar, and most of his criticisms on it have been rendered superfluous by the modifications introduced in later editions.

But we must not delay longer before we introduce our readers to Mr. Rogers's grand achievement, the definition of the verb. After enlarging upon the theme that "several of those who are reckoned among the profoundest intellects that have enlightened the world by their researches have signally failed in defining the verb and ascertaining in what its essence consists," he announces his own discovery. "A verb is a word which, with a noun or equivalent, forms a sentence" (p. 47). "It has taken the world more than two thousand years to arrive at this definition, which any educated person may understand in two minutes" (p. 53).

We are sorry to say anything that may interfere with the serene self-satisfaction that shines forth in the above remark; but, after pondering on this definition with due reverence and attention, we are constrained to say that, if the world had waited for it two thousand years longer, the sum-total of its exact thought would not have been seriously diminished. We concede all that Mr. Rogers would claim as to "plainness" and "simplicity," only our use of the term "simplicity" would include a sense of it which Mr. Rogers had not in his mind. He had been "simple" enough to define a thing (virtually) in terms of itself. It has not occurred to him that his definition has no meaning *till we know what a sentence is*. What is it that makes "Time flies" a sentence, while "Past time" is not? No answer to this question is possible till we have defined the relation between a subject and a predicate—that is, *till we have defined a verb*. A sentence is a *compound*, consisting of two constituent elements which bear a certain relation to each other. It is absolutely impossible to define the compound except by defining its constituent elements and their relation. Until this has been done, therefore, Mr. Rogers's definition comes to nothing more than saying that the second of these two constituents is something which, put along with the first, makes the compound which consists of the two put together. And this, forsooth, is the definition for which the world has been waiting in dumb expectation for more than two thousand years!

We can hardly venture to estimate how long it will be before the world accepts some other statements of Mr. Rogers's. He tells us, for example, (p. 61) that "some of these participles (for instance, *been*) partially resemble a noun, but they are not names, and therefore are not nouns." We have not the faintest notion what he means, unless he refers to the fact that they may be used after *have*—in such combinations as "I have been," &c. Is it possible that he fancies that *been* is there the object of a transitive verb? On the next page we have a still more surprising statement. "The word *to*, known commonly as 'the sign of the infinitive,' should on no account be styled a preposition, since its use is essentially different from that of the preposition. Like *a*, *an*, and *the*, it is an *article*, and, being placed beside a noun to affect its meaning, is to the full as much an adjective as they are." On this it is obvious to remark that an adjective does not *affect the meaning* of a noun. It introduces an additional conception to what is already conveyed by the noun, but in the latter it makes no alteration at all. Whether we say *balls*, *black balls*, *three balls*, or *the balls*, the meaning of the noun *balls* is absolutely the same. Its *application* is limited by the adjective, but that is another matter. In what sense Mr. Rogers supposes that any similar function is fulfilled by "to" simply passes our comprehension. And surely he can hardly fail to be aware that "to eat" is neither more nor less than a slightly worn-down form of the Old English "to etanne" ("I have meat to eat" = "Ic hæbbe mete tō etanne"), where "to" (in the ordinary phraseology of grammars) governs the infinitive noun in the dative case. Pray, at what point in the history of this phrase did the "to" transform itself from one part of speech into another? Did the mere wearing away of the dative inflection in the one word effect this surprising change in the other? That the "to" should be retained when the infinitive is used as the subject of a sentence is, of course, an unmeaning anomaly, but we shall make queer work of definitions if we base them upon anomalies.

But grammarians are not the only sinners whom Mr. Rogers strives to lead to repentance. The logicians are all mistaken, and have blundered over the simplest elements of their science. They do not understand what is meant by a *proposition* or a *predicate*. Whately, Newman, Mill, Grote, Mansel, Sir W. Hamilton, De Morgan, &c., are all wrong in stating that logical propositions consist of two terms united by a copula, and still more wrong in regarding "is," treated as a copula, as being not exactly the same in force as "is" standing as a predicate." Mr. Rogers says (p. 136):—"Of this same word 'is' I would here further observe that it has but one meaning in every proposition in which it occurs, and that this meaning is expressed, so far as the meaning of one word can be expressed by another, by the word *exists*, its synonyme." This will lead us to some perplexing consequences. Take the sentence: "By the change of a note the harmony is annihilated." According to Mr. Rogers, this means that the harmony *exists annihilated!* Curious, if true? So "He is being shaved" = "He exists existing shaved."

Again, referring to the contrast which Mr. Grote finds Aristotle remarking between "Homer is" and "Homer is a poet," Mr. Rogers says (p. 155):—"As for the sentences quoted by Mr. Grote, it is quite as true to say 'Homer is' as 'Homer is a poet'; for he cannot be a poet unless he is (living)." Surely, "the force of quibbling could go no further." According to this, it would be absurd to say "Shakespeare is the king of dramatists," because "Shakespeare cannot be a king of any sort unless he is (living)." Indeed, Mr. Rogers does not seem quite sure of his own position, for in p. 154 we find him "hedging," by endeavouring to show that the full, notional sense of "is" in such a sentence as "Homer is" arises from our understanding the word *living*, which is suggested by the emphasis placed on the verb. Is it really true that the full sense of the great utterance "I am" depends upon our supplying (mentally) the word *living*?

Mr. Rogers must submit to be told that the logicians, from Aristotle (whom he strenuously but unsuccessfully endeavours to exclude) downwards, are right, and that he is wrong. He more than once ignores the fact that words do not always suggest the same conception to the mind by their use. When we say, "The child will fall," we do not understand that the child is determined to fall; when we say, "He is working hard that he may finish his task before dinner," the notion of *permission* has quite evaporated from the auxiliary "may." The same sort of thing happens with "is" when it is the mere instrument of predication, or auxiliary of a passive verb. Mr. Rogers would have avoided many rash statements if he had attended more to the historical development of language in general and English in particular. With what exceeding assurance he can lay down the law at times, may be illustrated by the extraordinary statement (p. 65) that "there is no science of grammar till language becomes written." If this is not a mere childish quibble about the etymology of the word *grammar*, it is as ridiculous an assertion as we ever met with. There may be a *science of spoken language*, as there may be a science of any aggregate of related phenomena.

In closing our remarks upon this work, we regret that we cannot congratulate the author on having done much to disperse the grammatical darkness of this side of the globe.—*From the Educational Times, January 1884.*