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The Canada School Journal.

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THE CANADA SCHOOL JOURNAL.

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

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

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At a recent meeting of the Board of Education, newly organized in the North-West Territories, Gage's Readers, Copy-books, Arithmetics, Grammars, Map Geography, and other Text-books were adopted for exclusive use throughout the different Territories. A short time ago these books were authorized for use in the Province of British Columbia.

It is time for trustees and teachers to commence planning for the approaching Arbor Day. A good beginning was made in many places last year. It is to be hoped that much more will be accomplished on the coming 7th of May. The opportunity will be an excellent one, not only for tree and flower planting, but for removing every unsightly object and incumbrance from school grounds, for repairing out buildings and fences, for clearing up and levelling grounds, and beautifying things generally.

The *Mail* is just now making a vigorous onslaught on the methods of the Education Department. It is unfortunate for the public interest that the policy of the Minister affords so much room for hostile criticism. The book-making machine which has been set in operation is utterly indefensible. The very idea of having text-books made to order, and that too, not by open competition, but by writers selected for the purpose by the Minister of Education, borders on the absurd. Were

Mr. Ross a second Solomon he could not select by intuition the best man to make a drawing-book, or grammar, or a work on history, or hygiene. Such a method is calculated to expose our school system to the ridicule of educators in other countries. The forthcoming text-book in history, in which the outlines of both British and Canadian history are to be compressed into one little primer, is but a sample of the absurdities to be looked for under such a plan.

If we must be shut up to a one-book system, why not adopt the common-sense principle of free competition to secure the best? The schools, the tax-payers, have a right to the best. How is the best to be chosen? Certainly by no one man, though he were a prodigy in all the sciences, arts and philosophies. The rational method would surely be to leave the choice to disinterested committees made up of educated men and practical educators, the latter well represented. These should have the whole range of authors, British, American and Canadian, to select from. Arrangements, too, should be made to have when practicable, Canadian editions of the chosen books, published on honest principles and with free competition. In this way alone, the best interests of the schools,—the first and highest consideration—would be secured and, at the same time, the most healthful and enduring stimulus be given to Canadian authors and publishers.

Dr. Johnson is credited with having said, "I would rather have the rod to be the general terror to children, to make them learn, than tell a child, 'If you do this or that, you will be more esteemed than your brothers or sisters,'" and to have argued the point as follows: "The rod produces an effect which terminates in itself. A child is afraid of being whipped, and gets his task, and there's an end on't; whereas by exciting emulation and comparisons of superiority you lay the foundation of lasting mischief—you make brothers and sisters hate each other." The gruff old philosopher may have been right or wrong in his preference of one had motive force to another. It does not seem to have occurred to him, or in fact to many in his time, that there might be a more excellent way than either, one free from the moral objections of both methods. Is it a modern discovery that a thirst for knowledge is innate in a healthy mind, and that the child who is properly treated in early years will take to study as naturally and eagerly as to tempting fruit or athletic games? Have all our readers made the discovery for themselves?

The British House of Commons is just now engaged in the discussion of one of the most important and most difficult questions that has ever come before it. Mr. Gladstone's speech in introducing the Government's Irish Bill, on Thursday last, was such a speech as was expected from him, and such a speech as, it is probably not too much to say, no other man in the world could have made. That the scheme is

beset with difficulties is undeniable, but the cardinal question seems to be, what security can be taken for the supremacy of the British Parliament in the great matters reserved for its sole and supreme disposal? In other words, how are the payment of Ireland's contributions to Imperial expenses to be secured, the rights of Irish minorities to be maintained, and the stipulations in regard to non-taxation of English goods to be enforced? These are tremendous difficulties, but by no means necessarily fatal to the Bill, which, it must never be forgotten, is itself the outcome of a tremendous difficulty, if not an imperative necessity.

We have before us a printed report entitled "Facts Regarding the Parkdale Model School." These facts have been put together by way of answer to complaints that Head-Masters of Model Schools must necessarily withdraw their attention to a considerable degree from the higher classes they generally conduct, and devote their time during the Model School Session to the training of the Teachers in attendance. The sheet in question enters somewhat minutely into the details of the Model School work as carried on in the Parkdale School. Following the regulations of the department, the Principal's time during the first two weeks is devoted to exemplifying, by means of classes of pupils drawn from different rooms, the most approved methods of teaching the various subjects on the school programme. This is followed by three weeks of experimental teaching of similar classes in the Principal's room, by the teacher-students, with thorough discussion and criticism by the Principal, following each lesson taught. Then follow four or five weeks of teaching by the students in the various class rooms, with criticism and marking by the Principal, and lectures from one or two hours per day by the latter, on educational topics; and the term's work closes with a week or two devoted to reviews and examination. The whole statement makes it clear that the Model School work must pretty completely absorb the time of the Head Master during the thirteen weeks of the Model School Session. It closes with a balance sheet to show that, with an average attendance of 25 Model School students, the school can afford to pay for an extra head teacher during the term, and still have a balance to its credit.

The JOURNAL's opinions on the present Model School policy have frequently been given, with the reasons on which they are based. We do not propose now to repeat them. But the question is a most important one, and well worthy of discussion. We summarize the facts given in the report above referred to, in order to invite opinions from those who are in a position to judge. The policy of the country on such questions ought to be shaped largely by the best opinion and judgment of the profession. It is time intelligent teachers, who are making the work of public instruction their life work, should make their influence felt through the press. The JOURNAL is independent and wishes to be impartial. Our columns are open to the fair discussion of all matters affecting the educational interests of the province. This county Model School system has been long enough on trial to enable competent critics to estimate the

results. We shall be glad to publish in the form of a "symposium," or otherwise, the views of those who have a right to speak and who ought to speak on the subject.

Some such questions as the following might be suggested as coming naturally to the surface. Is it a benefit, or otherwise, to a school to be set apart for training purposes? May not efficiency be sacrificed for the sake of student's fees and the Model School grant? Is it to be expected, in the nature of things, and under the limitations of human powers, that one man can prove himself a competent lecturer on the highest questions of pedagogy; a model teacher in all the various branches of public school work; an able and impartial critic and judge of the work of others; and at the same time an efficient Head Master of a large Public School? Would it be better to have the province divided for Model School purposes into, say, ten or a dozen districts, with one Model School, for each district—with a competent staff of teachers, and working for two sessions, corresponding to those of the Normal Schools in the year? Teachers, let us have your views.

A case which has excited considerable interest on the part of teachers and school officials, has recently been brought to a close at Ottawa. We refer to the now famous copy-book case, Gage versus Canada Publishing Company, which has been carried through the different Courts of Ontario, and was recently decided at the Supreme Court at Ottawa, with a verdict in favor of the plaintiff, Gage. The trial grew out of an attempt of the Canada Publishing Company, to use the word "Beatty," in connection with a copy-book published by them with a view of supplanting a book published by Messrs. Gage & Co. under similar name. In the Court of Chancery a verdict was given restraining the Canada Publishing Co. from issuing a book under the name Beatty. This judgment was sustained in the Court of Appeal, and finally with a similar result before the Supreme Court at Ottawa, the plaintiff, Gage, securing the damages and full costs in all the cases. Some of the most eminent counsel in Canada were connected with the case; among them, Messrs. Hon. S. H. Blake, Q.C.; Z. A. Lash, Q.C.; W. Cassels, Q.C.; Christopher Robinson, Q.C.; Charles Moss, Q.C.; James McLellan, Q.C.; and James Bethune, Q.C.

Ruskin is nothing if not emphatic. This is the way he puts his views of the influence of modern scientific teachings in education:—"I know of nothing that has been taught the youth of our time except that their fathers were apes and their mothers were winkles; that the world began in accident and will end in darkness; that honour is a folly, ambition a virtue, charity a vice, poverty a crime, and rascality the means of all wealth and the sum of all wisdom." The reference is, we suppose, not so much to the work of the Public Schools,—for few of these, we fancy, have yet introduced into their courses these modern discoveries (?) in science and morals,—as to that of some of the higher departments of instruction. But the thoughts suggested are of the very first importance, and worthy to be deeply pondered by every one who has to do, in any way, whether as

teacher, writer, or purveyor of literature, with the mental and moral training of the youth of our day. The formation of high moral standards, of a noble manhood and womanhood, is of infinitely greater importance than any proficiency in scientific facts or theories.

Looked at simply from the point of view of the effect in the formation of character, can any one doubt whether the old or the new ideas on science and ethics are the better? The youth who is taught from his earliest years to believe in God and a future life, is brought continually under the influence of the strongest conceivable, the strongest possible, motive to seek purity of heart and life. If the ever present conviction "Thou God seest me," inwrought into the deepest fibres of mind and conscience, cannot overcome temptations and tendencies to depravity, nothing can. Beside the force of such a notion as this, all considerations of mere caution and propriety and utility, become utterly futile, insignificant, puerile. And, it must be confessed that, while it is far from universally true, there is too much truth in the assumption that the difference between the old fashioned and the modern systems of instruction, bestrides this distance. All merely materialistic and utilitarian doctrines of science are of the earth earthy, and tend inevitably to shut up the sight within the narrow horizon of this poor life. The good old teachings were redolent of Heaven and immortality.

But, it may be asked, is not this begging the question? The modern philosopher will cry "Yes. Instead of teaching the young to search after truth and truth only, you are trying to scare them from the path of independent investigation. Truth is the great object of science, the highest end of all research, and in order to pursue the truth with single eye we must put aside all preconceived notions and creeds." To this it may be replied that the scientist is the man who begs the question when he assumes that we have no road to truth but through the outer senses, no source or criterion of truth but outward observation and logical inference. The very fact that some of the deductions of modern science contravene both the immemorial traditions of the race, and the highest instincts, or intuitions, of the soul, is their scientific condemnation; as the other fact that they demonstrably tend in the direction indicated by Ruskin, is their ethical condemnation. But we did not set out to be metaphysical, though we do want our readers to think about the tremendous all that is suggested by Ruskin's paragraph.

Special.

ELEMENTARY CHEMISTRY.

ATMOSPHERIC AIR.—Continued.

Diffusion of Gases.

The uniformity of composition of the atmosphere is partly due to the operation of winds, but it mainly depends upon DIFFUSION, by which gases mix in opposition to gravitation, and when mixed

remain so. This may be illustrated by the following experiments:—

Exp. 4.—Fill a bottle with carbon dioxide, and leave it mouth upwards. In about half an hour introduce a burning taper; it will not be extinguished, thus proving that the gas has escaped from the vessel. The carbon dioxide, though heavier, has *diffused* into the air above, although the latter is lighter.

Diffusion between gases takes place if they are separated by a porous partition. A partition made of plaster of Paris is very suitable for experiments on diffusion.

Exp. 5.—Take a glass funnel, the mouth of which is about 6 or 8 cm. wide. Place upon the table a plate of glass somewhat larger than the funnel, and pour over it soft plaster of Paris, so as to form a layer 2, or at most 3, mm. thick. Press the funnel upon it, and leave it in this position for half an hour. Remove the plaster round the funnel with a knife, and blow through the tube; by this means the funnel may be easily lifted. Leave the glass plate in the sun or in a warm place for an hour, then remove the disc and place it upon three small corks, and leave it for a day or two, so as to dry thoroughly. Now heat the rim of the funnel over the spirit-lamp till hot enough to melt sealing wax, and place a layer of the wax round the rim. When this layer has partially hardened, make it thicker with a piece of sealing-wax heated over the spirit-lamp; then heat the whole uniformly, and invert it over the plaster. Now place the funnel, stem upwards, upon a glass plate, and fill it with carbon dioxide by displacement; then lift it together with the glass plate, dip the end in water, and remove the plate. The carbon dioxide will now pass out through the plaster wall, but the lighter air flowing inward with greater velocity, increases the volume of the gas contained in the funnel; the consequence is that bubbles of gas escape from the end of the funnel and rise through the water. Again, place the funnel in an upright position, and while still covered with the glass plate fill it with hydrogen by displacement, and dip the end into water; the lighter gas will diffuse outwards more rapidly than the heavier enters inwards. The volume of the gas in the interior diminishes and in the course of a few seconds the water rises to about half the height of the funnel.

For the experiment with carbon dioxide, the funnel should dip only a few millimetres into the water, so as not to obstruct unnecessarily the escaping gas bubbles. With hydrogen the tube must dip somewhat deeper, or the end of it would be above the surface of the water when the latter rises in the funnel.

Graham found that hydrogen diffuses four times as fast as oxygen. Now, the densities of these gases are as 1 : 16; but their diffusive rates are as 4 : 1. This applies to the diffusion of all gases. Hence we have the following law:—

Graham's Law of Gaseous Diffusion.—*The diffusive rate of two masses of gas in contact are inversely proportional to the square roots of their densities.*

It is mainly owing to this gaseous diffusion that gases of such different weights as those which form the atmosphere are kept uniformly distributed instead of forming layers with the heaviest at the bottom. In obedience to this law the heavier gases are compelled to rise, and the lighter ones to fall, until the proportions of them are all the same throughout.

Ozone. The presence of ozone in the atmosphere may be detected by ozone paper, as in Art. 61. The general facts regarding ozone may be stated as follows:—

(1) More ozone is present during the night than during the day, and most of all is found at daybreak.

(2) More is found on the sea coast, and specially when the wind is blowing from the sea.

(3) More is found in the country than in towns. In country air it does not amount to more than to one volume in 700,000 volumes of air.

(4) It is invariably formed when water evaporates, and this is probably the main source of atmospheric ozone; atmospheric electricity and the action of aromatic plants and flowers may be reckoned as minor sources.

Aqueous Vapor.

Exp. 6.—Bring a tumbler of cold water into a warm room, or put a few pieces of ice into a test-tube; moisture is soon deposited on the outside of the glass. A given volume of air cannot take up more than a certain quantity of aqueous vapor, and then it is said to be *saturated*. The quantity taken up depends entirely on the temperature. At the temperature of 60° F. there are about 6 grains of aqueous vapor in each cubic foot of air, or one grain to the gallon. Taking a fair-sized room, 25 feet long and 17 broad, containing about 6,000 cubic feet, it would take about half a gallon, or five pounds, of water, to make the aqueous vapor in this room at 60° F. If the temperature were only 40° F., the aqueous vapor would only be half a grain to the gallon of air,—just half what it is at 60° F. Hence the necessity of supplying moisture to the atmosphere when it is raised in temperature.

General Facts Respecting Moisture.

(1) Air rarely contains its full saturated amount of moisture except in very cold weather, or in very hot tropical seas.

(2) The most comfortable degrees of saturation is from 66 to 70 per cent. More than this checks evaporation from the body, whilst less causes too great evaporation, thereby parching the mouth and drying the skin.

(3) It has been noted that in certain places remarkable as health resorts the degree of saturation is remarkably uniform.

HIGH SCHOOL LITERATURE.

By J. E. WETHERELL, M.A.

ELEVENTH PAPER.

“THE ANCIENT MARINER”—PART I.

1. “I fear thee.” Why is the wedding guest afraid?
2. To whom is the poet indebted for vv. 3-4? On what coast was “the ribbed sea-sand” that suggested the comparison? Explain in detail how the mariner resembled the sea-sand.
3. What caused the brightness of the mariner's eye? What the brown color of his hand?

4. What is the emphatic word of v. 8? How does this verse tend to reassure the wedding guest?

5. What effect is produced by the rhetorical artifices employed in vv. 9-10.

6. Point out the antitheses of vv. 13-16 and show how to give them oral expression.

7. “And so did I” (v. 16.) Point the application of these words.

8. “The rotting sea.” Why are the sea and the deck described as “rotting”?

9. “There the dead men lay.” Show that this is a statement of cause for effect.

10. “Had gusht.” What metaphor underlies “gusht?” (Cf. v. 61.)

11. “Gusht—dust.” What requisite of perfect rhyme is absent?

12. “For the sky, etc.” (v. 27.) What is the effect of the anapaestic rhythm and the antistrophic repetition in this verse?

13. “The dead wore at my feet.” Compare with v. 20. Why the repetition?

14. “Nor rot nor reel did they.” How does this accord with v. 19?

15. “Reek.” One editor says “to give off vapor,” another says “to smell.” Which is right?

16. “The moaning moon.” Interpret this stanza in the light of the gloss: “In his loneliness and fixedness he yearneth toward the journeying moon and the stars, etc.”

17. Why is the commentary here longer than the text. What literary merits has this gloss?

18. “Her beams bemoeked, etc.” How did the moonbeams mock the sea?

19. “Huge shadow.” Why is the shadow huge?

20. “The charmed water.” Why is the water thus characterized?

21. Is there in nature any basis for the fancy contained in vv. 47-48?

22. “They moved in tracks of shining white.” Was the sheen emitted or reflected?

23. “A flash of golden fire.” How was it that every track within the shadow was “a flash of golden fire”?

24. What leads to the mariner's conversion? Show that there is poetic fitness therein.

25. “The albatross fell off.” What is typified by this?

26. “Like lead.” Why is this comparison employed?

27. The first edition contained the following:—

- (a) “And Christ would take no pity on.”
- (b) “And a million million slimy things.”
- (c) “Lived on—and so did I.”
- (d) “I looked upon the eldritch deck.”
- (e) “Till the balls like pulses beat.”
- (f) “Ne rot ne reek did they.”
- (g) “Like morning frosts yspread.”

Remark on the changes made in subsequent editions. What signs do you notice of growth in poetic taste?

28. “A high development of the sense of color is a distinguishing characteristic of recent poets.” Illustrate from Part IV. this remark of Ruskin's.

29. Compare “Blue, glossy green, and velvet black,” with v. 48 of Part II.—“Burnt green and blue and white.” Is the poet painting the same scene in both passages?

30. Quote the description of “the horrible penance,” (vv. 9-39).

31. Quote the description of “the tropical calm by moonlight,” (vv. 40-58).

32. Quote “the conversion,” (vv. 59-68).

ENTRANCE LITERATURE.

LESSON LXXX.—THE CAPTURE OF QUEBEC.

J. STUART CARSTAIRS, CHESTERTVILLE.

IX.

[*Moncton and Murray, and Townshend, were the three Brigadier-Generals under Wolfe. The two last as well as Wolfe, had served under Cumberland "the butcher" in Germany and Scotland. Moncton was disabled early in the action, the chief command thus devolving on Townshend.*]

Division, reinforcements.—A good dictionary should be consulted for such terms.

Disembarkation—does not mean landing.

Now.—Does this add force to expression? If not omit it.

Also.—Is this correctly placed?

X.

Battalions.—The other plural *battalia* is found.

Formed.—This is what was formerly called the middle voice. *Mason* § 183.

Complete l.—Distinguish from *finished*. See "Verbalist."

Plains, above.—[Not the plains of Abraham, but the plains of which they form a part.] *Above* *Parse*. Above (the beach) and therefore represents a suppressed adjectival phrase. It performs the function of an adjective.

XI.

The boats—alacrity.—Paraphrase.

Swarmed.—Point out the comparison. What figure? Is the word appropriate?

Ready.—Is this word necessary?

Alacrity. Use other synonyms in place of it. Carefully note what change in the idea follows.

The whole disposable force. . . . in firm array. [Explain.]

"Two hours after sunrise, the elite of General Wolfe's army were established in a position. . . . whence they could not be dislodged by the whole French force without first fighting a pitched battle and gaining a victory."—*Miles*. "We then faced to the right and marched by files towards the town, till we came to the plains of Abraham."—*Knox*.

Only one gun.—"One brass six-pounder field-piece." *A. H. Miles*. *Garneau* gives them four cannon, but *Townshend* wrote *Pitt* as in the text. The army then marched towards the city.

Incredible.—Distinguish from *incredulous*.

Without—difficultly.—Paraphrase.

XII.

Meanwhile.—What is the force?

Completely.—"like 'almost,' is used in questions of degree; 'entirely' in those of quantity. Thus we should say, 'I am completely (not entirely) tired.'"—*Fleming*.

Demonstration.—"in front of the lines of Beauport. The night . . . was passed by the (French) army in the trenches. Before and after midnight the proceedings of the English were such as we fairly regarded as the prelude to the landing of an attacking force next morning."—*Miles*.

"The splash of oars was heard in various directions, but particularly about the mouth of the Montmorenci and above it; the lighter vessels shifted their stations so as to approach the shore, and an incessant cannonade ploughed up the beach, apparently with the view of clearing a space for the debarkation of troops. This went on the whole night, the General every moment expecting some desperate effort to storm his lines."—*Gl'ig*.

Fleet, below.—See map. Note that the top of this map does not represent the north.

What do the dots at the end of the paragraph denote?

XIII.

Worsted as a general.—How?

Fight as a soldier.—Paraphrase. What distinction is desired by the author?

Order of battle.—Meaning?

"He ranged his troops, in *battalia*, on one line only, three men deep, . . . without army corps in reserve. The regulars . . . occupied the centre of that line; the militia of Quebec, and part of the armed Montrealers, formed the right wing; the militia of Three Rivers and others of the Montrealers formed the left wing. Platoons of colonial soldiers and savages were distributed about the two wings."—*Garneau*.

Steadily, promptly.—Distinguish.

"Within two hours from the time of being apprised of Wolfe's presence, *Montcalm* had arrived on the scene, and commenced making his dispositions for the conflict."—*Miles*.

Was *Montcalm's* promptness a virtue in this case?

[He acted promptly for three reasons: (1) he feared that the English would intrench themselves, (2) he underrated their numbers, and expected that time would add to them; (3) his military prestige suffered every instant they remained unmolested.]

He—person.—Paraphrase.

Commanded—"at the head of the regiment of Languedoc."

Total.—"Nothing is *whole* that has anything taken from it; nothing is *entire* that is divided; nothing is *complete* that has not all its parts. *Complete* refers to the perfection of its parts; *entire* to their unity; *whole* to their junction; *total* to their aggregate. A whole orange; an *entire* set; a *complete* facsimile; the *total* expense."—*Fleming*.

Besides.—Distinguish from *beside*. See "Verbalist."

One-half.—"Three thousand six hundred and twenty regulars, three thousand nine hundred militia."—*Warburton*.

Not more than one-half were—or was. Which is correct?

"*Field, state.*"—Why in inverted commas? [It is a technical term.]

Every—soldier.—With this paragraph and paragraph I, we may compare the following from a letter written by Wolfe, to his mother:—"The enemy puts nothing to risk, and I can't in convenience put the whole army to risk. *Montcalm* is at the head of a large number of bad soldiers, and I am at the head of a small number of good ones, and I wish for nothing so much as to fight him."

Every.—Distinguish "Every man," etc., from "Each man," etc. *Mason* § 173.

XIV.

The French attacked.—"at a little before ten."—*Parkman*.

Spirited advance.—"Shouting after the manner of their nation."—*P*.

A swarm of skirmishers. The Indians and Canadian soldiers mentioned in XIII.

Murderous and incessant.—"The French were seen advancing with great spirit, firing and reloading rapidly."—*Miles*.

What is the characteristic style of sentence in this paragraph? What is the effect of such sentences? Is this style of sentence appropriate here?

XV.

Exhorting—fire.—Give the words he may have used. What effect would this have on the soldiers? [They answered his exhortations by cheering him.] . . .

English.—Give exact meaning here. What other meaning has it?

Pulled a trigger—or fired; which would be the more forcible?

[The concrete is more vivid than the abstract.]

Matchless endurance.—Paraphrase. Distinguish matchless, peerless, unparalleled, unequalled, etc.

Matchless-trial.—What effect on the enemy?

["Their ominous composuro seemed to damp the spirits of the assailants."—Parkman.

Trial.—What?

Arms.—Parse. Mason § 372,5; 530.

Save.—Parse. Mason § 282; 404; 554-5.

They—gaps.—Paraphrase. *Ghastly*, why? What were the gaps?

XVI.

Within.—Parse.

Was levelled—"as if with the sway of some great machine and the whole blazed forth at once in one crashing explosion."—P.

Distinct as a single shot.—Why?

Shivering.—Why?

Pennons.—Explain the comparison.

The.—What is the force? Mason § 126.

"*Fatal storm*—of lead."—Parkman.

In what respect was it like a storm? Is this appropriate? What figure? Miles calls it "a deadly torrent." Which is the better expression?

But.—Parse in two different ways. Which is preferable?

Paces.—Who made them?

Told.—How?

The force—blow.—"Like a ship at full career arrested with sudden ruin on a sunken rock, the column of Montcalm staggered, shivered, and broke before that wasting storm of lead."—P.

On.—Parse.

XVII.

Already—lost!—With what feeling are these words uttered?

Ruined, dismayed.—What figure? Paraphrase this sentence.

Rode, cheered, encouraged, succeeded.—Note the climax in these words.

Through.—Up and down between the lines.

Cheered—voice—encouraged—bearing. Which had the greater effect?

Distinguish—*cheered, encouraged; gallant, dauntless, not dismayed*.

Even.—What does this imply?

In once again.—"No second formation was affected by the French, and after a brief stand made by a portion of the centre and a body of Canadians near St. John's Gate, their whole army made precipitately for the St. Charles River, or fled into the city."—Miles.

Collect in groups the words and expressions in paragraphs XIV-XVI, that may be regarded as synonymous.

XVIII.

Meanwhile.—What is the force?

Opportunity—ranks.—Paraphrase.

Majestic, regularity.—Paraphrase.

Deadly, interest.—Explain the comparison.

The.—What is the force?

But—discipline.—Paraphrase.

They increased—path.—In what relation does this stand to the preceding proposition?

Pace, run, rushing, sweeping.—What figure? What is the effect? Point out a contrast in this sentence.

XIX.

Wolfe was again wounded—while exerting himself at the head of the 28th Regiment, and the Grenadier companies, whom he was encouraging by his voice and example, marching on foot with them in their forward movement, sword in hand.—Miles.

Soon afterwards.—"A moment later."—Parkman.

Afterwards—afterward.—Which is the better. See "Toward" in "Verbalist."

"*Struck him in the breast*."

"*Lodged deep within the breast*."—Parkman.

It.—What is the antecedent?

"*Support—fall*."—Express in the other narration.

Borne.—"Brown, a lieutenant of the Grenadiers, Henderson, a volunteer, an officer of artillery, and a private soldier raised him together in their arms, and bearing him to the rear laid him softly on the grass."—Parkman.

A monument now marks this spot.

A little.—Distinguish from "little."

Fell heavily, was ruinous.—Distinguish.

"Montcalm himself, and his two immediate subordinates in command, M. Sevezergues and M. St. Ours, were mortally wounded. The total loss on the French side, including killed, wounded, and prisoners, amounted to nearly 1,500 men, belonging chiefly to the battalions of regulars. On the English side the victory was purchased with the loss of 61 officers and men killed, and upwards of 600 wounded."—Miles.

Wavered, disordered,—were broken. *Scattered*.—What figure? Give the force of each of these words.

Courage that rose, wreck of hope.—Explain the comparisons. Explain the metaphors into similes.

Groups.—What does this word imply? Note its appropriations.

Strove.—Distinguish from tried, attempted.

His efforts were vain.—Express in as many different ways as you can.

Musketry.—Meaning?

Mortal.—Distinguish from fatal.

What is the characteristic sentence in the latter part of this paragraph? What is the effect?

XXII.

Ebbing.—Explain the comparison.

Efforts seemed vain.—In the preceding paragraph we have, "His efforts were vain." Is this repetition in good taste?

Seemed, appeared.—Which would be correct here? See "Verbalist."

XXIII.

Flying.—What is the past tense of "fly" in this sense?

Like.—See the "Verbalist."

Is the use of "give way" after "given way" above a blemish or a beauty? Why?

XXIV.

To cut off their retreat—by means of a bridge of boats— pontoons, protected by entrenchments.

XXV.

Great events.—Why were they great?

A day—Great Britain.—Paraphrase.

Great Britain.—What is included under this name?

"*Then—rose*." Quoted from Campbell's *Battle of the Baltic*.

What was the occasion?

Explain the force of each of in this and the next paragraph. Mason, § 284, 145 note.

XXVI.

Triumph and lamentation,—"the exalting pride, the national outburst of tearful joy."—Daniel Wilson.

What figures.

Astonishment, admiration.—Distinguish.

Splendid.—Why?

Loss of the gallant victor.—Point out the ambiguity in this.

Throughout all the land, through—Great Britain, (xxv). Distinguish. Which is the stronger?

Illuminations,—etc. For a description of these see "Battle of the Baltic," "Now, joy, Old England raise," etc.

Except.—Parse.

Widowed mother.—"At home the old general, his father, lay dying; died indeed before the nows of the mingled pride and sorrow could reach his ear."—*Daniel Wilson*.

His-child.—Place only in five other positions in the sentence, and distinguish the meaning.

XXVII.

The-beach.—Paraphrase.

They-bravely.—Improve the construction of this sentence.

Their-sadness.—Note the parallel construction in the three propositions.

Attachment, confidence.—Distinguish.

His loss.—What is the force of *his*?

Triumph, sadness.—What figure?

His-sadness.—Paraphrase.

XXVIII.

One-questions.—State the questions.

What constitutes a "momentous political question?" Illustrate your answer by an example.

Has.—Mason, § 456, 465.

Human.—Distinguish from humane.

Was decided.—"with the morning's sun, the flag of England floated over the heights of Quebec, marking an era in the world's history. This Continent, thenceforth, under whatever form of government, was to be English, not French."—*Daniel Wilson*.

When-decided.—The construction is not unlike that in "Rats and gentlemen caught and waited on." *English and French, Virginian and Canadian*. Mason, § 463.

Emigrants.—Distinguish from immigrants.

Began.—What is contrasted with it.

Was hoisted.—September 18th.

Make the parallel construction in the two propositions.

Anglo-Saxon race.—Why so called?

GENERAL EXERCISE.

1. Give a heading for each paragraph.
2. From these only, having carefully read the lesson over, write the story of "The Capture of Quebec."
3. Read, with the class, Parkman's "Death of Wolfe," Lemoine's "Death of Montcalm," Wilson's "Wolfe and Old Quebec."

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—DECEMBER EXAMINATIONS, 1885.

HIGH SCHOOL ENTRANCE.

ENGLISH GRAMMAR.

Examiner—*John Seath, B.A.*

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

1. Name the parts of speech essential to every sentence, giving in each case the reason for your answer.

Name also the modifying and the connecting parts of speech, and state, in your own words, what special duty each of these parts of speech performs in the sentence.

2. In what sense is the term "Interjection" used in Grammar? What do you mean by "Speech" when you call the Interjection a "Part of Speech"?

3. Construct sentences to show that each of the following may be used with the value of different parts of speech:—*home, wrong, to see the place, where he was.*

4. Explain, in your own words, the meaning of each of the following terms:—Nominative, Number, Subordinate, Phrase; and illustrate by reference to each example of these terms in *James' these are two of the fish that he caught with their rods.*

5. Put into separate classes the following adjectives:—*happy, each, little, many, great, that, seven, all, clouded, the, what, sixth.*

6. Write down the adverbs corresponding to the following adjectives:—*worse, true, hasty, frantic.*

7. Distinguish the meanings of:—

The box came safe, The box came safely, and The box came safest; He may tell the truth and He can tell the truth; A bucket full of water and A bucketful of water; and Cream rises on milk and Cream rises on the milk.

8. (a) In that darksome mill of stone,
To the water's dash and din,
Careless, humble, and unknown,
Sang the poet Bassolin.

(b) When religious sects ran mad,
He held in spite of all his learning,
That, if a man's belief is bad,
It will not be improved by burning.

- (1) Classify each of the clauses in the above sentences.
- (2) Analyze the predicate of (a).
- (3) Parse the italicized words.

9. Correct, where necessary, the following, giving the reason in each case:—

- (a) He is no taller than me or you or his sister.
- (b) The boy has come, him I spoke to you about.
- (c) The book is at my brother's, the grocer.
- (d) A father, or a mother's sister is an aunt.
- (e) Each day and each hour bring its changes.
- (f) She is the same lady who I saw at the door.
- (g) He murdered the man in a thick woods.
- (h) Have you ever, or can you, imagine this?
- (i) You have not written me: you ought to.
- (j) No one should write slovenly.

READING.

Examiner—*John Seath, B.A.*

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

ONTARIO READER.

- I. An Adventure in the Life of Audubon, pp. 128-131.
- II. Lord Ullin's Daughter, pp. 195-196.
- III. An incident at Ratisbon, pp. 211-212.

NEW ONTARIO READER.

- I. Death of Little Nell, pp. 100-104.
- II. Ring Out, Wild Bells, pp. 121-122.
- III. Marmion and Douglas, pp. 256-258.

CANADIAN READER.

- I. The Highland Gathering, pp. 57-60.
- II. Death of Milly Barton, pp. 106-110.
- III. The Eve of Quatre Bras, pp. 236-239.

ROYAL READER.

- I. Tommy Traddles, pp. 71-72.
- II. The Cry of the Children, pp. 97-101.
- III. The Blind Flower-girl's Song, 250-251.

COUNTY OF WELLINGTON PROMOTION EXAMINATION PAPERS.—MARCH 26TH, 1886.

READING.

Value,—Fifty marks for each class.

PROMOTION TO THIRD CLASS.

Second Book, page 106.—"Elephants."
Each candidate will read ten or fifteen lines of this lesson.

PROMOTION TO FOURTH CLASS.

Third Book, page 90.—“The other resembles” * * * *
“regard them with terror.”

PROMOTION TO FIFTH CLASS.

Fourth Book, page 102.—“Opening her eyes at last” * * *
“received her in its quiet shade.”

NOTE.—This paper is not to be seen by candidates. Examiners are required to give careful attention to the marking of the reading. Consider expression, fluency and correct pronunciation. Examiner will fill in the reading marks in list of candidates.

ENTRANCE TO ALL CLASSES.

1. Write the following letters and figures :—
X, Y, Z, M, N, W, D, lld, mnop, rig, Crp, gn, 7, 8, 0, 9, 2.
2. Write the following passage :—There was one clear-shining star that used to come out in the sky before the rest, near the church spire, above the graves. It was larger and more beautiful, they thought, than all the others, and every night they watched for it, standing hand in hand at a window, Whoever saw it first cried out, “I see the star !”

GEOGRAPHY.

ENTRANCE TO THIRD CLASS.

Answers to be written on paper.

1. Draw a map of the County of Wellington, showing its Townships, County Town, Towns, Incorporated Villages, Railroads and chief Rivers.
2. Define island, lake, strait, cape ; give examples.
3. What other counties border on ours ?
4. Towards which direction does your shadow point at noon ?
5. Name what post-offices you can in this county.
6. What and where are Mount Forest, Drayton, Elora, Toronto and Ottawa ?
7. What revolves (or goes) around the earth ? And around what does the earth revolve ?
8. Name the cardinal points ; also the townships and the three rivers of this county.
9. At what seasons of the year are the days and nights equal in length ?

ARITHMETIC.

ENTRANCE TO THIRD CLASS.

On paper—full work required.

1. Express in words 756032009, and fifty-five millions, five thousand and eighty in figures.
2. Express in figures XCIII., CCXLIX., CDIV., CLIV., and in Roman numerals 84, 265, 319, 1578.
3. A man sold 80 bushels of wheat at 87½ cents a bushel. He bought 2 barrels of salt at \$1.10 each, 50 pounds of sugar at 8 cents a pound, and 3 tons of coal at \$6.50 a ton. How much money had he left ?
4. A man bought a number of horses for \$125 each, and sold them for \$132 each. He made \$133 on the lot ; find the number of horses.
5. If 2 horses are worth as much as 7 cows, and 1 cow cost \$36, what will 1 horse cost ?
6. A man buys 145 pigs at \$6 each ; he loses 15, and sells the remainder for \$70 more than all cost. Find the selling price of a pig.
7. Two persons start at the same time to travel in the same direction. One at the rate of 3½ miles an hour, the other at the rate of 4 miles an hour ; the first travels for 20 hours, the second for 18 hours. How far apart are their stopping places ?
9. Multiply 430897546 by 90068204.
10. Divide the sum of 43796 and 69734 by their difference.

Practical Methods.

In the JOURNAL of May 1st, we shall discuss “Best plans for making Friday Afternoons pleasant and profitable.”

We have to discuss, this time, the wisdom of placing before a pupil misspelled words for correction as a test of their knowledge of orthography. We recently published some county promotion examination papers, in which such misspelled words appeared, and a correspondent from Elgin County drew attention to the matter. Following is the correspondence on the subject :—

“A vicious system is mentioned by a correspondent in a late issue—that of false spelling to be corrected by the pupils. It is enough to rouse one’s ire when he thinks of it. I am as good a speller as is ordinarily met with, yet there are some words that I can spell off-hand all right, but if given me to correct them, the longer I look at them the less certain I should feel, and would probably end by misspelling.

ALPHA.”

RICHMOND HILL, March 19th, 1886.

If spelling were a matter dependent on fixed rules or powers of memory, then, I would say, produce the misspelled words for correction, but as it is learned principally from observation, and depends upon the discrimination of the eye, it is not right to place false forms in view of the pupil to pervert the exercise of the discriminatory function. Those who spell well can notice false spelling at a glance, because the word appears in an uncouth shape to which the eye is not accustomed. If these false or irregular shapes were constantly used it would produce bewilderment worse than ignorance.

SENEX.

TORONTO, March 29th, 1886.

I think the judicious use of misspelled words as a test is not to be condemned. We have corrections of false syntax, and why not have corrections of false spelling also ? Proof readers for the press are correcting false spelling continually, and it does not injure their orthography but rather improves it, and it may be a good exercise for pupils to take up a “proof” furnished by a local printing office and make the needful corrections. To examine into what is wrong or incorrect is, in most cases, to ascertain the right, and in spelling to fix the true shape more firmly in the mind.

JEANIE.

UXBRIDGE, April 3rd, 1886.

Why not reform the spelling and use a phonetic system ? It would save an immense amount of time now expended in teaching the various phases of an irregular and arbitrary orthography—time which could be more advantageously disposed of. Advocate Spelling Reform, Mr. Editor, and be a benefactor to future generations.

COMMON SENSE.

PICTOU, N. S.

Teachers differ and pupils suffer. Teach the right form of words and let it be impressed on the tablets of the mind. No wrong forms can subsequently obliterate the right, and the pupil cannot be confused by misshapen words.

D. McD.

MANITOBA, March 31st, 1886.

Editor: CANADA SCHOOL JOURNAL :

DEAR SIR,—Seeing that others are making use of your “Practical Methods Department” allow me to offer a few suggestions on teaching multiplication. Holding the opinion that multiplication should be taught at first by addition, I would start by asking :—“How much is two and two, three and three, &c ?” I would then vary the exercise by asking :—“How much is two two’s, two three’s, &c. ?” As an exercise on the slate I would give examples, something like this 4673 + 4673, &c. In this way I would lead them on till they would understand the principle of multiplication and the simpler tables, perhaps without knowing it. I would not tell them what they were working at till they had mastered it pretty well, then I would explain it fully. The principle has been laid down that tables should be used as learned. In this way they may

be learned in the using of them, while the pupil supposes he is learning addition. Now, Mr. Editor, I have tried to put the matter briefly, that each reader may fill in details for himself. At some future time I may trouble you with another communication of this kind.

Yours truly,

W. MOORE.

GREEN BAY, MANITOULIN ISLAND.

In primary work in arithmetic, teachers have to give exercises in Simple Addition for class work. It is usual to write the questions on the blackboard at random, and the answer has to be ascertained by the teacher by private calculation or worked out with the class. The latter plan is better for general exercise, but when rapidity with accuracy is cultivated, a ready knowledge of the answer is desirable. The following plan may be found useful—the writer found it so—for the answer can be seen at a glance. It is this:—Arrange the exercises for 3, 5, 7, or any odd number of lines that may be required, taking care that the digits of every pair, added vertically, will make 9. The odd line will give the answer when treated as follows:—For every pair of lines composed of such complementary figures take 1 from the units in the odd line and place the figure representing the number of pairs, to the left of the same line, thus,

57684 Here the top line is the odd one, and there is one pair
31460 whose digits added vertically make 9. Take 1 from the
68539 unit figure of the odd line, and place 1 to the extreme left
157688 of the line and it gives the answer, readily perceptible to
the teacher.

Sharp pupils may also perceive it unless the exercise is varied, which may be done by making any other line the odd one, and placing a secret mark to distinguish it; thus,

83624 In this exercise the second line is the odd one, marked by
37456 a period. The first and third make one pair, and the
16375 fourth and fifth make another = 2 pairs. Take 2 from
24806 the unit 6 (= 4) of the marked line, and place 2 to left of
75193 same and you have the answer. In 7 line there are 3
237454 pairs, in 9 lines 4, &c. The reason for this simple arrange-
ment is too obvious to teachers to need explanation.

After a little practice it will be found that the exercises can be given rapidly, and the answers known at once. In fact, when the number of lines is determined, and the odd line written, the answer is known before the exercise is filled in. An expeditious method like this saves time, which may be devoted advantageously to another class.

SEXEN.

TORONTO.

Educational Notes and News.

Mr. Joseph McLain, late of Forestville, is now teaching the Lynn Valley Public School.

Georgetown is calling out for a High School. It claims to have the necessary material.

"Capital punishment," said the boy, when the schoolmistress seated him between two girls.

A bright story in grammar is told of a little school-girl. "Quarrel," she parsed, "is plural." "Why" "Because it takes two to make one."

School matters are alive in Lindsay. Agitation in behalf of a new High School building was strong a short time since; now they want a Kindergarten.

Mr. M.—, reading Virgil—"Three times I strove to cast my arms about her neck, and—That's as far as I got, Professor." "Well, Mr. M.—, I think that was quite far enough."

The pupils of Blyth Public School have sent several drawing designs to the Colonial Exhibition. The schools of Huron have not responded to the invitation from the Minister of Education as they should have done.—*Free Press*.

It is poor economy to employ a cheap teacher because he is cheap. Get the best, no matter if the services of such come high. That is the personal experience of all men of intelligence who have had to do with the selection of teachers.—*Central School Journal*.

Mr. Jamieson, who had charge of the Talbotville School during the past nine months, has been appointed Head Master of Merrifton Public School. Mr. Thomas Hughes, formerly a teacher in Elgin

county, but for the last two or three years a teacher in Manitoba, has returned to Elgin county, and has been appointed to succeed Mr. Jamieson in the Talbotville School.

Ideas before words; principles before rules; the judgment before memory; incidental information before systematic; reading before spelling; the sounds of letters before their names; and, on the whole, nature before art.—*A. R. Craig*.

"The judicious exercise of approbation is of the first importance in promoting obedience and in cultivating in the bosom of the child affectionate and cheerful feelings. Let your smiles animate his heart and cheer him on in duty.—*J. S. C. Abbot*."

The vacancy in the junior division of the Ailsa Craig Public School, caused by the resignation of Miss Jackson, has been filled by the appointment of Miss E. Sproat, of Lucan. Miss Jackson earned the approval of the villagers generally in her management of the school.

The National School of Oratory, Philadelphia, intends to have a six weeks' session at Grimsby Park this year, commencing July 1st. Teachers who wish to avail themselves of the benefits of a course in elocution will find this a desirable opportunity. The fame of the institution is so well spread abroad that we need make no remarks. Particulars respecting classes will, doubtless, be published.

The Minister of Education has issued to school officials in Ontario "Hints and Suggestions in School Architecture and Hygiene, with Plans and Illustrations." The book has been prepared by Dr. J. George Hodgins, M.A., Deputy Minister, and will be found valuable, as it contains a large amount of technical information, gathered from reliable sources. We shall probably refer to it again in a future issue.

The Convention of East Victoria Teacher's Association will be held in Lindsay on May 13th and 14th. The programme is said to be good. The Association is now in a flourishing condition. West Victoria Convention will be held at Woodville on 6th and 7th May. The annual meeting of Ontario Teacher's Association is to be held in Port Perry on Thursday and Friday, May 6th and 7th. A very interesting programme has been prepared. East Grey, 21st and 22nd inst., with Mr. J. J. Tilley and local attractions.

It is our duty to take every thing into the schoolroom that belongs there, and to keep out everything that does not belong there. The question of choosing is the question of the hour. If everything should be introduced into a course of study that is asked to be put there, the school-day would fill the entire twenty-four hours. Wisdom in arranging a course of study in accordance with the demands of the most enlightened experience is what is greatly needed.—*School Journal*, (N. Y.)

The following is a list of the students from Victoria and Ontario Counties in attendance at the Collegiate Institute, Collingwood:—Mary Annis, Jessie McDuffie, D. C. Smith, L. Annis, R. Nesbitt, Woodville; J. C. Rodgers, Wm. Rodgers, S. Irwin, — Berkarley, Cambray; F. Brien, Lindsay; M. Brown, Fingerboard; J. Givens, R. Johnson, Cannington; J. Douglass, Victoria Corners. There are also several from Muskoka. The total attendance is about two hundred and seventy-five. There is a first class of about forty.

The teacher should see that the pupil understands the meaning of the words of the lesson, and the thought expressed in the sentences. Pupils should be required to analyze each sentence and paragraph, and point out the prominent ideas. They should be required to study the reading lessons. They should spend a part of the time on the reading lesson that they now spend on grammar and arithmetic. The better they know the subject of the reading-lesson, the better they can read it. We go through the book too rapidly.—*Dr. Edward Brooks, Pennsylvania*.

The annual examination of the Innerkip School, was held on Thursday, April 1st. The pupils were examined by their teacher and Mr. Brown. All the classes did well. The history and grammar classes deserve special mention. Lunch was served up at noon in first class style by the ladies of the section. At the close of the examination, Messrs. McBeth, Brown, and the Rev. Mr. McKinley delivered short addresses in which they complimented Mr. Richardson, the teacher, on the high standing of the school. All present were convinced that Mr. Richardson is an efficient and painstaking teacher.

The teacher owes it to himself and his profession to read educational literature. If we go into a lawyer's office and find there the latest decisions and reports of judicial and law-making bodies, we conclude that he is up in his profession. If we enter a doctor's office and find on his table late medical journals, and upon his

shelves new medical works, we say at once that he is abreast of his profession. If we find the teacher supplied with educational journals, and now works in different departments of education, we know that he is a live teacher. But if we find that he has only some old antiquated school books, we conclude that he is—what?—*A. Wickline, in W. Virginia School Journal.*

The secretary of the High School Board, we are informed, has received a reply from the Minister of Education to the memorial re Collegiate Institute, recently sent down to the department. The Minister will favorably entertain the application for the ranking of Seafort High School, as a Collegiate Institute if the conditions mentioned by the Board are fulfilled. All that now remains is for the Council to submit the question of expenditure to the rate-payers, and have the work proceeded with at once. If the Board will explain the matter thoroughly (and we offer them our columns) we have no doubt whatever of the popular voice.—*Seafort Sun.*

A very successful examination was held in Kinburn Public School, on Friday last, March 26th. The teachers, Mr. King and Miss McEwen, were assisted by a number of pedagogues from neighboring sections. About 100 visitors were present. The exercises began at 9 a.m., and were enlivened throughout with choice selections of vocal and instrumental music, well rendered by the teachers and pupils of the school. Before the close a number of recitations, dialogues and songs were given by the pupils, that delighted the audience. Addresses were delivered by the trustees, parents and teachers present, all expressing entire satisfaction with the condition of the school.

The *Pennsylvania Teacher* thinks that a contrivance could be invented with "a very long arm, which would instantly swing round and rap any pupil on the head who, in reciting, varied one word from the language of the text-book." This was suggested by a remark of Supt. Apgar, of New Jersey, who said that "a fortune was waiting for the lucky man who would invent a machine so arranged that, by simply turning a handle, the exact questions of the book would be asked, thus sparing the energy of the teacher." Such machines would meet with a large sale in machine schools. We have often thought that a grammar-parsing machine would be a God-send to grammatical grinders. It would be a sort of subject-of-a-finite-verb-must-be-in-the-nominative-case-invention. It could parse on and parse forever, with the usual minimum of thought and maximum of repetition.—*N. Y. School Journal.*

Inspector G. D. Platt, B.A., Prince Edward County, has submitted his annual report to the County Council. Reports of this kind are interesting chiefly to the ratepayers of the inspectorate, but there are a few points of general interest that present themselves. The average cost per pupil for the whole County (the report does not include the town of Picton) is \$5.84; average salary of male teachers, \$402; of female, \$296.37. The pupils enrolled numbered 4,098, and the report states that "a little more than half of these, 2,189, attended school for less than 100 days during the year, and only 154 attended 200 days and over. Whatever other progress we may make, it does not appear that we are succeeding in securing a more regular attendance of pupils at our public schools. The number amenable to the compulsory clauses of the School Law was 845. The percentage of average attendance for the whole County is a little less than 45 for the year. This is lower than some former years, and may be the result of the extreme severity of last winter." The following remarks are highly commendatory: "The character of the work done in our schools is in general, quite satisfactory, and the teaching thorough and practical. The large proportion of the school-time heretofore given to mathematical subjects is being somewhat modified, and increased attention given to English subjects, including grammar, composition and literature. This is mainly in obedience to the requirements of the programme for entrance to high schools, and is a change which is greatly to be commended. As most of the children in attendance at school are not destined for the learned professions, including that of teaching, it is of more consequence that they shall know how to express their thoughts in good English in speaking and writing, and to appreciate the great masters of English literature, rather than to unravel intricate problems in arithmetic and algebra."

The best book is not always the one that contains the greatest amount of information and the garnered knowledge of the world, but is one that has the influence to suggest and inspire the most thought and profitable meditation on the part of the reader. The best teacher of children is not one whose mind is most richly stored with facts merely. The true teacher is one that brings out the

child's own mind, and inspires it with healthy activity, rather than bringing to it the accumulated knowledge of the subject to be taught. Ability to draw out, rather than to pour in, is the real measure of an educator's power. Too much "cramming" clogs the minds of the young, while that training that leads them to think clearly and investigate accurately for themselves, gives them the key to future development and growth. One inspiration generated in the young mind, often leads to effort for self-culture that outweighs in its value all mere statements of facts. A well-stored mind is important to the teacher, but is secondary to the aptitude and tact requisite to the highest success in teaching.

Now that the Tonic Sol-fa system of teaching music has obtained official recognition in the schools of New York City, a brief history of the struggle which led to the victory will be of interest. Four years ago the American representative of the system, Mr. T. Seward, memorialized the Board of Education, asking for an opportunity to explain it to the commissioners. After some delay he was informed that the subject had been referred to the proper committee, and a hearing would be accorded to him in due time. A year passed, and, in spite of all efforts, the interview seemed no nearer than at the beginning. At this juncture an opportunity occurred to teach in one of the schools (No. 45, Miss M. E. Tate, principal) as a substitute for an absent music-teacher, which Mr. Seward was not long in securing. The absence of the former teacher proved to be permanent, and thus it happened that the Tonic Sol-fa system was in.

After several months, as was to be expected, it began to be rumored that an educational heresy had crept into one of the schools. Accordingly, the city superintendent and musical examiner visited the schools during one of the music lessons, prepared to make short work of the intruder unless its right to remain should be proved beyond all question. The pupils were subjected to a most rigid examination, lasting nearly two hours. The result was a triumphant vindication of the system. The verdict of the musical examiner was given thus: "Whatever the new system may be called, there is no question as to its results."

Although the method was thus legalized, it could not yet be introduced in other schools, as the necessary books and charts were not on the "Supply List." Those at No. 45 had been loaned to the school. Mr. Seward, therefore, made this his next objective point. It was carried a few weeks ago, as announced at the time, and the field is open to that system which is now the only one used in the board schools at London, and other chief cities of Great Britain.—*New York School Journal.*

Literary Chat.

Martin Farquhar Tupper is about to publish an autobiography entitled "My Life as an Author."

The Second Series of Hans Anderson's Fairy Tales, edited for home and school use by J. H. Stickney, is announced by Ginn & Company for May 15th.

The poet Browning, is said to be preparing a complete edition of his own works with brief introductory notes. This will be welcome news to the many readers who feel the need of more light on some of his obscure pieces.

Kindergartners and Mothers will rejoice to learn that Miss Elizabeth P. Peabody's famous *Lectures to Kindergartners* are to be published in May, by D. C. Heath & Co. They are issued at the urgency of a large number of Kindergartners, to whom Miss Peabody is no longer able to speak *in voce*.

Several leading Professors of Latin in American Colleges give their views in the last number of *Latine et Grace* on the subject of the establishment of an American School of Archeology at Rome. This number contains also a Latin version of the hymn "Jesus Lover of My Soul," by Professor Friezo, of Michigan University, and one of Longfellow's "Psalm of Life," by Professor B. L. D'Ooge.

The "Life and Labors of Robert Alexander Fyfe, D.D.," by J. E. Wells, M.A., recently published, promises to be of interest to others besides the numerous friends and admirers of the Founder and first Principal of Woodstock College. The work deals pretty fully with the Clergy Reserve, and King's College struggles, in which Dr. Fyfe was an active participant, as well as with the details of his personal history. To be had of the author, 123 Rose Avenue, Toronto. Price one dollar.

The *Brooklyn Magazine* in its April issue, prints the following touching letter, addressed to its editor by Miss Louisa M. Alcott, concerning the present condition of her father, Professor A. Bronson Alcott, the venerable philosopher, who resides with her in Boston :

"My father, I am happy to report, is very well for one in his condition and at his age. He has never recovered the use of his right arm, and only partially the use of his right leg. He can walk a little with help, and goes to drive occasionally; but the exertion will soon be too great, I fear.

His loss of speech is the saddest part of his infirmity, and it is pathetic to see one who was so unusually gifted in conversation unable to express even his wants in words. His mind is still bright, and he enjoys the visits of friends, understanding all they say, though smiles and gestures and a few phrases are all he has to offer in return. He sleeps well, dozing much by day, and eats with his usual appetite the simple food he has lived on for fifty years—no meat, tea, or coffee,—and he still attributes his great vigour to his temperate life. He will never write or talk again, and his books are all he can offer now. He no longer cares to read, but enjoys pictures, and sits thinking for hours as he placidly waits for the great change. He often says he is tired and wants to go, but, like a true philosopher, bears the inevitable as bravely and sweetly as he has borne all the trials and joys of his long and beautiful life. He desires me to convey his thanks to the many friends who so kindly remember him, in which I very gratefully join."

LOUISA M. ALCOTT.

Correspondence.

AURORA, April 3rd, 1886.

Editor CANADA SCHOOL JOURNAL :

DEAR SIR,—I noticed in the comments of the *Globe* on the Report of the Minister of Education in regard to "Arbor Day" and again in yours of April 1st, this remark : "All the others plant less than 2,000. The metropolitan County of York having only a petty 1,200 to show.

Let us should be credited with less interest in this commendable movement than we actually have, let me state that there must have been very imperfect returns or none from the southern inspectorate as the northern alone reported nearly 1,200. Our actual planting in 1885 was 1,050 trees. Of these 950 were alive in the autumn. But considerable attention had been given previous to the appointment of Arbor Day, and so we are able to point to 1,650 living shade trees beautifying the grounds, and offering shelter to the pupils of our 79 school districts, an average of over 20 trees for each section, which I fancy few inspectorates will be able to surpass. There were also 100 flower beds planted and tended by the teachers and scholars.

Yours, &c.,

D. F.

Editor CANADA SCHOOL JOURNAL :

DEAR SIR,—I have just received your enclosure of \$75 in payment of the first prize awarded in your late arithmetical competition. Please accept my thanks for the amount. The receipt of so tangible a proof of your enterprise and liberality leads me more than ever to wish success to your excellent journal.

Yours truly,

TORONTO, March 1st, 1886.

JOHN ELLIOTT,
Late of Caledonia.

Editor CANADA SCHOOL JOURNAL :

DEAR SIR,—A few days ago I was pleased to receive a P. O. order for \$18.75, my share of the \$75 laid out for junior prizes for arithmetical competition in connection with the CANADA SCHOOL JOURNAL for 1885. I may here state that, when I got out the questions for competition, I little dreamt of their winning a prize.

Yours faithfully,

ROBT. G. NESBITT.

Editor CANADA SCHOOL JOURNAL :

DEAR SIR,—I received with thanks my apportionment of the prizes for arithmetical competition for Fourth Class, \$18.75. I return my sincere thanks for your liberality. Hoping your journal may remain an upholder of free and liberal education.

Yours sincerely,

RICHARD PURVERS.

Editor CANADA SCHOOL JOURNAL :

DEAR SIR,—I thank you for the prize, \$18.75, which I received to-day. I look forward for each copy of your journal as to a treat. It is bright and newsy. Just the kind of paper which will serve to put teachers who read it in possession of the best thoughts on their work. No one who regularly reads it can fall into the ruts which infect the teacher's path. Promising to do what I can to increase the circulation of your paper, I am

Truly yours,

THOS. KIRKCONNELL.

TIVERTON, March 11th, 1886.

Editor CANADA SCHOOL JOURNAL :

DEAR SIR,—P. O. order for \$18.75 duly received, prize for arithmetical competition in SCHOOL JOURNAL.

JOHN N. LANNIN.

ASH, March 29th, 1886.

JUVENILE ENTRANCE CANDIDATES.

Editor CANADA SCHOOL JOURNAL :

DEAR SIR,—"Alpha" is mistaken when he says "there must have been a deal of memory-stuffing in the case of a pupil of 10 or 12 years who passed the Entrance Examination. We had a pupil, 10 last birthday, at the Lindsay Examination in December, who passed with 70 marks to spare. Of 78 grammar papers that I read his was the best; and the grammar paper was not one in which memory-stuffing was likely to help much. Most of his answers were such as one would have expected from a mature mind, but the chief difference was that he read the questions correctly, while most of the candidates gave answers they were not asked for.

The boy is a country lad, the son of a first-class teacher, who is painstaking and thorough. The boy has never been crammed, but simply allowed to go to school and learn. He is very fond of reading, and his parents have a difficulty in keeping him from spending too much time in his favorite employment.

I think it is a mistake to suppose that cramming helps pupils to pass our examinations. There was a time when it did; but the tendency now is to go to the other extreme, and, in order to discourage cramming, the questions are often worded in such an ambiguous manner that candidates cannot tell, out of half a dozen different things, which the examiner is driving at.

Yours, &c.,

J. H. KNIGHT.

LINDSAY, April 9th, 1886.

Publishers' Department.

We request subscribers to examine the address label, because we have extended the dates by doubling the time from Jan. 1st, to date, which subscriptions would have terminated. We are not infallible, and there are, possibly, some errors which we would desire to have corrected at once, and not at the end of the term when it will be difficult to trace them. If names or post offices are not spelled accurately, please notify us.

We cannot guarantee back numbers.

Subscriptions begin with the number for the 1st of the month. When received late in the month, they will begin with 1st of following month. Premiums, if in stock, will be mailed promptly.

When sending notice of change of address, state old post office as well as new. We cannot hunt through thousands of names to find out the name on the mailing sheets.

Notify us at once of non-receipt of paper or premium. Both are liable to miscarriage in the mails. We exercise every care to mail punctually and faithfully.

We have no accounts open for individual subscriptions, and unless applications of that nature contain payment in advance, we cannot entertain them.

Do not mix up business with matters for publication. Each should be on separate sheets. Copy for the press should be written on one side of the sheet only.

Address, BUSINESS MANAGER, CANADA SCHOOL JOURNAL, Toronto, Ont.

Teachers' Associations.

PETERBORO'. Extract from minutes, Teachers' Association, Peterboro', held in Peterboro' on 12th ult.: "Moved by Dr. Tasse, seconded by Mr. Rooney, that the thanks of the teachers of the Town and County of Peterboro' are due and hereby given to the Hon. G. W. Ross, Minister of Education, for the judgment shown in the selection of Scripture Lessons to be used in the High and Public Schools of the County, and that a copy of this resolution be sent for publication to the *Mail, Globe*, and to the various educational journals of the Province."—Carried. (A true copy.)—K. MARK, Sec. Teachers' Association, Peterboro'.

LENNOX AND ADDINGTON.—Held in the Model School building Napanee, February, 18 and 19, and although the roads were much blocked by snowdrifts, there was a large attendance. After the minutes of the last meeting were read, Inspector Burrows addressed the Association on the subject of the "Teachers' Reading Circle." Mr. Burrows then introduced the subject of promotion examination. After a short discussion by Messrs. Rose, Lyman, Rice, Suderson, Black and the President, it was decided that the system of uniform promotions to the fourth class should be continued, that some knowledge of vulgar fractions should be imparted before promotion to the fourth class, that only the first half of the third book should be prescribed for the promotion examination to be held in July next, and that all the teachers whose schools are grouped together should be present at the reading of the papers. At 2 o'clock p.m. the President again took the chair, and 120 teachers answered to their names at roll call. Dr. Baptie, Science Master of the Ottawa Normal School, was introduced, and gave a very interesting lecture on "Chemistry in the Kitchen," showing how any teacher, by means of simple apparatus, obtainable without cost, in any school section—and a few substances, such as vinegar, soda, etc., which may be brought to the school by the children themselves—can perform many interesting experiments. A few remarks were made by Messrs. Burrows, Fessenden, Hicks, and Bowerman, expressive of the satisfaction given by the lecture, and urging the teachers present to repeat some of the experiments in their own schools. J. G. Hodgins, LL. D., Deputy Minister of Education, next addressed the teachers, congratulating them on the progress made on educational matters since his visit ten years ago. The Association then adjourned at 5 p.m. to meet at the town hall in the evening. At 8 p.m., Mayor Wilson was called to the chair, and called upon Misses Nettie Empey and Mabel Herring, who gave an instrumental duet. A. Ruttan, Esq., M.D., was then introduced, and read a carefully prepared paper on "Temperance in Schools." Miss Mabel Aylsworth gave as a recitation "The pride of Battery B," which was deservedly applauded, and the Misses Leslie in a finely executed duet, added to their already high reputation as skilful musicians. Dr. Baptie delivered a carefully prepared lecture on "Man and Nature," in which he referred to the influence of climatic and local surroundings, on the character of nations and individuals and said that modifications of the conditions of existence will produce corresponding modifications of character. The lecture was written in choice language and was full of good points and food for thought. At 9 a.m. on Friday the President called on Mr. Lyman, who read a paper on the teaching of language lessons, giving in detail the method adopted by himself. Mr. Burrows supplemented his remarks and recommended teachers to use (for themselves, not for a text book to be placed in the hands of the pupils, a book edited by Principal McCabe of the Ottawa Normal School. Dr. Ward then addressed the teachers on "School Hygiene," confining his remarks to the course they should pursue in case of diphtheria, scarlet fever, whooping cough and other contagious diseases. After intermission Mr. Martyn took up the subject of drawing. He called attention to its utility in developing the powers of observation, quickness of perception and skill in execution. Officers for ensuing year, President, A. Martyn; Vice-President, Miss Belliss; Secretary, W. J. Black; Treasurer, C. Fessenden M.A.; Committee of Management, J. M. Lyman, R. R. Lennox, Miss Fraser, Miss M. Smith, and Miss Conner. Inspector Burrows was made Honorary President, and by resolution, all ex-presidents shall be ex-officio members of committee of management. Mr. Bowerman took up the subject of "Inaccrainers in Canadian Geography." Owing to the shortness of the time at his disposal, Mr. Bowerman confined his remarks to local subjects, and mentioned the inconvenience, resulting from the misunderstanding of the peculiar name of the county which by outsiders is considered to be a union of two counties in the same sense as Northumberland and Durham, instead of one single county named "Lennox and Addington." Dr. Baptie then gave his lecture on "Heating, Lighting, and Ventilation of School Rooms." The report of Committee on the Teachers' Reading Circle was read as follows: "It is highly desirable that the course of reading presented by the Minister of Education should, as far as possible, be carried on by each teacher, and your committee would recommend that all persons desiring to take up the course in full or in part should hand their names to the secretary,

stating which books of the course they desired to read, and that the secretary try to procure such books for them at a reduced rate. The report was adopted. Cortez Fessenden, M.A., then gave some very interesting electrical experiments, illustrating the construction and principles of the telegraph, telephone, etc., and showed how it was possible for electricians to locate a break in a submarine cable. The auditors' report for 1895-6 was then read, showing as receipts since last audit \$98.15, and disbursements \$47.90, leaving a balance on hand of \$50.25.

Literary Reviews.

ERAPIDES BACCANTES. Based on the text of Wecklein (Leipzig, 1879). Edited by J. T. Beckwith, Ph. D., Professor in Trinity College, Hartford, Conn., U. S. Boston: Ginn & Co.

The addition of this book to the excellent series already issued by Messrs. Ginn & Co. cannot but be hailed with delight by all lovers of classic literature. The purport of the author is to make more accessible a play, which, though one of the most brilliant of the Attic drama, has been but little read. In the Introduction is given in excellent literary form, the aim of the play, the myth upon which it is based and a sketch of the plot. The grammatical notes which are on the same page with the text will be found to contain all that is necessary to assist the student in construing the difficulties of the text, while the Synopsis and Literary Analysis of the difficult passages will enable him to understand the meaning and perceive the beauties of the drama as a whole. At the end of the text are found the principal metres in the lyrical parts, and an Appendix containing the various readings.

STUDIES IN GREEK THOUGHT. By the late Lewis R. Packard, Hillhouse Professor of Greek in Yale College. Boston: Ginn & Co., 1885. p.p. 192.

We have here seven of the late Prof. Packard's best essays: (1) Religion and Morality of the Greeks; (2) Plato's Arguments for the Immortality of the Soul; (3) Plato's System of Education; (4) The Oedipus Rex of Sophocles; (5) The Antigone of Sophocles; (6) The Oedipus at Colonus of Sophocles; (7) The Beginning of a Written Literature among the Greeks. The essays are all brilliant and valuable. It would be impossible in a paragraph to do even scant justice to their lamented author. The first and second essays are of universal interest in these days of ethical criticism. The third essay presents to our view an ideal system of education as proposed by the most learned of the Greeks. The fourth, fifth and sixth essays are running summaries of the plays with which they respectively deal. The last essay is a neat contribution to the discussion of one of the most difficult questions of literary history—when did the Greeks first have a written literature? This collection of attractive essays should find its way into the library of every classical scholar, and there is much in it to satisfy even the popular taste.

THE LEADING FACTS OF ENGLISH HISTORY. By D. H. Montgomery. Boston: Ginn & Co. p.p. 254, \$1.12.

The author styles the present work "an attempt to present materials, gathered during several years' residence in England, in a manner that shall illustrate the great law of national growth." He traces, in language well chosen and easily understood by the general reader, the gradual rise of the English nation, and the development of the political and constitutional history of the country. Details of birth and descent of royal nobodies are omitted, and only those facts are dwelt upon that are important by reason of their bearing upon the life, liberty and advancement of the nation. The writer is particularly happy in discriminating and in summing up in a few terse sentences, sometimes in a single sentence, the character of a ruler, or of his reign. His style is concise, his language vigorous, but not wholly free from an occasional blemish in composition. His quotations are numerous, but short and judiciously chosen. An American, and writing for Americans, he could hardly be expected free from bias upon points where English and American interests have clashed, and his remarks upon the war of 1812 will not be considered ingenious by Canadian readers, at any rate. The literature of the country and its intimate relation to the advancement of a nation is scarcely touched upon, probably as being considered too abstruse for the scope of the book. Nevertheless, the work is a most readable and instructive one, and, with slight revision, might advantageously be placed in our public schools; pupils would certainly gain an intelligent idea of what is most worth knowing in English history.

THE COMMERCIAL AND STATISTICAL ATLAS OF THE WORLD. Canada Publishing Company (Limited), Toronto.

This excellent Atlas comprises 53 principal maps and a Statistical Table of the Nations of the Earth, with Explanations. It possesses many new and valuable features, of which the leading are: (1) Modern delineation, neatly and clearly shown; (2) clear, readable type in the names; (3) railway systems, wherever in use, correctly marked; (4) sectional maps of the United States—particularly useful in a map of a bordering country; (5) provinces or counties shown in countries hitherto not so divided in general atlases, namely, Japan, Egypt, Abyssinia, The Soudan, New South Wales, Victoria, Tasmania and New Zealand; (6) a Commercial Chart of the World, showing the principal trade routes, by ship or caravan, submarine cables, etc., as used at the present time.

For ordinary school purposes the maps in the geographies are perhaps sufficient, although names are frequently given in the text which do not appear in the accompanying maps. A reference book for school, family, or library, is therefore needed, and we commend this Atlas, which seems, so far as we have examined it, first-class in every respect. It is strongly bound in cloth, gilt lettered, and the price is \$2.50.