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# The Canada School Journal.

## AND WEEKLY REVIEW.

VOL. X.

TORONTO, AUG. 27, 1885.

No 30.

### Table of Contents.

	PAGE
EDITORIAL:—	
The School.....	349
ONTARIO TEACHERS' CONVENTION.....	350
SPECIAL ARTICLES:—	
Permanency of the Teaching Profession.....	352
ENTRANCE EXAMINATION.....	355
THE STUDY OF ENGLISH.....	356
EDUCATIONAL NOTES AND NEWS.....	356
QUESTION DRAWER.....	360
LITERARY REVIEW.....	360

### The Canada School Journal and Weekly Review.

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

#### —o—TERMS.—o—

**THE SUBSCRIPTION** price for THE CANADA SCHOOL JOURNAL is \$2.00 per annum, strictly in advance.

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

Publishers.

### The School.

We postpone editorial and other matter this week in order to make room for the report of the meeting of the Provincial Association, and as many as possible of the valuable essays and addresses brought before it. We feel sure that our readers generally will be interested in the work done and papers read at this important meeting.

With this number re-commences our regular weekly issues. We mean to spare no pains to make the JOURNAL increasingly useful to teachers in their daily work, during the ensuing school year. We shall at all times be glad to receive suggestions and to hear the views of practical teachers on live educational topics. Brief and pointed communications from teachers might help very materially to increase the value of the JOURNAL, as a medium for the diffusion of the latest information and the best thought on subjects of interest to the profession.

We are receiving many inquiries about the History Primer, which was "to be authorized by the Education Department

about August, 1885." The teachers must possess their souls in patience. When an Education Department undertakes in addition to its legitimate work, to go into the manufacture of text-books, it must take some little time to get the machinery in working order, so as to have so many pages per day turned out, strictly according to specification and pattern. Millwheels may sometimes clog. The supply of raw material may run short or prove hard to work over. Meanwhile the regulations prescribe for entrance examinations, "Outlines of English history as heretofore."

The papers, addresses, discussions and resolutions, of the recent Convention suggest many subjects for thought and discussion. We had intended to refer to the Upper Canada College question, the suggestive debate on the study of English, and other topics, but all such matters will keep, and may be taken up in future numbers. The submission by the Minister of his proposed regulations for discussion and suggestion, provided it is more than a formality, is a step in the right direction. No important change in school laws or regulations should be made, except with the consent and approval of the profession. Teachers have hitherto permitted their views and interests to be disregarded to an extent which would be tolerated in no other profession.

The appointment of Mr. George Dickson, M.A., late head master of the Hamilton Collegiate Institute, to the principalship of Upper Canada College, made vacant by the death of the lamented Principal Buchan, is announced. The views of THE CANADA SCHOOL JOURNAL in reference to the maintenance of Upper Canada College as an endowed public institution are well known, and we are not surprised to see, are fully shared by the High School teachers of Ontario, as shown by their resolutions given in another column. As an old friend and former associate, the new principal has our congratulations and sincere well wishes. But we should not be true to our convictions of journalistic responsibility were we to conceal the surprise with which, in common with many educationists, we have noticed the passing by in this appointment of several head masters whose claims to such a promotion, if promotion it may be called, were unquestionably higher. As our space is limited and we intend to refer again and perhaps frequently to the whole question of this anachronistic institution and its relations to our educational system, we forbear further comment at present. The signs of the time all indicate that Upper Canada College "must go," and that right speedily.

For the information of many inquirers and all others interested, we will publish in full next week, the subjects prescribed for the next half yearly Entrance Examinations.

## Teachers' Convention.

## ONTARIO TEACHERS' CONVENTION.

The twenty-fifth annual meeting of the Provincial Association, was held in the Public Hall of the education buildings, on Tuesday, Wednesday and Thursday, the 11th, 12th and 13th inst. The attendance was good, the papers and addresses able and interesting, and the business meetings of the different sections well and successfully conducted. Owing to the much regretted detention of the President, Dr. McLellan, in the North-West, by illness, Dr. Purslow, of Port Hope, Vice-President, presided. After devotional exercises and reading, and adoption of the printed minutes of the preceding meeting, the Treasurer, Mr. W. J. Hendry, submitted his report for the year 1884-85. The receipts, including a balance of \$541.75 remaining from last year, were \$894. After paying expenses a balance of \$514.01 was left on hand.

The report was received and referred to Audit Committee composed of Messrs. Munro, Dearness, and Merchant.

The hours of sitting for the General Association were fixed at from 2 till 5.30 in the afternoon, and from 7.30 in the evening.

## ORGANIZATION OF SECTIONS.

Mr. James Munro, Ottawa, took the chair in the Pub'c School section. Mr. James Duncan was appointed to act in the absence of the Secretary.

Mr. A. Campbell, Kincardine, took the chair in the Public School Inspector's section.

In the High School section Dr. Purslow presided. A time table for the next two days was adopted.

The afternoon session was occupied with the reading by Mr. J. C. Glashan, I.P.S. for the city of Ottawa, of a paper on "The Study of Science in Schools," and the presentation and discussion of an address by Mr. William Houston, M.A., Librarian of the Ontario Legislature, on "The Study of English." These and all other essays and addresses presented during the meeting, will be given in the present and subsequent issues of THE SCHOOL JOURNAL. Mr. Houston's address was discussed by Messrs. Powell, Miller, Pomeroy, White, Campbell, Macallum, Embree, and Osborne. The leading features of the address were in the main approved by the speakers, though some of them thought the principle of "learning to do by doing," might be pushed too far.

At the evening session after the reception of a report from the Executive Committee in reference to the publication of the papers by the educational journals, and from the Audit Committee offering the correctness of the Treasurer's accounts, the discussion of Mr. Houston's paper was resumed.

Mr. Osborne did not quite agree with Mr. Houston's views in regard to teaching. He thought that after the pupil's interest was aroused the teacher should proceed to give formal and regular lessons.

Mr. Sudaby was not in favor of permitting the pupil to read a whole poem, or other article without explanations. Many of them would not remember anything of it.

Mr. Samuel Woods referred with feeling to the death of Principal Buchan of whom it might be said his sun had gone down while it was yet day. In regard to the subject before them, he said that in teaching composition he had always found it of the greatest benefit to tell the class a nice story, and ask them to bring it to him on another day in their own language. In opposition to Mr. Houston's contention, he held that when first reading a poem to a class it was often necessary to explain the meaning of certain parts, otherwise the meaning could not be understood. As regards Grammar, he would commence to teach it in the first form, but would not give definitions, in fact, he could not himself give definitions, as grammarians would want them. He would first teach the pupils the parts of speech, and proceed in such a way that they could give the definitions later on themselves. He would explain the construction of language in a plain common sense way, and leave rules and definitions for senior pupils alone. He unsparingly condemned annotated editions of text books, and would eliminate examinations as far as possible. He has always held that the study of English should be above that of all other subjects.

Mr. Houston replied to the criticisms passed upon his paper. Speaking of his opposition to extracts, he contended that if they made pupils acquainted each year with one poem and one piece of prose they were doing a great deal. Philology he would only teach

incidentally, and not directly. He contended that what a pupil could gain from his first reading of a piece was of more value than anything he could gain from reading afterwards in the light of explanations. At first the teacher should not intervene between a pupil and the author.

Hon. G. W. Ross, Minister of Education, explained the regulations of the department recently issued. In consolidating the school law, he said, they cut down 170 pages of school law to about 69 pages. In the regulations they had retained numbers so that a section might be easily referred to. Then they had put matters relating to Public, High, Normal, or training schools together, and retained only such provisions as would be practical and effective. After referring to regulations in regard to site, accommodation, and equipments, he said it was provided that English should be taught in every school. There were some German and French schools where English had not been taught, but henceforth it must be taught in every school. Orthoepy, he pointed out, was now specifically named as a subject to be taught. Drawing instructions was now made uniform. He hoped before long to introduce Kindergarten songs for the schools. On the opening of the Normal school they would have a teacher for the Kindergarten department. He pointed out that formal grammar was not now required until the fourth form was reached. In history they were somewhat perplexed, but allowed the teachers to teach the main facts of history to the first three classes as best they could. Before another year they hoped to have a High School reader, and where there was a fifth form in the public schools that could be used as the reader. Much attention had not of late been given to reading. He had sent a teacher from each of the Normal schools to the Boston School of Oratory, and when these returned they would have men or women on the staff well qualified to teach this subject. He hoped to provide a text book on hygiene before long. In regard to the entrance examinations, public opinion was divided, but they provided that there should be two each year and that there should be a more rigid course. In the High School course it was provided that the first form work should be that for third-class certificates, and that the second form should be that for university matriculation. They had attempted to assimilate the High School and teaching course. They would thus prevent the multiplication of classes, and let the work proceed upon identical lines. They wanted to popularize the studies of the High Schools, and inspire people with the love of the classics. Language, science, and commercial options were provided. Referring to the proposed High School masters at Hamilton and Kingston, he was emphatically of opinion that the plan would work successfully. As to teachers' certificates, he condemned the making of too fine distinctions. He thought a division in the first, and then second and third class certificates should be enough.

Wednesday forenoon was occupied with the meetings of the various sections of the Association.

In the High School section Mr. Wetherell read a paper on the present and possible influence of this section. On motion of Mr. Embree, seconded by Mr. Dixon, a committee consisting of Messrs. Hunter, Fessenden, and the mover was appointed to consider the anomalous position of Upper Canada College in our system of education, and report to the section.

Mr. Houston addressed the section on the relation of High School masters to the Provincial University. The Senate of the University as at present composed contained very few practical teachers. Outside of University College, High School masters now elect two representatives to the Senate, but they might also, by acting together, exert an important influence in the election of those who are chosen by the graduates.

On motion of Mr. Fessenden, seconded by Mr. McHenry, it was resolved, "That the Senate of University College be urged as soon as practicable to make such arrangements regarding the local examinations as will enable it to allow candidates writing at such examinations all the privileges allowed to candidates writing at Toronto."

Several resolutions relating to changes in the University curriculum were adopted.

In the Public School section Mr. John Munro, Ottawa, read a paper, in which he argued that the entrance examination should be placed at the end of the fifth class, and the examination held once a year. He concluded by moving a resolution to that effect.

Mr. John R. Brown moved an amendment, seconded by Mr. James Duncan, substituting "fourth class" for "fifth class" in the resolution.

The amendment was carried.

In the Public School Inspectors' section, Mr. A. Campbell, Kincairdine, read a paper on "The Public School Programme." The amended regulations were then considered. Several amendments were suggested, mainly in the direction of rendering teaching more practical. Provision for supplementary reading, bookkeeping, particular teaching of Canadian geography, simple music, recommendation of the tonic sol-fa system, were all suggested and discussed.

Mr. Smith read a paper on "Township institutes."

The Association met at 2 p.m., Rev. Dr. Nelles, on invitation addressed the Association, expressing his strong sympathy with its work and aims and wishing it increased prosperity. He congratulated the profession and country on the improvements which had taken place in the Education Department, particularly in the decision relating to religious instruction in the schools. This question, he thought, had been settled as satisfactorily as it was possible to settle it, and people who grumbled if put in the place of the Minister of Education would have done no better.

Mr. Fotheringham, P. S. Inspector for North York, read a paper on the permanency of the teaching profession. This will be found in another column.

Mr. J. A. Smith, Inspector for Wentworth, opened a discussion on "The schoolroom as a preparation for the farm and workshop." He thought that the present educational system of Ontario pointed too much to the university, while there was nothing either in High School or Common School which pointed to farm or workshop. He showed by quoting the figures of attendance that a very large majority of those attending the Public School never went beyond the fourth form, so that for these an education that pointed to the university was useless. He advocated the establishment of schools to be open during the winter months only, in which the students should be taught agriculture, management of live stock, mathematics, and some other subject of education. He believed that in this way young farmers could occupy their leisure in the winter most profitably. Such a system would create an interest in farming and prevent the overcrowding of the learned professions.

Mr. F. W. Merchant, Ingersoll, did not believe in technical training in the schools. What was wanted in the workshop in these days of machinery was not so much mechanical skill as intelligence. The aim of the school teacher should be to cultivate an intelligence which would avail his pupils in any position; to impress upon them lessons of honesty and patriotism, and to cultivate in them a love of reading.

Mr. Miller thought that the university should teach more of those subjects which would be useful in other than the learned professions.

Mr. Pomeroy thought it was largely the dull and unattractive life on the farm which drove so many farmers' boys into other callings. The remedy for this lay with the farmers themselves.

Mr. Alexander thought that such subjects should be chosen as would be of practical use and at the same time develop the intellect.

The discussion was continued by Messrs. McDermid, Reason, Cliphaw, W. Clark, Brebner, Strang, Scarlett, and Kelly.

At the evening session Dr. Nelles, of Victoria College, opened a discussion on the subject of university federation. He gave a brief history of the circumstances which led to the Minister of Education calling representatives together to discuss the question of federation, and outlined the scheme which was the result of that conference. Broadly speaking, it resembled the arrangement in force at Oxford and Cambridge. A group of independent colleges retaining their own discipline, their self-government, their autonomy, but federated under one university and teaching from a common curriculum, having a common examination and common degrees. It was proposed to divide the curriculum, allotting part to the University and part to the colleges. While Victoria College had accepted the scheme with some amendments he thought that all these amendments were easily manageable by putting non-essentials in the background. (Cheers.) Throughout all the negotiation he had kept in view the advancement of liberal education in the Province, the economizing of resources, the combination of denominational enterprise and zeal. He believed that in this scheme they possessed the germ of a university college system which, with wise handling in a spirit of patriotic concessions, would grow to magnificent proportions.

Dr. Dewar spoke in favor of the scheme, urging that it would lead the Methodist body to take an interest in the University.

The discussion was continued by Messrs. McCallum, Embree, Nelles, Wood, and Gordon.

On Thursday morning in the Public School Section it was on motion of Mr. F. C. Powell, seconded by Mr. Duncan, resolved, "That in the opinion of the Public School Section the questions set in history for the late High School entrance examinations were too abstract and comprehensive to be properly understood and intelligently answered by boys and girls under 15 years of age, and that the attention of the Minister of Education be respectfully called to this fact."

The committee appointed on the previous day to prepare a resolution in favour of the retention of the fifth class in the Public Schools reported the following, which was adopted:—"That while we approve of making the course of Public School studies fit into that pursued in High Schools, we think that to have the course of Public School studies end with the fourth class, or the enforcement of any regulations tending to discourage the retention of the fifth class in our Public Schools, would be disastrous to the interests of Public School education."

The section then balloted for officers, and the following were elected:—

Chairman—Mr. F. C. Powell, Kincairdine.

Secretary—Mr. J. A. Brown, Whitby.

Directors—Messrs. W. J. Osborne, Rossmore; James Deacon, Woodstock; Robert Alexander, Galt; H. J. Strange, Goderich; John Munro, Ottawa.

Legislative Committee—Messrs. R. W. Doan, W. J. Hendry, Toronto; and W. Rennie, Newmarket.

On motion of Mr. R. W. Doan, the reading of his paper on "Etiquette in Schools" was postponed until next year in order to give time for the consideration of the new regulations.

The regulations were then considered, and several amendments and additions were recommended to the Minister.

The High School Section decided to call the attention of Toronto University Senate to the objectionable character of the honour papers in English and the pass paper in history and geography for junior matriculation.

The University Senate was requested to allow candidates at junior matriculation to take more than one sub-department of natural science, and to have the course in botany more accurately defined.

Messrs. Strang, Dixon, McBride, and McCallum were appointed a committee to wait upon the Minister of Education and explain the nature of some of the second and third class papers set at the recent departmental examinations.

The committee appointed last year to bring in a scheme for High School graduation reported that they had met in April and considered the scheme submitted to them by the Minister of Education. They had recommended its adoption with a few amendments. Subsequently the Minister recast the scheme in harmony with the new course of study proposed for High Schools and Collegiate Institutes, and embodying the recommendations made by the committee. The scheme provides that any pupil who passes the departmental or the university examination in any of the courses prescribed for the second, third, or fourth forms in a High School shall be entitled to a graduation diploma, signed by the Minister of Education and the head master of the school. The committee recommend the adoption of the scheme by the section and by individual schools. The section adopted the report with a recommendation that the graduation diploma prepared by the department should be one that, by its neat and attractive appearance, would render it acceptable to graduates and suitable for presentation at a public meeting.

Mr. Oliver read a paper on "The Present Position of High Schools and Collegiate Institutes in the educational system of Ontario."

The Minister of Education addressed the section, explaining the new regulations for the distribution of the High School grant.

The following officers were elected:—

Chairman—Mr. D. C. McHenry, Cobourg.

Secretary—Mr. J. E. Wetherell, Stratroy.

Directors—Messrs. Spotton, MacMurchy, Fessenden, and Dixon.

Legislative Committee—Messrs. Oliver, Purslow, and Embree.

On motion of Mr. Connor, seconded by Mr. Millar, Messrs. Millar, Embree, and the mover were appointed a Committee to prepare a scheme for the assimilation of the entrance examination for students in medicine, civil engineering, dentistry, and pharmacy, and report next year.

The Committee appointed to consider Mr. Wetherell's paper reported the following recommendations:—(1.) That a constitution, by-laws, and rules of order be drawn up for the section for next

year; (2) that a circular be sent to High School teachers pointing out the special advantages of the annual meeting, and urging the attendance of the masters; (3) that the question of the change in the time of holding the annual meeting be referred to the General Executive Committee.

The report was adopted.

On motion of Mr. Embree, the Executive Committee of the section was recommended to make such changes in the constitution and duties of the Legislative Committee that it might take the place of an Advisory Committee, and be consulted by the Minister on questions regarding which he might wish to consult the High School masters.

#### UPPER CANADA COLLEGE.

The Committee appointed to take into consideration the status of Upper Canada College, and its relation to the Provincial system of education, submitted the following report in the form of a memorial to be presented to the Minister of Education:—

"The High School Section of the Ontario Teachers' Association would respectfully submit to the hon. the Minister of Education that, although at one time Upper Canada College was a necessary adjunct of the Provincial University, it is no longer in the interests of secondary education that a school of this character should be maintained from provincial funds. In support of this contention they submit:—

"1. That the record of the matriculation examination at the Toronto and other universities of Ontario clearly prove that the work of preparing candidates for the examination is quite as well done at the county and city High Schools as at Upper Canada College.

"2. That in the training of Public School teachers the High Schools do an important provincial work, in which Upper Canada College has no part.

"3. That the Education Department has found it necessary to select training institutes from the High Schools, which depend largely upon local support.

"They submit further that the funds that have been diverted to the Upper Canada College are urgently needed for the purposes of higher education. It is therefore the opinion of this section that, in the general interests of education in this Province, Upper Canada College should be closed, and its revenues appropriated for other purposes."

Mr. Embree moved the adoption of the report, which was discussed at some length.

Mr. Connor moved the postponement of the consideration of the report until next year.

The motion for the adoption of the report was carried on a vote of eleven to four.

Some time was then spent in considering the new regulations relating to High Schools.

The Minister of Education explained the regulations and asked for suggestions.

A special committee composed of Messrs. MacMurchy, Fessenden, and Dixon, was appointed to devise and report a scheme for the organization of a college of preceptors for Ontario.

This concluded the business and the section adjourned.

In the Inspector's section the regulations respecting inspectors' qualifications having been taken into consideration it was decided to recommend that hereafter no certificate as inspector be granted to a candidate except it be accompanied by proof of successful teaching in a Public School whilst holding a Provincial certificate. This will tend to make the inspectorships prizes for the ablest Public School teachers.

The following Committee was appointed to prepare a report to trustees, and to submit the same to the Hon. the Minister:—J. C. Morgan, Barrie, Chairman, James Brebner, Sarnia; James Dearness, London.

After several other improvements to the existing regulations had been adopted the election of officers was proceeded with, with the following results:—

President—Mr. F. L. Micholl, Perth.

Secretary—Mr. James Brebner, Sarnia.

Directors—Messrs. A. Campbell, Kincardine; J. C. Morgan, Barrie; W. H. Ballard, Harleton; H. Reazni, Manilla; and R. W. Murray, Picton.

Legislative Committee—Messrs. James Dearness, London; D. Clapp, Harriston; and McIntosh, Madoc.

The Association commenced its third day's session at 2 p. m., Mr. John Munro in the chair.

The first business entered upon was the election of officers, and the following were chosen on the recommendation of the Executive Committee:

President—Mr. S. McAllister, Toronto.

Recording Secretary—Mr. R. W. Doan, Toronto.

Corresponding Secretary—Mr. D. H. Hunter, Woodstock.

Treasurer—Mr. W. J. Hendry, Toronto.

Mr. Thomas Swift, Ottawa, read a paper on "Reading as a part of Elocution." This will appear in a subsequent issue of the JOURNAL.

Dr. Allison, Superintendent of Education in Nova Scotia, was introduced and warmly received. He expressed the pleasure it gave him to be present and enjoy their discussions. He referred humorously to the fact, which he became aware of when listening to their discussions, that mistakes were sometimes made even in Ontario in the management of educational affairs. In such matters he was glad to see that they, like the Nova Scotians, spoke out.

Mr. Campbell presented the following resolution adopted by the Inspector's Section, in reference to the late Inspector Little:—

"That this section has reason to deplore the loss during the past year of one of its most esteemed members, the late Robert Little, Public School Inspector for Halton. In him his fellow-workers find that they have lost a warm, true-hearted friend, one whose ripe experience, wide attainments, and sound judgement made his counsel always reliable. The heart-felt sympathies of Mr. Little's late colleagues are extended to his sorrowing widow."

On motion of Mr. Campbell, the resolution was adopted. A copy was ordered to be forwarded to Mrs. Little.

At the evening session Mr. A. MacMurchy presented the following resolution from the High School Section, relative to the late Principal Buchan, and moved its adoption:

"Whereas, in the mysterious providence of God it has pleased Him to remove from our midst our respected friend and colleague, J. M. Buchan, Esq., M.A., late Principal of Upper Canada College, therefore be it resolved by the Teachers' Association of Ontario:—

"That we place on record our appreciation of the many noble qualities of the deceased, his ardent adherence to principle, his firm and just discharge of the many duties devolving upon him in the various public offices held by him, and his upright conduct in the relations of life, and in common with the friends of the educational institutions of the country with which he was closely connected, and which are now deprived of his inestimable advice and influence, we deplore his early death in the midst of a career of usefulness and honour; while to his aged parent (father) and bereaved widow and family we tender our sincere sympathy in the irreparable loss sustained by them in the removal of a beloved son, a loving husband, and a kind and affectionate father.

"That a copy of this preamble and resolution be engrossed and signed by the president and secretary and forwarded to Mrs. Buchan, and the accompanying recommendation be entered upon the minutes and published in the various city papers."

Mr. Miller seconded the resolution, which was adopted.

Rev. Dr. Body, Provost of Trinity College, was introduced to the Association and read a paper on "Education in Relation to Character." He was followed by Dr. Allison, Superintendent of Education for Nova Scotia with an essay on "The Historical Development of Education." Both these valuable papers will duly appear in the columns of the JOURNAL. In moving a vote of thanks to Rev. Provost Body and Dr. Allison, Mr. Samuel Woods, M.A., said it would be noticed that the lecturers had taken almost diametrically opposite views, but that was only an evidence of the freedom with which they treated educational matters.

The usual votes of thanks to various persons to whose courtesy the members of the Association felt themselves indebted, there being no further business, the annual meeting was brought to a close by the singing of the National Anthem.

### Special Articles.

#### PERMANENCY OF THE TEACHING PROFESSION.

The subject of this paper is more important than attractive. Its right treatment demands more time and space,—not to say, ability—than at my disposal. I shall hope, however, to enlist your sympathy and develop profitable discussion.

Where thoroughly qualified persons are employed continuously in any calling, the results should be more satisfactory to themselves and to their employers. On all hands it is admitted that better work and better returns are secured when skilled workmen perform the same duties in the same office year after year. Change of office or officer of necessity implies initiation into the peculiarities and specialities of the new office or officer, with corresponding loss of time, efficiency and progress. Change, of necessity, implies a period of disquietude and friction of anxiety, if not mortification, to employer and employed; and these disadvantages are intensified as the nature of the work involves more of the intellectual and moral and less of the merely mechanical.

It is not risking much to affirm that in no occupation are the evil effects of change more likely to be serious than in teaching. The material with which the teacher has to deal is the most precious and enduring, of which the earth has knowledge, and its essential nature is so delicate and full of far-reaching possibilities under skillful management, that to transfer its management from hand to hand, year by year in its plastic condition seems a guarantee that great, irreparable loss must follow. A plant cannot thus be transferred from soil to soil and climate to climate without a serious dwarfing of its powers. Neither can the young mind, learning to observe, reason, act, to know and love truth and beauty and power, after the training and individuality of one teacher, in the atmosphere and soil of which he is the sun, be transferred to the hands of another without serious loss.

Even in a pecuniary aspect, frequent change involves no small loss. Under favorable circumstances the new teacher cannot readjust the mental and administrative machinery of a school, and have the whole moving on harmoniously from the point his predecessor left it at, in less than two months—not always so soon. It may be allowed that, in ordinary circumstances, three months are nearly lost to a school. When the change is a bad one, which is too often the case, a year and more with all its outlay is lost.

It is frequently affirmed and universally believed that in Ontario much is lost through lack of permanency in the profession to which we belong. To reach as nearly as may be the actual state of the case, I have grouped statistics bearing on this point as I could gather them from official returns. These cover thirteen years beginning with 1871, and ending with 1883, the last that has been fully reported. If all the generalizations reached are not absolutely correct, they are at least approximately so.

In 1871 5,036 teachers were employed in Ontario, and 2,236 certificates (including 390 interim) were issued by the Education Department and County Boards. That is, 42 new teachers for each hundred employed were licensed in 1871. In 1872, 2,560 (including 578 interim) certificates were granted. That was at the rate of 46 to the hundred. In 1877, 2,269 (including 464 interim) certificates were sent out, making 35 new to each hundred. In 1881, if I have been able to get the correct figures, only 20 to the hundred were granted. In 1883, 34 to the hundred were given. During the thirteen years the Department and the County Boards had issued 260 first-class, 2,885 second-class, 16,570 third-class, and 7,256 interim or other certificates—28,071 in all. To maintain an average staff of 6,257 teachers in active service for thirteen years, 28,000 certificates were issued, or an average of 2,159. Putting this in other words, the new issues one year with another were 34 per cent of those in actual use.

This would not necessarily show that 34 per cent of the teachers were raw recruits, the average issue of first-class was 20, of second-class, 306, of third-class, 1,274, and of interim and other special certificates, 558. Now all first and second-class teachers must have had employment before securing their certificates, while some

"thirds" were given a second time on due examination, and a considerable number of "specials" were, no doubt, "extensions" of "thirds." We may, therefore, regard all the first and second-class as "renewals," that is an average of 326. To this, add an equal number for renewals of "thirds," and say one-half of the "specials," and we shall have a total of about 930 certificates issued yearly to persons who had more or less experience. Deducting these from the average issue we have still left about 20 new and inexperienced teachers every year in 100, or one out of five. At this rate the profession is entirely changed in five years; and I am satisfied that this is within the mark.

A large proportion of third-class teachers do not remain in the profession till their certificates expire; and the expirations of "extensions" and "specials" not frequently means the expiration of the holder's term of service.

The medical profession is largely replenished if not over-stocked from ours. Not a few in law and divinity get their first start in pocket, if not in ambition, in the teacher's calling, while a sprinkling of our legislators and other public men own their knowledge of men and things to the impetus given them in their school-teaching days.

And the discovery in the Public School of the gift to teach has no doubt, led a large number of those now in high schools to devote themselves to the more remunerative and more permanent work of their advanced calling.

Thus, naturally, creditably, in this young country, our profession has given of its best talent to all the profession. No wonder that it changes so much. Yet it holds its own even though changed in *personnel* once in five years. More, we stand to-day in advance of our profession of twenty, ten, five years ago. In literary attainment, in professional training and public opinion the teacher of to-day is in advance of himself yesterday; and while, hitherto we have suffered heavily from lack of permanency in the profession, we find in the vantage ground, as well as in the rapid increase of second-class teachers in the service, a sure promise of better things still in the future.

(Note—In 1871, 517 Second Class Teachers were employed. In 1883, 2167 or four to one were in active service.)

Some of the causes of the lack of permanency in the profession have been hinted at. I shall seek to place them more in detail:

Insufficient remuneration is undoubtedly a leading cause. Persons wishing to become teachers must spend from two to three years in non-professional and professional preparation at a time when it would be possible for them to earn a fair livelihood in other pursuits. After all this time and considerable outlay of money they seldom secure \$300 as a salary at first. If successful, they may hope to get \$400 by the time their "Third" expires. Then comes another course for a "Second," after which they may look forward to the munificent sum of \$450 or so, though the highest average reached in counties for male teachers is less than \$400, and for female teachers, less than \$250.

With equal literary and professional training in other callings, teachers would undoubtedly have far superior prospects both as to permanency and pay; while, with an additional expenditure not greater than that of the past, they often find employment in one of the learned professions where the prizes offered are both more numerous and more inviting. It is no matter of surprise, therefore, to find many of our clever and ambitious teachers making ours a stepping stone to some other life work.

Lack of fixity of tenure, if constant change of sphere may be so named, is another important factor in driving teachers out of the profession. Like travellers in a desert, they do little else than pitch tent and next remove it. One year here, another there, they

begin to fear the mark of Cain is on them and look around for a local habitation and a name; some abiding home and steady occupation. Akin to this comes the lack of professional recognition which no doubt has discouraged most of worthy teachers. A higher or holier calling than the teachers can scarcely be found, and yet, he has been and is slighted and flouted as if entitled to nothing but his bread and butter and not always to that. Undoubtedly, there are exceptions, and the profession is claiming and receiving more its legitimate place through its own higher merit and also through a more national attitude on the part of the public. But stunted appreciation or the very opposite has had decided influence among the factors that make the profession so changeable.

Lack of adaptability in teachers has also had its influence in producing change, and that, oftener than we are prepared to admit. Not a few have chosen the life of a teacher who have had neither natural nor acquired fitness for the successful discharge of its intricate and unending duties. When one enters the profession to have an easy life, never greater mistake was made. When one enters it without intuitive insight into or love of childhood, a greater mistake was never made. When one enters it who does not daily feel need of fresh inspiration and new resources, no greater mistake could be made. But these mistakes occur and recur with painful frequency; and every faithful inspector has had the painful duty of advising one and another to seek a different calling.

Defective administration of the school law has had much to do with the change in our profession. This is often defective, feeble, fickle. School Boards are unnecessarily numerous, and mutable; often uneducated, sometimes biased by local prejudices and jealousies; do not always recognize the efficient; often appreciate the cheap and superficial, and often neglect the simple essentials of efficiency in school. With the official rope in the hands of such an administration, not much wonder that high minded teachers have the profession.

Parental shortcoming has to do with the change of which I speak. How few parents recognize in a teacher their substitute, associate equal? How few of them inculcate and require unquestioning obedience to their authority delegated to him? How few recognize practically their obligation to forward study at home as much as the teachers at school? How many of them allow the children to decide the social and professional standing of the teacher and treat him as their children indicate without hearing "the other side"? How many of them take a practical and daily interest in school work and life so as to become co-workers with the teacher?

I must trespass further to speak a little of the results of lack of permanency. There is great loss every way. First and foremost, the loss to the child is simply incalculable. As matters now stand, the majority of teachers have not acquired a full measure of skill and tact and patience and unselfish devotion to their children which can only be gotten in the school of experience. Nor can we expect much improvement here till the profession becomes reasonably permanent. To many children, this means disaster—indecate, sometimes rough handling, and change of manipulation, sometimes ignorant, unappreciative, hardening, coarsening distorting change in manipulation. How can unskilled fingers make the harmonies of heaven on this harp of thousand strings when they have hardly learned the first melodies of earth?

To the teacher, it means a dwarfing of ambition, a scattering of resources, a training of the tender, local, homelike, intellectual and social attachment, disappointments of hopes, a weakening of powers, a lessening of opportunities, a circumscribing of usefulness. Not even an angel could do as good work with this sword of separation suspended eternally over his head. How can a teacher in

these circumstances secure the highest results of a wise, logical and thorough course of education in a few months? How can he secure the best results of sympathy, co-operation and love; the cumulative power of moral and intellectual forces, in the time a teacher now holds his school? And so, hampered and discouraged, the most conscientious and earnest may be excused for leaving an occupation which keeps them beating the air.

To Boards of Trustees, this lack of permanency largely means outlay without return, a school in time, not in reality. To the enlightened and liberal it brings disappointment and discouragement, so that when their term expires their services are withdrawn or reluctantly renewed.

To parents, it means half-educated sons and daughters with half-cultivated tastes, poor literary habits, and a love of transitory and unsatisfying qualification; while the pure and lofty enjoyment of a cultivated soul are unknown and unappreciated. Nothing occurs oftener than to hear a father say, my boys were just at the age when a year or two of a good teacher would have secured the education they need, but we had an unfortunate change of teachers and their chances were lost; I cannot spare them now.

To the country, this changing means a lower average of intelligence, enterprise and power, in private and public life. Nothing can advance so surely, or so rapidly, for her citizens have left their talent buried in the earth. Her legislators have given to her untutored sons to control the destinies of the land by saying "You shall employ to-day and dismiss to-morrow as you like" those who are to unseal the empyrean springs of intellectual and moral life; those who, more than any other, could develop in the citizen the principles of true patriotism, courage, self sacrifice and love.

I can only speak briefly of the remedies for the lack of permanency in the profession. These must come chiefly from two sources, the profession itself and enlightened and practical legislation.

The more we truly and fully appreciate the dignity and responsibility of our calling, the more we understand the importance of our rare opportunities, the higher will we rise above petty ends and ways, the nearer will we get to the ideal of a teacher of the young. Day by day will we toil to acquire worthiness for our work and its reward, the love and admiration of our pupils and their parents, because we are their best benefactors. When these come permanency will soon follow.

Salaries should be largely increased, but how this can be done is a problem that few are able to solve; that salaries are improving is evident, the cause being found chiefly in the better appreciation of trained and experienced teachers. Even boards of trustees learn by their experience that training and experience are worth more than inexperience and cheapness. With this view before us, it would seem that the remedy of low salary is at least partly in the hands of the profession itself. Let teachers never rest satisfied till they are near the head of the profession in legal qualification and also in practical efficiency. If the economy of the beehive could be introduced into our circle, we could expel if not exterminate those who sip the honey but make none—the drones. If teachers remained for life in this calling, no doubt greater efficiency would be reached, and fewer inexperienced could enter to work for less as they are really entitled to less. So that in reality permanency in the work and more remuneration would become mutually helpful. Loyalty to the profession should lead all who enter it to observe the golden rule towards each other. I hope it never occurs in a section or county represented here, but it has been charged that teachers sometimes so far forget their self-respect and the reputation of the profession as under-bid their rivals for a school. It thus happens that lack of self-respect and lack of pro-

essional honor have come in along unfortunately with a proportion of drones to keep down the reputation and the pay of the profession. These evils let us trust, as many feel sure, are lessening and will soon disappear. Meantime let us not cry out for legal assistance or raise our pay, till we have exhausted our resources in ridiculing the profession of those who have hitherto only lessened its efficiency, its reputation and its remuneration.

On the other hand we have the right to expect that those who hold the power to legislate and administer will look above and beyond the conflicting interests of the present to the unchanging principles that underlie the full development of social, intellectual and moral forces; that they make ample and far-seeing provision for the education of the young, including the untrammelled and uninterrupted discharge of the teacher's duties.

It should be within the sphere of legislation to make adequate and attainable provision for a teacher's residence in every well to do section. No one thing could help the cause of permanency more. *How* to provide this cannot be here discussed, but till this is done there cannot be true permanency. And why should the teaching profession alone be expected to live without homes, and on incomes so small and precarious that teachers cannot in reason be expected to provide homes for themselves? Why cannot some provision be made in law by which a fair proportion of public grants shall go to the sections that provide residences for their teachers, and to the teacher who holds a life certificate and resides in that residence from year to year? Thus liberality on the part of trustees and higher qualifications and permanency on the part of the teacher would be directly rewarded.

Provision should be made that will secure prompt and simple supply of appliances both as to accommodation and apparatus for the efficient discharge of the teacher's duties. Many a teacher is worried and discouraged, sometimes to the extent of changing schools because he cannot get needed supplies.

Provision should also be made for a teacher's assistance and self-improvement during his months and years of labor. Why should not every Board of Trustees be required to furnish a library containing a few of the best authors on departments of professional work, some works of reference, and at least one educational periodical? While such provisions may be classed among the less important means of securing permanency, it and others have their place and should not be overlooked.

Following are some of the papers presented at the annual meeting of the Ontario Teachers' Association, held in Toronto, August 11th, 12th and 13th, 1895:—

#### ENTRANCE EXAMINATION.

##### SHOULD IT BE PLACED AT THE END OF THE FIFTH CLASS?

Perhaps it would be well at the outset to inquire if it should, as it exists at present, be placed at the end of any class. Some years ago when the amount of Government grant to the high schools and collegiate institutes depended largely on the number of pupils in attendance, there was naturally a desire on the part of high school teachers and others to gather in by every laudable means, and sometimes by means not very laudable, as many pupils as possible. The result of such a course would soon be that the high schools would be crowded with a class of young pupils for whom these institutions were never intended. In this way their usefulness would soon be imperilled if not altogether destroyed.

To prevent such an undesirable state of affairs "entrance examination" was introduced. It appears to be a necessity at the time. It was predicted it would fail; but it didn't. It fulfilled well the purpose for which it was intended. Many a high school in the Province owes a debt of gratitude to the originator of the plan. But now as the disease is cured, why continue taking the medicine?

The grants to the high schools and collegiate institutes no longer

materially depend on the number of pupils in attendance; therefore we venture the opinion that within certain limits the right of admission might safely be left in the hands of the high school masters themselves. Should any restriction be found necessary we would suggest that the candidates be examined only in the subjects of Arithmetic and Grammar with a paper on English. This would be sufficient to show if they were fit to enter on a high school course. Should pupils unduly cram for this examination theirs would be the loss. It would readily be discovered during the term. The classification in the high school would not be more uneven than at present.

By this change High School masters and inspectors would be relieved of a burden of unnecessary work, at a time of the year when they need rest more than money; and the country would gain considerable, not so much in the saving of the small amount of money paid for services to examiners, as from vigorous and healthy work done by these gentlemen after a well spent holiday season.

Let it be granted that this "entrance examination" is to be continued. We shall now proceed to inquire whether it should be a test of the work done in the fifth class, or as it is supposed to be at present, a test of the work of the fourth class.

If the recent examination papers for entrance to High Schools are really a test of the work that should be expected of pupils before entering the fifth class, then we do not wish, so far as these subjects are concerned, to see the standard of entrance to High Schools raised, at least for some time to come. We refer specially to the last History paper, as being outside the range of fifth class work. In fact this paper should come last on examination, as it is calculated to discourage pupils who have prepared only the prescribed course. I may not be a competent judge. Let us put it to a fair test.

We would like to ask how many teachers in the Province make it a test of fourth class work in their schools? In how many schools in cities and towns is it adopted as a test for entrance to fifth class? We venture to answer, in very few, if any. Further, we are of opinion that in the subjects covered by the examination papers it is already practically placed at the end of the fifth class by the committee who prepare the questions. We think this is right; but we see no good reason why the other subjects of the fifth class course should not be included.

By the time a pupil is prepared to pass the entrance examination as at present, he is well advanced in Algebra, Geometry, Book-keeping, etc., in a good Public School. He then enters the lowest form in the High School, and finds that he must work for six months or a year with pupils who are just beginning these latter subjects. There is evidently a loss of time here. For this reason, as also on the principle of economy, we say that the work of the High School and that of the Public School should not coincide, but should rather be continuous. There is no good reason why the work in the senior class in a Public School and the work in the junior class in a High School should be the same. Where such is the case, the same municipality or corporation has to pay twice for a certain amount of work, and frequently the work is not so efficiently done in the High School, because the salaries paid in the lower positions are not usually such as to guarantee the services of first-class experienced teachers. These positions are frequently filled by comparatively inexperienced teachers—often by young men fresh from the University without any training in the art of teaching, and lacking in that knowledge of commercial work so necessary for boys, the majority of whom are so soon to be engaged in the active duties of life.

When we hear of a graduate of a university accepting a position in a high school at \$500 per annum, we may be pretty well assured it is all his services in that position are worth.

Here we might advance another reason why it would be to the advantage of the great majority of pupils to remain at the public school in preference to going to the high school for six months or a year. As soon as a pupil enters upon his high school course his attention is divided among a number of new studies, most of which he does not pursue far enough to be of any practical benefit to him. Dr. Morgan, a celebrated English mathematician, would call this the first state, viz.: that in which the pupil learns simply the alphabet of the subject, and which is of no use to him except as preliminary to the second state, in which he can think and follow reasoning well. His third division—that of original discovery, is one upon which we cannot hope that our pupils may enter upon a system assumably based upon psychological foundations, but in reality defined by programmes, limit tables, and orders-in-council.

We think then in all cases where circumstances do not permit, or



where there is not the desire to remain for a full course at a high school, it would be more profitable to remain at a good public school, and continue and perfect those branches of study that would be of real value in the various occupations of life.

But you may ask here, is it not desirable for those who purpose taking a full high school and university course to begin the study of classics at an earlier age than that at which most would be able to finish the work of the fifth class. This is a debatable question, but we incline to the belief that they should, and we think that any difficulty in the way might be overcome by township boards of trustees making provision in two or more schools in each township where the elements of classics might be taught. In graded schools there should be no difficulty.

Let us now look how this early drain on our public schools affects more particularly the country sections. When the more advanced pupils leave for the high school the senior classes are practically broken up. Here a hardship very often occurs. A and B, who are in good circumstances, are at the high school. C and D, who could attend in their own section, but cannot afford to pay for board and other expenses incident upon attending a high school, are practically excluded from further school advantages. If you say the gain in the one case balances the loss in the other, we answer No, for had a good class been maintained in the public school the advantages to A and B, for a year at least, would be equal to what they are in the high school. Then there is another element we must not overlook here, namely, the loss of home influence to those who leave the parental roof too young. We wish to emphasize the fact that this moral side of the question should not be lost sight of. It appears to us reasonable that the public school course should last until the pupil of average ability could safely be trusted away from home. There are parents who send their unmanageable boys away to school at a distance for the purpose of getting rid of them for the time being. This, however, is not as it should be, neither is it an argument against the ground we have taken.

The usual result of such a case as we have been supposing, when the higher classes in the public schools have been broken up, is, that the trustees in their wisdom begin to consider that a cheaper teacher will answer their section just as well. The efficient teacher is then discharged on the score of poverty, and the cheaper one, and in nearly every case the inferior one, is installed in office. Soon a good many ratepayers will suddenly discover that the sections are too large—that the schoolhouse is too far away for such small children—that it would be better to have smaller sections and the cheaper teachers, forgetting that in the long run they pay more for the education of their children—that the quality of the education is not so good as in a larger school with a better teacher. Almost any inspector can tell you that a small school is rarely a good one.

Again, this is perhaps not the worst feature of the system. The more the standing of the public schools is reduced, the greater the number of good teachers who leave the profession. So in this way under this system the profession is constantly liable to lose its best members.

Our argument, then, from what has been said, if, that the Entrance Examinations, if continued, should, in the interest alike of the pupils and of the teaching profession, be placed at the end of the fifth class.

### THE STUDY OF ENGLISH.

BY WILLIAM HOUSTON, M. A.

Mr. Houston's address on the "Study of English" was largely devoted to the illustration and enforcement of the assertion that the present methods in schools, colleges, and universities are highly defective, as we have been occupied in teaching and studying about English rather than in teaching and studying English. Instead of acquiring an intelligent and useful acquaintance with the structure of the language we cram treatises on formal grammar; instead of acquiring by dint of wisely-directed practice facility in composition, we try to become good writers by mastering treatises on rhetoric; and instead of obtaining our ideas of the works of classical authors from a perusal of these works themselves we accept the estimates given of them by the writers of encyclopedic histories of English literature. The result is a painful deficiency in ordinary speech and writing, and many inexcusable defects even in the works of authors of high reputation. After dwelling briefly on the import-

ance of "English" in a system of education Mr. Houston proceeded to define the term as including (1) the right use of the language, spoken as well as written; (2) capacity to appreciate literature rather than actual acquaintance with literary works; (3) the formal science of language as dealt with in grammar, and the related sciences of logic and rhetoric; and (4) philology, including the constituent elements of the language, its history, and its relations to other dialects, languages, and groups of languages. In connection with the first of these topics the lecturer advocated constant practice, under judicious guidance, of both composition and analysis, leaving the theory to be picked up incidentally, at least until after the entrance to the high school or to the upper classes of the public school. He advocated also greater attention to orthoepy instead of devoting so much to orthography, and to the banishment from school and neighborhood of all prevailing errors of speech. The study of literature he defined as an attempt (1) to comprehend the author's meaning, (2) to enter into his spirit, and (3) to appreciate his work as an artist. This study should be commenced as soon as the child begins to read, and even before, the memory being stored with beautiful gems of poetry, which has a strong fascination for even very young children. The proper use of literature in our schools is prevented partly by the nature of the department and university examinations, partly by the use of excerpts of texts at the entrance examination. Mr. Houston then described briefly how such a poem as Longfellow's "Evangeline" should be taken up in a public school. It should first be read through aloud by the class without any attempt at explanation by the teacher except in answer to questions, and this should be repeated several times in order to enable the pupils to get for themselves as much as possible of the benefit to be obtained by mastering it. The poem should next be read through in order to afford the teacher an opportunity of ascertaining by judicious questioning the extent to which the pupils have been individually impressed with beauties of form, cadence, rhyme, onomatopoeic passages and the more obvious figures of speech. It should then be read for the purpose of calling attention to grammatical and philological difficulties, to metrical structure, poetical licence, etc. The object of the matter may then be taken up, and his fidelity to historical truth may be investigated in the light of Varbrinon's "Montcalm and Wolfe." "Evangeline" may then be compared with other poems by the same author—with "Miles Standish" in point of form, with "Hiawatha" in absence of rhyme, and with the rhymed poems of Longfellow, passages and brief poems being memorized. Lastly, a brief study may be made of the author's life and work. The folly of taking up the formal science of grammar and theology at too early a stage and in the ordinary way were next illustrated, the lecturer paying, in closing, a high tribute to philology as a subject of education.

### Educational Notes and News.

#### DEPARTMENTAL EXAMINATIONS.

We print the following complete list of candidates who passed the non-professional examinations in July:—

ALEXANDRIA.—Second Class, Grade B—K. McLennan, T. Sturrock. Third Class—M. J. Munroe, A. McDonald.

ALMONTE.—Third Class—M. A. McCoy, M. Raleigh, E. Thompson, J. Ballantyne, S. J. Drummond, W. J. James, J. W. Kemp, W. D. McLaren, W. J. Thorn, J. Ellis, A. A. Lang, A. Young, A. Ruttie. Second Class—W. D. McIntosh, Grade A; A. Hayden, A; W. J. Bolton, Grade B; C. Stewart, B; M. A. Boyle, B.

ARNSPRIORITY.—Third Class—K. E. Halpenney, J. Russell, L. C. Slack, F. A. Mohr, M. A. Lester. Second Class—C. H. Kenny, Grade A.

ALYMER.—Third Class—M. Baker, J. A. Ingram, J. F. Martin, M. McCord, M. Pound, H. McIntyre, G. F. Smith, E. Brown, E. Wickett. Second Class—J. Baker, Grade A; F. D. Class, A; R. Hill, B; C. E. Jay, B; E. Killmer, A; W. E. Killmer, B; J. B. Oghivie, B; D. N. Stickney, B; J. Trotter, B; L. Gray, B; N. Inglis, A; G. Fowler, B; G. W. Wallace, B; E. Farr, B; L. Livingstone, B.

BARRIE.—Third Class—A. E. Dymont, A. W. Crow, J. A. McLean, N. Campbell, J. G. McKeo, E. Little, H. I. Sneath, G. A. Rix, F. C. Whitelock, J. A. Colwell, A. E. Anderson, M. Curtis,

S. Cameron, L. J. Booth. Second Class—E. Palk, Grade A; W. J. Swan, A; A. Cowan, B.

BEAMSVILLE.—Third Class—J. G. Watt. Second Class—J. Houser, Grade B; H. Hindson, Grade B.

BELLEVILLE.—Third Class—J. T. Blandin, A. Maessie, L. Ross, J. Black, A. Hobb, F. Lazier, L. Lowry, A. Macdonald, M. E. Mitchell, A. M. Morton, K. O'Sullivan, J. O'Shea, W. F. Metcalfe, J. A. Wheeler, M. Clarke, B. Emmous, N. McCann, H. Sherry, A. McHenry. Second Class—D. Barriger, A; J. T. Clarke, A.

BERLIN.—Third Class—J. T. Ratz, E. E. Scheurmann, L. Niobel, M. Cairns, E. R. Ross, R. Coutts, J. G. Hurst, A. Cairnes, W. Robinson. Second Class—W. Weidenhammer, A. M. M. Anthes, B; J. Frazer, B, W. J. Diefenbacher, B, M. E. Breaudle, B; J. W. Millington, A; F. Weidenhammer, B.

BOWMANVILLE.—Third Class—G. Jones, A. Hodgson, J. Coolidge, E. Riggs. Second Class—N. Colville, Grade B; A. Nott, B; S. G. Brown, A; F. Groat, B; H. Walker, B.

BRADFORD.—Third Class—W. Murphy, G. Treadgold, W. Mercer, A. Holland, M. Maggison, H. Campbell, W. Dillane, A. Weilly. Second Class—G. Arnold, Grade B; I. Evans, B; G. Tindal, B.

BRAMPTON.—Third Class—A. Burns, B. Gollop, E. Robinson, D. Heggie, H. McLaughlin, J. Campbell, M. McKechnie. Second Class—F. Bartlett, B; M. Ryan, B; I. Langstaff, B; J. Bowles, B; J. Lamont, B; J. Snell, A; E. Aikens, B; L. Coutts, B; K. Kirkwood, B; A. McLaren, B; T. Walker, B.

BRANTFORD.—Third Class—A. Day, M. Horton, M. Doyle, C. Fairchild, E. King, W. Givens, A. Robertson, S. Smith, T. Chilcott, A. Clemons, J. Pinkham, P. Shaw, T. South, K. Morgan, J. Buchanan, S. Hardy, S. Heaton, A. Lampkin, T. Tomilson, C. Garthwaite, C. Oles, D. Leonard. Second Class—E. Bonnell, A; E. Chapman, A; E. Fitch, A; T. A. Fuller, A; E. Farmer, B; C. Horning, A; N. Mott, A; L. Orr, B; F. Phelps, A; L. Preston, A; R. Patterson, A; J. Burke, B; C. Baldwin, A; C. Corless, A; L. Green, B; W. McNaughton, B, A. Ashton, B, M. Handy, B; J. Handy, A; I. King, B; A. Marlatt, B, E. Miller, B, R. Green, B; W. Sippell, A; S. Pearson, B.

BRIGHTON.—Third Class—W. Begg, H. Donaghy, H. Proctor, E. Corrigan.

BROCKVILLE.—Third Class—J. Dear, C. Dean, L. Drysdale, E. Hadegan, C. McLean, W. Rhodes. Second Class—W. Herbison, A; J. Thorne, A; J. Imrie, B; J. McCorkill, B; F. Day, B; M. Drysdale, B.

CALEDONIA.—Third Class—W. Arrall, R. Bell, S. Fallis, C. Palmer, W. Parker, E. Hartwell, S. Jonson, A. Laidman, W. Weir, F. Armstrong, S. Davis, W. Smuck, E. McClemon, W. Wilson, R. Draper, A. Turnbull, B. Clarke. Second Class—F. Hager, B; W. McClemon, A; J. Gee, A; C. Stuart, B; S. Laidman, A; F. Snelsor, B; E. Ward, B; M. Hoover, B; A. Verth, B; A. Stewart, B; M. Kett, A.

CAMPBELLFORD.—Third Class—B. Boyce, F. Boyce, S. Brown, F. Heritz, L. Brooks, N. Caldwell, A. Conlon, L. Dunkley, M. McCallum, J. Lesslie, L. Phinn, L. Vanlaricum, M. Gothard, J. Losie, T. Earle, L. Harrison, A. Broomfield, M. McGregor, L. Pickens, A. White. Second Class—J. Countryman, A; M. Rogers, B; M. Brooks, B.

CARLETON PLACE.—Third Class—E. Findlay, J. Kidd, G. Lowe, W. Munro, D. McIntosh, J. McCallum, W. Gillies, W. Wilson. Second Class—W. Wilkie, B; H. Ferguson, B.

CAYUGA.—Third Class—J. Hotson, M. Donohue. Second Class—J. Payne, B.

CHATHAM.—Third Class—S. Irwin, N. McBrien, K. McCorvie, L. Noack, T. McLean, B. Grant, M. Boon, A. Campbell, S. Dunlop, A. Harvie, L. Lowe, J. Stammelon, L. Thomson, W. McKenzie, E. Moorhouse, W. Logic. Second Class—L. Bruce, B; E. Bruce, B; I. Gordon, A; M. Hall, B; M. Scott, A; W. Boyes, A; W. Ross, A; H. Boyes, A; H. Fennacy, B.

CLINTON.—Third Class—A. Coney, J. Cornyn, F. Hartley, W. Johns, F. Mathers, A. Stewart, A. Holmes, M. McEwen, W. Baker, F. Green, K. McKenzie, D. McKenzie, W. Pucok, W. Potter, T. Rumbell, W. Doy, T. Grant, A. Cruickshank. Second Class—J. Cooper, A; J. Crobe, B; J. Grant, A; J. McDonald, A; G. Musgrove, B; T. Shearer, B; J. Wanless, B; M. Lavin, B; A. Burchell, A; W. Griffin, B; L. Dichl, B.

CONORA.—Third Class—M. English, L. White, M. Highet, F. Brown, J. Cheney, W. Waite, H. Tapscott, M. Floyd, M. Platt, K. Snodgrass, J. Gratten, M. Sandborne, F. Rightmeyer, B. Gearin, G. F. McCulloch, G. McCulloch, E. Dulmage. Second Class—C. Matthews, B; J. Bellford, B; G. Kennedy, B; B. Becker, A.

COLBORNE.—Third Class H. Snetsinger. Second Class—A. Colton, A; G. Gould, A; L. Dorland, B.

COLLINGWOOD.—Third Class—H. Ellard, J. King, W. Beatty, S. Moore, H. Stingle, H. Logan, J. Irving, G. Martin, G. E. McKnight, J. Sherrick, L. Shore, A. Wilson, E. Lindsay, D. McBride, V. Creighton, J. Elliott, J. Campbell, A. Graham, M. Clark, E. Walsh, M. Nicholson, N. Bell, G. Pearce, D. Woodward, J. Steele, W. C. Gowan, R. Brodie, L. Miller, M. Cook. Second Class—P. Smith, A; T. Gowan, A; J. Patterson, A; T. Ward, A; D. Carr, B; F. Brethour, B; J. Kerr, B; C. Brock, A; R. Davis, B; G. Butcher, A; M. Annis, B; M. Reid, B; M. Hourigan, B; M. Crow, A; H. Carroll, B; J. Smith, B; M. Brillinger, B.

CORNWALL.—Third Class V. McGill. Second Class—T. Shanks, A.

DRUMMONDVILLE.—Third Class—C. Dawson, M. Rydale.

DUNDAS.—Third Class—B. McMicking, L. Newcombe. Second Class—P. Davis, A; J. Billington, A; M. Brown, B; R. Burton, B.

DUNNVILLE.—Third Class—J. Flowers, W. Stringor, A. Michener, L. Tipton, N. Burnham.

ELORA.—Third Class—W. Petrie, M. Lowes. Second Class—M. Field, B; E. Graham, B.

FARMERSVILLE.—Third Class—J. Mitchell, M. Alford, J. Copeland, A. McCallum, E. Stevens, J. Dorman, C. McVagh, W. Pratt, N. Stevens. Second Class—W. Fadden, A; L. Crummy, B; U. Brown, B; James Read, B.

FERGUS.—Third Class—J. Peters, B. Napier, W. Ford, J. Rodger, J. Robinson, A. Cunningham, F. Ireland. Second Class—J. Barber, A; W. Ferguson, B; R. Wilson, B; M. Anderson, A; A. Nelson, A; R. Pringle, B; M. Robinson, B; E. Ryan, B; J. Kennedy passed in Latin.

GALT.—Third Class—W. McDonald, O. Reist, J. McQueen, J. Cunningham, D. Beattie, H. A. Christie, J. Ramsay, E. Perry, A. Willard, L. Wilkins, A. Workman, E. Matheson, L. Kynock, M. Dickson, N. Dryden, I. McIntyre, J. Good, A. McKeo. Second Class—L. Armstrong, B; L. Haigh, B; L. Reazin, A; Maggie Dickson, A; J. Williams, B; R. Carscadden, B; J. Patterson, A; L. Linton, B.

GANANOQUE.—Third Class—V. Clendening, I. Mitchell, L. Legge. Second Class—S. McLaurin, B.

GODERICH.—Third Class—M. Dorland, J. Green, J. Young, M. Cooke, J. Dickson, A. Graham, G. Jessup, A. Keefe, M. Murray, A. McManan, M. Radcliffe, M. Sharman, F. Williams, M. Rutherford, L. McConnell, F. Wygle, M. Allan, M. Robertson. Second Class—F. Bolton, A; T. Allen, A; A. Sharman, B; A. Burritt, B; W. Durnin, B; J. Gordon, B.

GUELPH.—Third Class—E. Watt, J. Naismith, A. Wickens, J. McCrae. Second Class—J. Bennett, A; G. Davy, B; C. Laird, B; H. Leadley, A; H. Talbot, A; M. Butchart, B; M. Kilgour, B; H. Lindsay, A; J. Bell, A; G. Day, B; E. Meyer, B; R. Shortill, B; A. Rose, A; M. Brough, B.

HAMILTON.—Third Class—J. Henwood, W. Thompson, M. Hinchliffe, M. Mills, L. Murray, F. Lee, M. Pettit, J. Tutty. Second Class—A. McIntyre, A; C. Roman, B; A. Dickson, A; J. Kirkendall, B; M. Little, B; F. Park, B; M. Pointer, B; L. Roberts, A; A. Stewart, B; J. Troupe, B; M. Somerville, A; E. Trigge, B.

HARRISTON.—Third Class—J. Gibson, V. Milligan, J. Hall, D. Whyte, C. McLaughlin, M. Morrison, C. McLellan, J. Pomeroy, R. Scott, L. Livingston, J. Shanahan. Second Class—D. Hamilton, A; W. McIntosh, A; D. McEachren, B; R. Reid, A; W. Jones, A; A. Maxwell, A; R. Brown, B; W. T. Rusk, B.

HAWKESBURY.—Third Class—N. Higginsou, L. Park, C. Warren, F. Costello, C. Lefebvre, A. Guim, M. McLean, J. Sutherland, P. McLaughlin. Second Class—J. Campbell, A.

INGERSOLL.—Third Class—F. Vokes, J. McKay, J. Scellen, D. Hutchison, A. Bailey, A. Stitt, C. Cameron, C. Livings, S. Stin-

son. Second Class—A. Stainton, B; M. Fraser, B; A. Dundas, B; W. Cuthbert, B.

INCOUVIS.—Third Class—A. Dixon, S. McLoughlin, J. Abbott, G. Collison. Second Class—M. Brown, A; O. Harkness, B.

KEMPTVILLE.—Third Class—K. Brennan, S. Jennings, M. McPhail, J. Pelton, E. Pelton, R. Scott, A. McGregor, H. McLoughlin, M. Redmond, L. Hume, B. Fletcher. Second Class—G. Grant, A.; W. Robinson, A; W. Roche, B.

KINCARDINE.—Third Class—J. Hayes, J. McKay, H. McKay, J. Montgomery, J. Molton, E. Blair, B. Monlawa, A. Chambers, I. Taylor, D. Ross, W. Morrison. Second Class—E. Seaton, A; L. McLane, A; D. Anderson, B; T. Leith, B; I. McPherson, B; A. Wickham, B.

KINGSTON.—Third Class—H. Asselstine, E. English, E. Ely, M. Ford, E. Reid, S. Thompson, M. Volume, M. O'Reilly, D. Staley, E. Melville. Second Class—M. Chambers, B; A. Haggarty, A; M. Esso., A; E. Maybee, B; E. McClement, B; J. Oldham, B.

LINDSAY.—Third Class—F. Bigelow, D. Keys, W. Morgan, J. McCracken, D. McDougall, H. Finney, E. Griffin, A. Patterson, N. Delury, M. Leigh, G. Blackwell, J. Cook, J. Denny, I. Finney, H. Pattysen, R. Ward, G. Howe. Second Class—A. Jewett, A; C. Smith, A; C. McPhail, A; M. Smith, B; E. Sharpe, B.

LISTOWEL.—Third Class—C. Loug, R. Lowly, J. Ryan, R. Dunn, A. Perrin, S. Rodgers, J. Griffith, M. Wilson, A Brown, J. Burk. Second Class—D. Rogers, B; G. Ettinger, A; E. Martin, B; J. Hutchison, B.

LONDON.—Third Class—M. Brodie, C. Brodie, J. Hendrie, N. Morris, K. McPherson, J. Vining, S. Fraser, F. Fitzgerald, W. Harvey, J. Creighton, H. Burch, M. Coleman, M. Durkin, M. Giddens, N. Hagey, S. Hardie, A. Johnstone, W. Lind, M. O'Meara, A. McDougall, M. Sprout, W. Woodhull, L. Walton, E. Farey, J. Nichol, V. Winnett, M. Skelton, N. Lawrence, M. Leech, M. Fleming, F. Cleveland, H. Young, T. Hodgins, A. Johnston, A. McArthur, A. Proudfoot, W. Hall. Second Class—M. Vanstone, B; F. Pooeche, B; L. Osborne, A; W. Sissons, A; E. Proudfoot, B; K. Morgan, A; D. Rongvie, A; G. Lang, A; J. Morgan, B; W. Doherty, B.

MARKHAM.—Third Class—L. Struffer, F. Blanchard, M. Armstrong, M. Baxter, H. Doherty, E. Quantz, G. Silvester, C. Smith, W. Stark, E. Stauffer, A. Urmy, C. Wilson. Second Class—A. Bowman, B; J. Quantz, A; P. McCallum, B; N. Poucher, B.

MITCHELL.—Third Class—G. Davis, L. Gerry, E. McNay, B. Purdon, S. Jones, J. Purdon, R. Stewart, J. Foster, G. Uglow, U. Dale. Second Class—A. Mulheron, B; I. Park, B; E. Honey, B; W. Minto, B; J. Pinder, B; J. Robb, B.

MORRISBURG.—Third Class—A. Hoy, S. Carlyle, T. McDonald, A. Tracy, L. Clement, M. Sutherland, A. Zeram. Second Class—H. Callandar, B; J. Hughes, A; G. Smyth, B; M. McKerscher, B; C. Bouck, B.

MOUNT FOREST.—Third Class—K. Greenley, K. McFarlane, M. Kilgour, C. Barbour, J. McCormick, C. Nivens. Second Class—T. McFarlan, A; H. Flett, B; M. Hewitt, B; A. Shaughnessy, A; H. Catley, B; G. McFarlan, B.

NAPANEE.—Third Class—M. Denyne, R. Daly, I. Favis, J. Gardiner, W. Perry, J. Carscallen, D. Casey, H. Demerest, M. Loyst, A. McKim, M. Mooney, F. Stinson, L. Sills, A. Vallian, F. Carscallen, A. Price, A. Rose. Second Class—C. Wartman, B; E. Demerest, A; D. Huff, B; M. Murray, A; J. G. Burrows, B; A. Grange, B; E. Whyte, B; S. Milsup, B; A. Nash, B. E. Embury passed in Latin.

NEWBURG.—Third Class—H. Faul, J. Carscallen, A. Cavanagh, I. Lacy, H. Sanderson, E. Neely, F. Price, M. Allen. Second Class—A. Baker, B; W. Young, A; A. Doyle, B; N. Hinch, B.

NEWCASTLE.—Third Class—G. Dickenson, J. Butchart, A. Stillwell, J. Newsome, A. Moor, W. Orchard.

NEWMARKET.—Third Class—A. Legart, W. McGill, C. Richardson, W. Richardson, H. Ferguson, J. Marritt, J. Porter, A. Reader, M. Scoulon, M. Stocking, A. Doan, J. Gardner, E. Graham, R. Reid, J. Scott, T. Bongaper. Second Class—G. Pegg, A; W. Colman, B; L. Rush, A; E. Grigley, B; J. Wasley, B.

NIAGARA.—Third Class—L. Smith. Second Class—J. Senior, A.

NORWOOD.—Third Class—M. Kirkpatrick, A. Nichol, G. Young, J. Wilson, N. McNulty, R. Patterson, J. Quillon, A. Raddon. Second Class—R. Spence, B.

OAKVILLE.—Third Class—M. Diment, M. Hutchinson, J. Ford, A. Speers. Second Class—J. Williams, B; M. Coates, B.

OAKWOOD.—Third Class—M. Irwin, —Richard, L. Levey, F. White, W. Ford, U. Bateson, E. Ferguson, A. Dames, S. Braden. Second Class—L. MacNiven, B.

ONESEE.—Third Class—H. Feir, M. Patterson, John Wilson, James Wilson. Second Class—M. Marr, B; A. McCrea, A.

ORANOEVILLE.—Third Class—H. Robinson, L. Malcolm, I. Corbett, E. Delaney, J. Hannahson, W. Rowan, N. McNaughton, J. Maxwell, E. McGrimon, K. Teriney, M. Dudgeon, J. Horan. Second Class—M. Turnbull, B; G. Clerigan, B; R. Meek, A.

ORILLIA.—Third Class—M. Gibson, E. Wilson, D. Thomson, D. McLean, M. Allen, M. Lawrence. Second Class—J. McMaster, B; J. Malone, B; F. King, B.

OSHAWA.—Third Class—F. Luke, H. Garrow. Second Class—J. Lauchland, B; J. Warron, B; J. Glen, B; R. Hezzlewood, B; J. Reynold, A; C. French, B; E. Billing, B; A. Scales, B.

OTTAWA.—Third Class—J. Freel, A. Mitchell, M. Connor, W. Connor, P. Nolan, R. Eagleson, A. Pearson, I. Lackey, E. Shore, J. Bower, J. Armstrong, J. Clark, S. Farries, M. Hartney. Second Class—A. McNulty, B; M. McGregor, B; A. Smith, A; F. Living, A; M. Chamberlain, A; R. Campbell, A; I. Burton, B; C. Dewar, B; A. Skinner, B; N. Butterworth, B; W. Stewart, B; H. York, B; L. Smith, B; T. Donsler, B; A. Frith, B; R. Henderson, B.

OWEN SOUND.—Third Class—J. Luton, T. Atcheson, L. Johnson, W. Morrison, M. Locke, S. Gaudin, E. Williams, C. Dunkin, E. Ford, I. Kelsu, M. Pye, Q. Corlett. Second Class—A. Stewart, A; M. Tupper, B.

PARIS.—Third Class—A. Ballingall, R. Chambers, A. Smith, R. Campbell, M. Wilson, I. Young, W. Churchill. Second Class—F. Inksater, A; J. McClung, A; E. Capron, A.

PARKHILL.—Third Class—B. Campbell, A. Fraser, G. Marcus, W. Porte, A. Hayes, A. Coughlin, K. Collins. Second Class—V. McGuffin, A; R. Brown, A; J. Kilgallin, A; M. Mulvaney, B.

PEMBROKE.—Third Class—H. Durrell, A. Wallace, W. Paisley, A. Sparling.

PERRU.—Third Class—E. Drummond, M. Taylor. Second Class—M. McLenneghan, A; I. Rutherford, B; E. Wodden, B; J. McLean, A; J. Rothwell, A; W. Lee, B.

PETERBORO.—Third Class—M. Condon, E. Brodie, H. Laugh. Second Class—M. Armstrong, B; E. Coombes, B; G. Bennett, B.

PICTON.—Third Class—M. Williams, J. Gibson, ... Huff, J. Power, A. Sullivan, N. Redmond, I. Kerwin, N. Bowles, W. Fisher, C. Bradley, F. Cahoon, M. Colman, C. McGillivray, F. Rose, J. Conger, L. Dingman, J. McDonald, M. Stinson, A. Hubbs, M. Storey, I. Fox, E. Ackerman, J. Millar, E. Marvin, R. Croft, V. Kerr. Second Class—A. Phillips, A; E. Platt, A; M. Currie, A; G. Williamson, B; G. Trumppour, B, W. Leavitt, B; T. Storey, A; E. Vancelof, B; A. Hubbs, B.

PORT DOVER.—Third Class—A. Anderson, M. King, F. Watts, D. Anderson, G. Doan, W. Wilson, F. Stringer. Second Class—J. Lude, A; J. Martin, B; S. Kane, B, J. Blake, A; J. McLain, B.

PORT HOVE.—Third Class—E. Burton, F. Carveth, A. Cooper, S. Elson, C. Hampton, A. Pendrie, C. Paull, A. Vance, J. Wilgar, A. Fields, F. Harris, S. Russell, H. Beam, A. Beanson, M. Cann, M. Gardner, F. Hewson, P. Creba, H. Armstrong, T. Ballagh, G. Furby. Second Class—L. Walker, A; T. Carson, B; A. Wade, A; W. Muldrew, A; F. Philp, B.

PORT PERRY.—Third Class—C. Vallentyne, J. Weir, M. Madden, M. Riddell, M. McPhail, L. Rees, W. Fenton, J. McArthur, E. McNeill, G. Robertson. Second Class—L. Dunn, B.

PORT ROWAN.—Third Class—W. Jull, E. McColl, N. Miller, A. Ryan, A. Smith. Second Class—W. Martin, A; W. Miller, B; J. Biddle, B.

PRESFORT.—Third Class—J. Fitzgerald, J. Kingston.

REXFREW.—Third Class—J. Stewart, M. Wilson, M. Eady, K. Stewart, A. McNab. Second Class—M. McDonald, B; M. McDonald, B.

RICHMOND HILL.—Third Class—E. Law, E. Rutherford, J. Stontenburgh, J. Watson, I. Wells. Second Class—A. McLoughlin, B; G. Gray, A; L. Norman, A; D. McKay, B; W. Grant, B.

**RIDGERTOWN.**—Third Class—A. Blue, M. Samson, J. Baird, S. French, P. Liebner, M. Wilbur, A. Samson, W. Bell, F. Shipp, M. Crouch, J. Cunningham, E. Carr, H. McDiarmid. Second Class—M. Watterworth, B.; T. Schlenker, B.; A. Sinclair, A.

**SARNIA.**—Third Class—E. Brightwell, C. Lawrie, J. McMillan, S. Smith, A. Haug, W. Strangway, A. Telfer, J. Tremmells, S. Wall, W. Dainty, J. Farquharson, J. Sutcliffe, M. Forbes, M. Finlayson, M. Millikim, P. Gray, C. Wood. Second Class—Z. Halls, B.; H. Lawrence, B.; L. Walker, B.; H. Crocker, A.; M. Brodie, B.; J. Doe, B.; H. Brauder, B.; J. McMillan, B.; J. Anderson, B.

**SIMCOE.**—Third Class—M. Oxford, F. Cook, T. Maynard, W. Olds, W. Pettit, T. Bannister, T. Grant, J. Heath, M. Nickerson, E. O'Mahony, L. Robinson, A. Taylor. Second Class—J. Anderson, A.; A. Featon, B.; J. Rusling, B.; O. Stevenson, A.; D. Wallace, B.; M. Whiteside, B.; T. Hall B.

**SMITH FALLS.**—Third Class—N. Barker, W. Easton, G. Code, W. Swain, A. MacGillivray, N. MacGillivray.

**SMITHVILLE.**—Third Class—J. Davis, A. Patterson, O. Nelson, J. I. Zuenstem, G. Shurton, R. Raiton, R. Murchie. Second Class—C. Marshall, A.; E. Uman, A.; A. Clarke, B.; L. Loudebury, A.

**STRATFORD.**—Third Class—J. Edmonds, A. Macklin, M. Wright, J. Gibson, M. Henderson, M. Weir, M. Edmonds, M. Harvey, H. Johnstone, P. McIntosh, J. Fraser, J. Stewart, C. Laing, M. Fleming, E. Stevenson, W. Kalbleisch, I. Smith. Second Class—J. Donaldson, B.; M. Hay, A.; M. Mahoney, B.; D. McLennan, B.; F. Dales, A.; E. Harvey, B.; G. Harvey, A.; D. Couther, B.; K. Richmond, B.; J. Alexander, B.; A. Abraham, B.; H. Cawston, B.; N. Keny, B.; A. Hepburn, B.; M. Fraser, B.

**STRATHROY.**—Third Class—C. Merrills, R. Murdoch, M. Cameron, E. Smith, M. Bishop, A. Gordon, H. Alway, E. Douglas, M. Henderson, D. Currie, J. Anderson, G. Campbell, W. Hansford, A. McCorkindale, F. Burrows, F. Cowan, F. Penderson, J. Roberts, H. Kellett, R. Howard, M. Blackwell, D. MacLean, J. Beekton, J. Wangh, S. Carter, A. McDougall, A. Hughes, J. Nixon, E. Tool, M. McIntyre, J. Robb, E. Anderson, M. Halford, A. Snyam, C. Anderson, R. Seymour, J. Auld, O. Berdan, J. McDvoy, A. Hoyle, H. Morton. Second Class—N. Moymahan, A.; A. Blair, A.; A. McPherson, A.; J. MacVicar, B.; R. Campbell, A.; J. Logan, B.; B. Anderson, B.; M. Smith, B.; A. Crouse, A.; L. Gilleland, B.; W. Snelgrove, B.; W. Whiting, B.; M. Campbell, A.; A. Gray, A.; W. Corpson, B.; D. McNeill, B.

**STREETSVILLE.**—Third Class—W. Robinson, E. Cooper, E. Elliott, T. Morlay, A. Thompson. Second Class—M. Clegg, B.; T. McInerney, B.

**SEAFORTH.**—Third Class—M. McKenzie, T. Rith, J. Erwin, F. Ewing, J. Killoran, J. McFadzean, A. Styles, B. Smellie, K. Colder, J. McTavish, S. Latta, J. McLeod, E. Smith, W. Tough, E. Keefe, J. Stewart. Second Class—J. Daus, B.; G. McIntosh, A.; W. Gowanloch, A.; G. Hammell, A.; J. Malone, B.; D. Deveraux, B.

**St. CATHARINES.**—Third Class—T. Hewell, A. Goodman, J. Scott, R. Smith, E. Wadsworth, A. Lawrence, M. Hull, A. Bell, J. Collins, A. Cole, F. Havens, H. Kennedy, W. Wright, T. Yake, T. Hendershott, B. McCortor, J. Naylor, W. Cavers, A. Beckett, K. Bell, M. Buckner. Second Class—J. Forman, A.; E. Mischev, B.; J. Oliver, B.; J. Perry, B.; N. Smith, B.; J. McKay, A.; E. Smith, B.; L. Tasker, B.; H. Meade, B.; S. Blake, B.; C. Boyle, B.

**St. MARY'S.**—Third Class—A. Robertson, J. Hannon, B. Sparling, R. McConnell, J. Case, C. Bradley, J. Mossip, J. Switzer, W. Sandburn, T. Griffith, K. McLaughlin, A. Urquhart, J. Baird, R. Henderson, N. Russor, M. Ready, N. Clark, B. O'Neil, L. Brooks, A. Thomson, F. Webster, J. Wren, J. Doupe, G. Parsons, E. Wiles, J. Ford, S. Tufts, A. Bothwell, A. Watson, F. Hutton. Second Class—L. Ingersoll, B.; M. Pook, A.; J. Davidson, B.; B. Delmage, B.; M. Rae, B.; E. Sparling, B.; J. McGreigor, A.; W. Humphrick, A.; D. Vanzandt, B.; J. McKenzie, B.; W. Lindsay, A.; T. Gowau, A.; A. Smith, A.; M. Hutton, A.; J. Patterson, A.; M. Somerville, A.; A. Chalmers, B.; W. Fier, B.; F. Evans, B.; T. Moore, B.

**St. THOMAS.**—Third Class—E. Flash, A. McMillan, A. Geddes, C. McMullen, W. Burns, D. McLaren, J. Voaden, F. Voaden, G. Welch, M. Wintermute, S. Piper, S. Warwick, L. Beebr, N. Glenn, L. Hagarty, L. McPherson, A. McDougall, M. McLachlin,

E. Dobbyn, H. Kelly, L. Bradley, J. Shaw, M. Oliver, A. Shaw, M. Milligan, K. Knight, A. Shain, M. Campbell, M. Cobb, U. Buckner, W. Galbraith, A. McMullen, R. Drake, E. Craig, M. Grout, P. Corliss. Second Class—J. Sifton, A.; D. McColl, B.; L. Midgley, B.; E. Stacey, B.; G. Upton, B.; R. Lipsey, B.; B. Hunsberger, A.; K. McCallum, B.; S. Walker, B.; B. Rogers, B.; J. Pettit, A.; O. Lakeworthy, B.; K. McKellar, B.

**SYDENHAM.**—Third Class—M. Shortall, S. Aykroyd, H. Wright, J. McAuley, E. Sands, M. Jackson, B. McFarland, A. Wheeler. Second Class—W. Peck, A.

**THOROLD.**—Third Class—M. Fleming, L. Frazer, M. McIntosh, A. Rose.

**TORONTO.**—Third Class—M. Adams, T. Adamson, A. Bain, E. Bell, E. Chapman, S. Cooper, L. Farowell, T. Fraser, M. Gordon, L. Hynes, J. Laidlaw, L. Martin, F. Mills, C. McKay, K. McClinton, C. Smith, E. Smith, A. Stalker, M. Tennant, W. Ashbridge, G. Hanning, W. Hunt, W. Philp, C. Shuttleworth, F. Starr, G. Thomson, A. Warde, A. Ecclestone, J. Hillock, C. Hodgert, B. McConnell, A. Neild, A. Pilkington, M. Sinclair, C. Sinclair, L. O'Brien, C. Riches, D. Rose, T. Gaudin, M. McMurchy, A. Short. Second Class—A. Duff, B.; L. Kennedy, B.; K. Burt, A.; J. Charlton, B.; M. Cowan, B.; A. Harding, B.; M. Hutty, A.; C. Marsh, A.; C. Martin, B.; A. Mullen, B.; J. Pearse, B.; S. Phillips, A.; F. Sanders, B.; K. Spence, A.; L. Tector, B.; B. White, B.; J. Hopper, B.; J. Phillips, A.; M. Tutzel, A.; S. Barrington, B.; F. Bright, B.; L. Devlin, A.; S. Hamilton, A.; C. Mance, A.; H. Sheppard, B.; M. Thomson, B.; A. Underwood, B.; M. Warren, A.; E. Henry, B.; F. Richardson, A.; J. Leeming, B.; L. Sturrock, B.; F. Fry, B.; J. Forbes, B.

**TRENTON.**—Third Class—C. Smith, E. Goldsmith, E. Hill, M. Macaron, E. Tucker. Second Class—W. Baker, B.; B. Maybee, B.

**UXBRIDGE.**—Third Class—W. Harper, J. Shier, T. Corner, M. Semple, A. Gordon, J. Gilchrist, W. Shier, R. Noble, P. Reith. Second Class—C. Hoagson, B.; J. Semple, B.; A. Mustard, B.; A. Nelson, A.; T. Mustard, B.; R. Black, B.

**VANKLEEK HILL.**—Third Class—L. Cameron, J. Ferris, C. Hayes, J. Pritchard, T. Bond, J. Thistlowaitte, M. Vankleek, R. McConnell. Second Class—M. Burton, A.; L. Bond, B.; A. Clark, B.; J. Hayes, A.; E. McInnes, B.; J. McInnes, A.

**VIENNA.**—Third Class—W. Bugar, M. Heron, S. Taylor, M. Young, M. Park, S. Thornton.

**WALKERTON.**—Third Class—R. Edwards, D. McGregor, H. Graham, D. McKenzie, C. Cameron, G. Pichard, W. Keyes, G. Keyes, J. Houston, F. Roy, K. Bruce, A. Morrison, E. Miller, H. Muir, M. Elthott, M. Douglass, J. McRae, A. Mackenzie, E. Ferguson, J. Cook, W. Staples, N. McConnell, W. Kingston, G. Lunny, W. McDonald, A. Walker, T. Walker, J. Toner, A. Ball, J. Booth, J. Sheehan, L. Banks, L. Fletcher, M. Meenagh, H. Noble, M. McRae, E. Vanslyke, T. McKay, J. Keillor, E. Chisholm, W. McKechnie, G. Hall, A. Pickard. Second Class—J. McKay, A.; H. Bolitho, A.; J. Boles, A.; A. Shantz, A.; W. Hodgson, B.; J. Berry, B.; J. Eadie, B.; J. Smith, B.; J. McArthur, A.; B. Beingsner, A.; J. Leggett, A.; M. Secgmiller, A.; H. McKensen, A.; L. Kraimer, B.; J. Currie, B.; M. North, B.; H. Lees, B.; J. A. Wilson, B.

**WARDSVILLE.**—Third Class—T. Reilly, I. Aitchison, S. McDiarmid, E. Bloom, D. Martin, A. Graham, G. Elliott, J. Boyne, E. Smith, H. Cameron. Second Class—D. Webster, B.; A. McIntyre, B.

**WATERDOWN.**—Third Class—P. Flatt, L. Dorland, J. Agnow, E. Coiling, P. Hartley, W. Langrill, H. Job, L. Paige, J. Agnew, G. Dorland. Second Class—C. McMonies, B.

**WELLAND.**—Third Class—M. Cruickshank, A. Gaiser.

**WESTON.**—Third Class—A. Fraser, F. Maguire, F. Jackson, J. Christie, M. Maddens, I. Mather, T. Lanphier. Second Class—F. Noble, B.; D. Black, B.; J. Bull, A.; F. Blanchard, B.

**WHITBY.**—Third Class—L. Yule, J. Lawler, C. Clendenan, A. Dryden, J. McBrady, C. Knapp, C. Ward, M. May, J. Campbell, G. Emmett, I. Nolan, F. Starr, C. Starr, M. Page. Second Class—E. Doyle, B.; F. Beaton, A.; M. Bonge, B.; A. Dundas, B.; J. O'Day, A.; R. Farquharson, B. L. Barker passed in Latin.

**WILLIAMSTOWN.**—Third Class—M. McLennan.

(To be Continued.)

## Question Drawer.

## QUESTIONS.

We have received queries from a number of correspondents. As in several cases these cover substantially the same ground, we have to save space, condensed the whole into the following:—

1. Is there to be an entrance examination next December?
2. What literature is prescribed for the next entrance examinations? What changes in other subjects?
3. What literature is prescribed for third and for second-class teachers' examinations for July, 1886?
4. Is the promised book on Canadian and English History now ready? If not when may it be looked for?
5. Are quarterly payments now compulsory, and, if so, can I collect my salary this year quarterly, my agreement made in 1884 to the contrary notwithstanding?
6. Are the Third and Fourth Readers of the new series now obtainable?

## ANSWERS.

1. Yes.
  2. We will publish in full the requirements for entrance in our next issue.
  3. This literature is not yet announced. Will be decided upon in a few weeks.
  4. Not yet ready. The second part of this question can be answered only by a note of interrogation.
  5. No. The agreement regulates the payment.
  6. Yes, just out. Can be procured through the booksellers.
- Solutions to problems sent by R. Nesbitt, Woodville.

1. When the engine and train travel in opposite directions the engine will not be past until they have together travelled a distance equal to the sum of their lengths; when they travel in the same direction the engine will not be past till it has gained a space on the train equal to the sum of their lengths. In the first case the rate at which they pass each other is equal to the sum of their rates and in the second case the engine gains on the train at a rate equal to the difference of their rates. Hence

$$\text{Rate of engine in ft. per sec.} + \text{rate of train in ft. per sec.} = \frac{\text{Length of train in ft.} + 30 \frac{1}{2} \text{ ft.}}{5}$$

$$\text{And rate of engine in ft. per sec.} - \text{rate of train in ft. per sec.} = \frac{\text{Length of train in ft.} + 30 \frac{1}{2} \text{ ft.}}{25}$$

$$\therefore \text{Rate of engine in ft. per sec.} = \frac{3 \times \text{length of train in ft.} + 92 \text{ ft.}}{25}$$

$$\text{i.e. } \frac{30 \times 5280 \text{ ft.}}{3600} = \frac{3 \times \text{length of train in ft.} + 92 \text{ ft.}}{25}$$

$$\text{i.e. Length of train} = 336 \text{ feet.}$$

2. Rate of train in miles per hour. =  $2 \frac{1}{2} \times$  number of spaces passed per minute.

Rate of train in feet per min. =  $2 \frac{1}{2} \times$  number of spaces passed per min.  $\times 5280 \text{ ft.} \div 60$ .

$$= (198 \times \text{number of spaces passed per min.}) \text{ ft.}$$

i.e. number of spaces passed per min. contain  $(198 \times \text{number of spaces passed per min.}) \text{ ft.}$

Hence a space contains 198 ft. or 66 yds.

JNO. SCOTT HARRIS,

August 14th.

Fergus H. S.

1. Let  $x$  = rate of train in miles per hour. Then  $x + 30 : 30 - x$  as  $5 : 1$ ,  $\therefore x = 20$ . Combined rates of train and engine  $30 + 20 = 50$  miles per hour.

In 5 seconds, at 50 miles per hour,  $366 \frac{1}{2}$  feet are passed over.

$366 \frac{1}{2}$  - length of engine  $30 \frac{1}{2} = 336 \text{ ft.}$  the length of train.

2. Suppose rate of train to be 60 miles per hour. Then the number of spaces passed per min. =  $\frac{2}{3}$ , which also = number of spaces in a mile.

$$\therefore 1 \text{ space} = 5280 \div \frac{2}{3} = 66 \text{ yards.}$$

J. H. CLARK, Tuscarora.

## Literary Review.

KINDERGARTEN CHIMES, FRESH FLOWERS, AND SONG GREETINGS. (*Oliver Ditson & Co., Boston*). "Kindergarten Chimes," by Kate Douglas Wiggin, of the California Kindergarten Training School, San Francisco, is a book of songs that will be welcome by all teachers of kindergarten and primary schools. Besides the "game" songs, which are sung with appropriate gesture, there are various songs suitable to times or events, such as songs for Christmas, Rain, or Sunshine, &c., all of which are arranged with an easy, yet effective, pianoforte accompaniment. Some excellent practical suggestions to kindergarteners are also given, and "The Story of Christmas," by Nora A. Smith, is given in attractive form. "Fresh Flowers," by Emma Pitt, is the title of a song-book for the infant classes of Sunday schools, neatly illustrated, and contains 64 pages. The airs are simple and melodious, and cannot fail to be attractive and easily learned and remembered. They are arranged in four parts for piano or organ accompaniment. "Song Greeting for High Schools," by L. O. Emerson, is a collection of music for High and Normal Schools, containing a great variety of *soffeggio* and vocal studies, together with three and four-part songs, glees, choruses, anthems, and selections for devotional purposes. The author is so well known as a popular composer, especially of music suitable for schools, that it is unnecessary to mention more than that "Song Greeting" contains a selection equal to, if not decidedly in advance of, any of his previous productions. We heartily commend the book to the notice of leaders of musical societies in our High Schools and Collegiate Institutes.

INDIAN LOCAL NAMES WITH THEIR INTERPRETATION. By Stephen G. Boyd, Pa. Published by himself, and for sale only by himself and his special agents. Price \$1.00, including postage. No one not utterly destitute of literary taste can fail to be interested in the subject matter of this interesting work. The author very frankly and modestly disclaims all credit, except that which belongs to a careful compiler, observing that if we were to wait for a work of this kind to be prepared by a scholar acquainted with the score or more of Indian languages and dialects from which these names are derived, this generation is not likely to see such a book. We see no reason to doubt that the author has, as he claims, "sought the very best sources of information, both in books and living persons," conscientiously indicating doubtful and rejecting unauthenticated definitions. The work cannot fail to be helpful to the live teacher.

THE ANNUAL ANNOUNCEMENT OF THE DOMINION BUSINESS COLLEGE AND PENMANSHIP INSTITUTE of Kingston is a handsome pamphlet, illustrated with fine cuts of interior and exterior of building. The staff of this college is a strong one, and its course and methods of instruction seem thorough and at the same time eminently practical. So far as we are aware, the facilities afforded for acquiring a useful business training are first-class.

## BOOKS RECEIVED.

ANNUAL ANNOUNCEMENT OF TRINITY MEDICAL COLLEGE, Toronto in affiliation with the University of Trinity College and the University of Toronto, and specially recognized by the Royal College of Surgeons of England, the Royal College of Physicians of London, the Royal College of Physicians and Surgeons of Edinburgh, the Faculty of Physicians and Surgeons of Glasgow, and the King's and Queen's College of Physicians of Ireland, and by the conjoint Examining Boards in London and Edinburgh.

THE SONG BUDGET. A collection of songs and music for schools and educational gatherings. Compiled by E. V. DeGraff, A.M. 4to, pp. 76. (*Syracuse, N.Y. C. W. Bardeen. 15c.*)

CAESAR'S GALLIC WAR. Seven books. Edited by J. H. and W. F. Allen and J. B. Greenough. Revised with notes and dissertations. Fully illustrated on Caesar's Gallic Campaigns and the Roman Military Art, by H. P. Judson, Principal High School, Troy, N.Y. (*Boston: Ginn & Co.*) Price by mail, \$1.35.

THEORY AND PRACTICE OF TEACHING. By the Rev. Edward Storing, M.A., Head Master of Uppingham School, late Fellow of King's College, Cambridge. New and revised edition. (*Williamson & Co., successors to Willing & Williamson, Publishers, Booksellers, Stationers, and Importers 5 King street west, Toronto.*)