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# The Canada School Journal.

VOL. VIII.

TORONTO, DECEMBER, 1883.

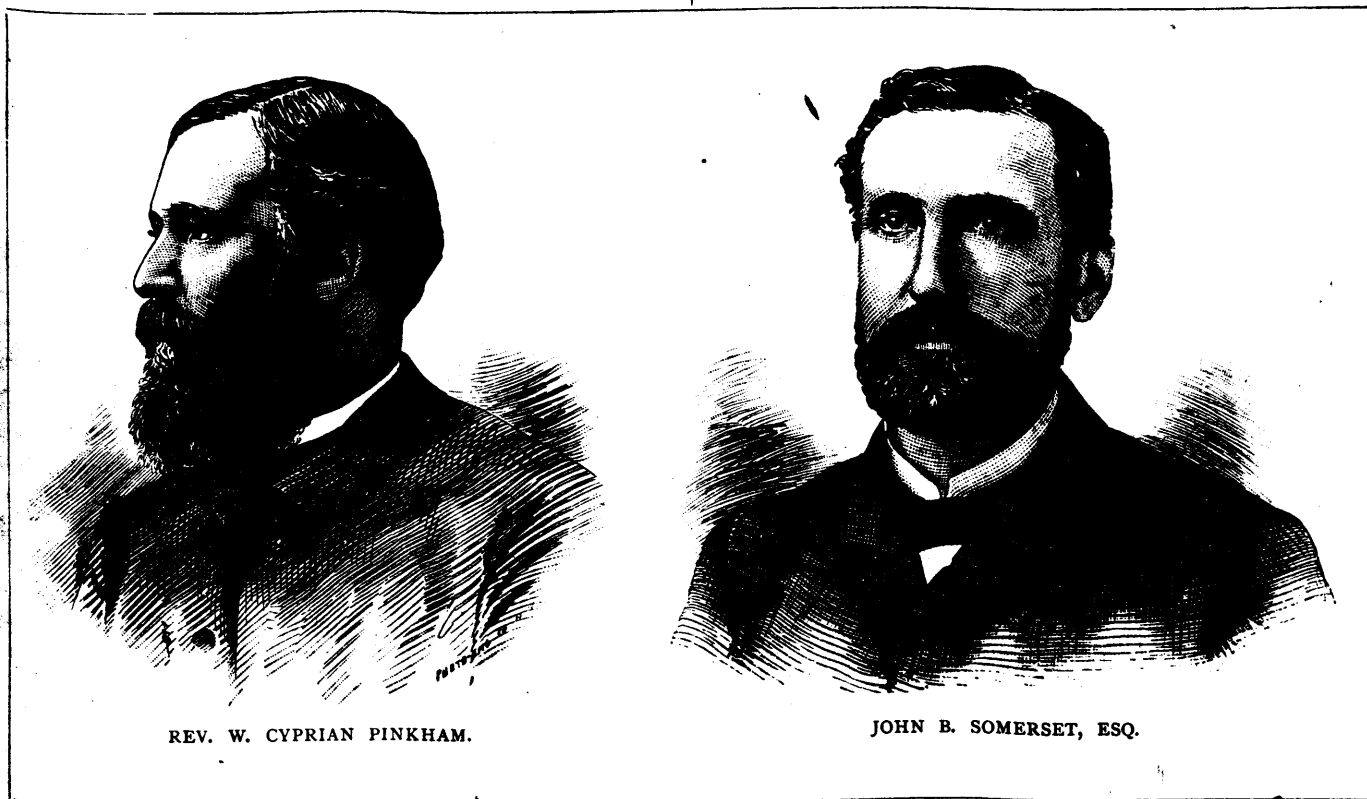
No. 77.

## EDUCATIONAL CHANGES IN NORTH WEST.—THE PAST AND THE PRESENT.

REV. W. CYPRIAN PINKHAM.

The Rev. W. Cyprian Pinkham was born at St. John's, Newfoundland, and received his education at the Church of England Academy there. After teaching for some time in one of the public schools of the island, he proceeded to Canterbury, completed his education at St. Augustine's, and took his diploma in 1868. Immediately afterward, he left for the Red River settlement to take the incumbency of St. James. At

but he, leaving soon afterwards for Ontario on a visit, Mr. Pinkham performed his duties in his absence and ultimately succeeded him on his retirement. Since that time he has held the office, and, in conjunction with His Grace the Archbishop of St. Boniface, has done more than any other man in bringing education in Manitoba to its present high standard of efficiency. By prudence and tact, the jars and contentions so prevalent in older communities between Catholic and Protestant interests in educational administration have been happily avoided, mutual concessions, without sacrifice of principle, having been brought to bear to accomplish this desirable end.



REV. W. CYPRIAN PINKHAM.

JOHN B. SOMERSET, ESQ.

that time the only other Protestant Missions in the settlement were the present Bishop of Saskatchewan, then rector of St. John's Cathedral, Rev. Geo. Young, Methodist Minister, Rev. John Black (Presb.), of Kildonan, Rev. S. Pritchard, assistant master in the college school, and the present Bishop of Rupert's Land. Beside his work at St. James, Mr. Pinkham travelled on ministerial duty to various parts of the province on mission work, principally to Headingly, Victoria, and Morris.

In 1871, after the passing of the first school law, the Board of Education was constituted, consisting of the Bishop of Rupert's Land, Rev. John Black, Rev. Geo. Young, Rev. W. C. Pinkham, Hon. John Norquay, Dr. Bird, and Mr. St. John; the last of these was the first Protestant Superintendent,

In addition to his guidance of the interests common to school education, those of secondary and higher education have also engaged Mr. Pinkham's attention. He is the author of the present system of high school education in the province, where by which preparation for the University and for the higher teachers' examinations is provided for; he has also initiated the system of normal training for teachers at present in use. In 1878 he was elected the first representative of the Board of Education on the Council of the University, a position which he still holds; he is also a member of the University Board of Studies. In 1879 he was invested with the degree of B.D. by the Archbishop of Canterbury, in recognition of his services in the cause of education; in 1881 he was appointed Archdeacon

of Manitoba and was elected secretary of the Diocesan Synod and of the Mission Board.

In 1882 the rapid increase of the population of the province and the consequently increased demands upon his energies, both by his church and educational work, compelled Mr. Pinkham to consider the necessity of confining his attention to one of the two spheres exclusively. His career as Superintendent had been so successful and its influence so universally recognized that it was hoped that he would see his way to devote himself to the educational part of his work exclusively, as the Rev. Dr. Ryerson had done in Ontario; but the claims of his church work were no less pressing, and his labors there had rendered his continuance in it no less essential.

Under these circumstances Mr. Pinkham placed himself unreservedly in the hands of his church to decide what course was best to be taken. After full consideration it was decided that his services could not be spared from the church, and he, recognizing the higher call of duty to lie there, placed his resignation as Superintendent of Education in the hands of the Government in July last. The Government, after an unsuccessful attempt to prevail upon him to recall his decision, at length reluctantly accepted his resignation.

During the twelve years of his Superintendency, Mr. Pinkham has won golden opinions from every one who came in contact with him; his unflinching courtesy, his uniform evenness of temper, and his thorough administrative ability enabled him to guide the educational affairs of Manitoba through the most critical period of their existence, and he leaves them to his successor with few complicated problems to solve and with little but natural growth and expansion to develop into a perfect system.

### JOHN B. SOMERSET, ESQ.,

SUPERINTENDENT OF EDUCATION FOR PROTESTANT SCHOOLS,  
MANITOBA.

Mr. Somerset was born in West Meath, Ireland, in 1843, and received his education as well as his training as teacher in the endowed college at Multifarnham, in which he ultimately became one of the masters. He removed to Canada in 1861, and entered upon school teaching, which he followed without intermission until 1871.

During this period he took charge of rural village and city schools at various points in Ontario, and was engaged as principal of St. George's School, St. Catharines, when the new law regarding the efficient inspection of schools came into operation. He was then chosen as the first inspector for the County of Lincoln, which position he held for upwards of ten years, during which he was successful in effecting many and radical reforms in the school accommodation and methods of teaching and management, but without exciting hostility or giving rise to any jar or complaint from any quarter.

His relations with the teachers were of the most cordial nature, and he was the recipient of many tokens of their appreciation and esteem. On his retirement from the position in January, 1882, to take that of Inspector for the City of Winnipeg, the County Council unanimously passed the fol-

lowing resolution:—"That this Council hereby express their deep regret at parting with their late public school inspector, John B. Somerset. During the long term of years that he has been connected with this Council in an official capacity, it has been most pleasing to them to meet and to do business with him. By strict attention to his duties, he has won the confidence of all with whom he has come in contact, and his work and influence have assisted very materially in advancing the standard of public school work in this country."

The nature of the work in his new sphere of labor as inspector in the rising city of Winnipeg, where the school population more than doubled in the space of twelve months, called for peculiar powers of organization and management. That such were displayed by Mr. Somerset during his charge of the city schools is sufficiently demonstrated by his selection by the Provincial Government to fill the important position vacated by Archdeacon Pinkham, who also emphatically recommended this step before his retirement.

In his new sphere, Mr. Somerset will have scope for the further display of his ability as an organizer and manager, and of applying his practical acquaintance with all the branches of school work to the development of the school system of the Prairie Province.

### THE JOURNAL.

During the past few months the JOURNAL has received commendations from powerful contemporaries. In England the *School Guardian* and the *Schoolmaster*, and in the United States the *New England Journal of Education*, the *Virginia School Journal*, and the *Penman's Art Journal* have each done us the honor of reproducing in their columns different articles from our editorial pages. The independent and impartial proof thus given of the progressive character of this periodical, by the greatest educational papers in our language, needs no comment. We modestly accept the judgment of our elder brethren and refrain from expressing our gratification. We mean to advance where the finger of destiny points our way, and become the greatest educational journal north of the Tropic of Capricorn. Friends and fellow-laborers, rally round your professional journal and assist us with tongue and pen. The field is wide, and the good work calls for self-sacrificing labor. Speak a word in season for the JOURNAL, which will continue as in the past true to the highest interests of the teacher. Deeply as we are indebted to our friends, from Halifax to Victoria, we confidently call for more help to make our pages bright, fresh, and vigorous. Send us something brief and pointed; let us hear all the news. United in a common feeling of brotherhood, the teachers of this Dominion will be able to wield an influence that will make itself felt. By constant inter-communication through the pages of the JOURNAL teachers may

"Daily derive increasing light and force,  
Feel less the journey's roughness and its length,  
Meet their opposers with united strength,  
And, one in heart, in interest and design,  
Gird up each other to the race divine."

Speak a word in season for the *Journal*.  
Note down your experience for the *Journal*.

## BANQUET TO DR. RAND.

A complimentary banquet was given to Dr. Rand by the citizens of Fredericton on Nov. 1st. It was a thoroughly representative assembly, and included members of the government, the bench, the bar, in fact, educated men from all professions. It was a demonstration in which any man in Dr. Rand's position might well feel an honest pride and satisfaction. In leaving the post of Chief Superintendent of Education for New Brunswick to become Professor of the Principles and Practice of Education in Acadia College, Dr. Rand leaves a field of labor where the nature of his work exposed him to a good deal of criticism. He now goes to act the part of pioneer professor of his subject in this Dominion. The demonstration held in his honor must be a great encouragement to him and a source of strength. We have lately been agitating for the establishment of such a chair in Ontario, and we shall watch with interest the result of Dr. Rand's labors in New Brunswick. Meanwhile we join our congratulations with those of his numerous friends in wishing him God speed in the noble work to which he has put his hand. We shall give Dr. Rand's speech in a future issue of the JOURNAL.

## THE MINISTER OF EDUCATION.

The friends of the Hon. Adam Crooks have been disappointed in their hope that change and rest would bring about the restoration of his impaired health, and he has retired from the Education Department by the advice of his physicians. His administration of educational affairs—the first under the new order of things—though marked by some mistakes, will be generally conceded to have been thoroughly honest, and the retiring Minister will be remembered for a vast amount of conscientious hard work.

The appointment of G. W. Ross, LL.B., whose career we recently sketched in these columns, must give general satisfaction in educational circles. He certainly represents the educational interests of the country as they were never before represented in the Government; for in him the enthusiastic educationist has never for a moment been obscured by the successful politician. In the public school branch of his work, which concerns the great mass of the population, he has passed through a most thorough training for the duties of his new office, and already possesses a more minute knowledge of details than could be acquired by a merely political minister in many years. With secondary and higher education all his antecedents prove him to be in full sympathy, and we feel sure that these important departments will be safe in his hands. Mr. Ross will have the benefit of the experience and counsel of experts like Prof. Young Dr. McLellan, and other members of the Central Committee, who are as thoroughly acquainted with university and high school matters as he himself is with the public and the model schools. We can fully rely on his shrewd and practical mind to avail itself of the assistance such veteran educationists can afford, and we have not the least doubt that in the higher, the secondary and the

primary departments of our educational system, the new Minister will pursue a liberal and enlightened policy of administration. In the matter of providing well-trained teachers for our public schools we look to the new Minister, as himself a trained teacher, with hope and confidence. Every other educational reform sinks into insignificance before the imperious necessity of providing the very best elementary schools; and the teacher is the school. On the perfection of primary instruction rests the success of high schools and colleges. We anticipate from the well-known energy and decision of Mr. Ross some important steps in this direction, which will bring our Normal Schools up fully abreast of the times, and set free the wheels of educational progress. From the teachers' standpoint, an epoch in the history of educational effort is marked by the appointment of their President as head of the Education Department. The accession of Mr. Ross will be a source of unmingled pleasure to educationists throughout the Dominion, and a gratification to every teacher in his native province.

## SCHOOL EXHIBITIONS.

The old-fashioned school examination recedes more and more into the dim vista of the past. Memoriter exercises, such as oral spelling and lists of dates, more and more give way to really intellectual, educative work. Very many teachers have fallen in with the idea of having a school exhibition of the everyday work of their pupils, and have found it a powerful stimulus,—far more powerful indeed than the old-time examination at which the biggest dunces too often made the best show by sheer lack of modesty. The real intelligence of the school is very commonly a failure at amateur theatricals, while ignorance combined with immense self-confidence just as frequently bears away the palm before the popular audience.

It is part of a teacher's duty to arrange matters so that laziness cannot overmatch industry. The school exhibition materially aids in that direction. A full exhibit of everyday school work such as drawing, arithmetic, penmanship, book-keeping, geometry, algebra, map-drawing, every sort of exercises that can be put on paper, may take a month's work of the school to prepare. If pupils are also trained to put such work on the blackboards under the eyes of the visitors great power will be gained. A reasonable amount of music, recitation, reading, and class examination combined with the exhibit will make a thoroughly rational and interesting day, and will do much to redeem the schools from the imputation that much of their work is of an unpractical kind.

If you want to capture that unpromising boy ask him to assist you in placing these exercises tastefully on the walls. If you wish to treble your influence and multiply your teaching power get every pupil into active co-operation with you to carry out some scheme in which he feels interested. The school exhibition is one means among many others by which the teacher may get at the hearts of his pupils and mould them successfully. Education proceeds from within; unless we can get within, and kindle the fire of interest, all our doing will be dead mechanical exercise and result in nothing. A teacher may often

put the "come either" on some opponent in the section by a skilful use of the school exhibition, and some of these hard headed men are worth winning over for the sake of securing their co-operation. On the whole, we heartily commend teachers to try the plan thoroughly and let us know the result. It seems to us capable of further development. Let us have it worked out, and its full powers tested.

Our English exchanges are almost filled with the New Code, Mr. Mundella, over-pressure, the compulsory clause, the Government grant, the Board Schools, and such topics. The whole country seems to have the growing pains since the new school law has come into force. The compulsory clause is no dead letter, as may be judged by the fact that in one place a number of parents have formed a sort of club for the purpose of paying the fines. The London School Board seems to take the lead, and its proceedings are carefully reported and most actively criticised. No doubt the present friction will gradually wear off, and matters will soon settle down into their normal condition. In a recent conversation with a member of the Liverpool School Board we found great enthusiasm for Mr. Mundella and the grand educational reform he is working out. The Board schools seem to be winning their way rapidly, and the denominational schools find it necessary to conform themselves to the new standards of the national schools in order to hold their ground. This honorable rivalry must have the effect of a revolution in the elementary schools of England.

### THE UNIVERSITY QUESTION.

The number of students in actual attendance at Toronto University in 1882 was 407. With the remarkable and steady annual increase in the number of its students has come a stronger and stronger demand for greater differentiation in the honor courses of study, and increased teaching power to meet the wants of the present classes. In the department of Modern Languages particularly, increased facilities are imperative. The Senate has already resolved to recommend the appointment of a professor of Romance Languages. German and English plainly require a professor of Teutonic Languages, and the department of Political Science has never, so far, had either professor or tutor in University College. Political economy, jurisprudence, and constitutional history certainly demand a teacher so that not less than three new professors are immediately required to keep the College at all abreast of our own times.

The financial question is the only obstacle to immediate action. The Senate has intimated its intention of asking the Legislature for further pecuniary aid to carry out these much needed reforms. But to this proposal the heads of Queen's, Victoria, and Trinity emphatically demur, on the ground that as they are doing nearly half the university work of the province without provincial aid, their supporters will be twice taxed in aid of higher education, if further grants are made to the Provincial University. As the discussion progresses it becomes transparently manifest that the denominational colleges are

moved by the fear of being overshadowed by the growing influence of Toronto University. It is equally manifest that they hope either to participate in the legislative grant or, failing in that, to cripple the resources of the University so as to make her a far less formidable rival than at present. It is very much to be lamented that those attacking the University have made many inaccurate and exaggerated statements, and have betrayed the heat of bitter partisans in the discussion, thus materially injuring their cause which claims justice while they employ unjust means to promote it.

On the other hand, the friends of Toronto University may as well admit that the diversion by the Legislature of between one hundred and two hundred thousand dollars of their original endowment to the support of Upper Canada College was a grand mistake by the Legislature, which it is bound to rectify. In applying for increased aid they may as well recognize the wide difference between a direct grant from the annual revenue and the re-granting of money which has been diverted from higher to *secondary* education, and is now comparatively thrown away in providing for secondary education already secured by an annual grant of about \$80,000 to High Schools. They might safely join hands here with their opponents in firmly demanding that the Legislature should apply to *higher education* all the funds arising from the original 500,000 acres of land granted for the support of *higher education*.

Upper Canada College is an anomaly in our system, and has outlived its mission by half a generation at least. The press outside of Toronto is a unit on the question of its continuance. The verdict was pronounced years ago, and time will certainly see the voice of the people obeyed, if not by the present Government at least by their early successors. This is the one point of union in the present discussion, and the interests of peace and of higher education demand concerted action. The best friends of the denominational colleges will not fling charges of inefficiency, godlessness, etc., at the Toronto University, but will study the interests of higher education in the catholic spirit, and seize on points of agreement first, and ensure the initial step towards the adjustment of all differences.

While this province maintains jails for criminals with all modern improvements, there is little fear that an institution for higher education like Toronto University will be allowed to fall into decay for the lack of proper support by the Legislature. The question will be met and solved; the mere details of ways and means are quite secondary. Let the friends of higher education lay aside all jealousy and unite heartily on common ground, assured that whatever contributes to the general end can never be a real injury to them.

Who will say the teacher's mission,  
Is not one of hope and love?  
Who will say no joys elysian  
Wait him in his home above?

—Heart Problems.

ENTRANCE EXAMINATIONS.

A resolution lately passed by the Durham Teachers' Association affirms their solemn conviction that the High School Inspectors are not precisely the proper persons to set papers for Admission to High Schools. The light of Durham discovers to us that this work would be better done by persons actively engaged in preparing pupils for these examinations; for example, a couple of Public School Inspectors assisted by Public School Teachers. In other words, this new light shows us the model of an additional wheel to be added to our educational machinery, the hub of said wheel being of a distinct pattern.

The Durham illumination bears the tinge of its source, and is not likely to mislead. If the High School Inspectors are competent to examine pupils after spending several years' hard study in the high school, surely they are qualified to examine these pupils for admission. If the inspectors are incompetent, let us get men who understand their business. In the meantime, we respectfully submit to the assembled wisdom of Durham that their resolution bears on the face of it just the least trace of absurdity. On the same ground of reasoning, Public School Inspectors had better hand the promotion examinations over to wiser men, and the universities their matriculations to a committee of High School Masters. The resolution flies in the face of our educational history. We commend Prof. G. P. Young's Report for 1866 to the perusal of our friends, and the various discussions that have taken place regarding teachers and professors becoming examiners of their own candidates. With this additional light the present Jack o' the lantern will disappear.

INSPECTOR DEWAR.

We regret very much the resignation of Inspector Dewar of East Huron. His health has been somewhat impaired for two years past, but his numerous friends looked forward to many years' service from the genial and popular Inspector. He has been a faithful officer, and well deserved the handsome gold watch, chain, and illuminated address presented to him some years since by the teachers of his extensive district. His determined energy has secured him success as student, teacher, and inspector in the face of more than ordinary difficulties. We sincerely hope that he may shortly recover his wonted health, and resume educational work, to which more than thirty of the best years of his life have been devoted.

Mr. D. M. Malloch, for many years principal of the Clinton public schools, has been appointed successor to his old classmate. A better appointment could not have been made, as Inspector Malloch has been a diligent student as well as a successful teacher. He comes to his office with matured judgment, ripe experience, and an extensive acquaintance with the philosophy of things educational.

In this wide world the fondest and the best  
Are the most tried, most troubled and distressed.  
—Orabbe.

Mathematical Department.

ARITHMETIC SOLUTIONS.

ADMISSION TO HIGH SCHOOLS, JUNE 1883.

By C. McKay, Seaforth.

1. (a) Book-work.
- (b) {Dividend - Remainder} ÷ Divisor = Quotient.
- (c)  $108419716001 + 18748005 = 578377748006$ .
2. (a) Multiplicand is 849751. "Casting out nines," rem'r is 2.  
Multiplier is 28637. " " " " " " " " 8.  
 $2 \times 8 = 16$ . "Casting out nines," remainder = 7.  
Product is 10015819397; "casting out nines," rem'r = 8.  
It should be 7. ∴ The product is incorrect.
- (b) Weight = 4lbs. 2oz.  $\times 500000 = 2062500$ lbs.
- (c)  $\frac{27s. 6d.}{4s. 2d.} \times 500000 = \$3800000$ .
3. 375 tons @ £ 8. 15. 6. = £3290. 12. 6.  
107½ " @ 11. 14. 0. = 1257. 15. 0.  
10 " @ 10. 10. 0. = 105. 0. 0.  
17 " @ 15. 10. 0. = 263. 10. 0.  
48 " @ 18. 7. 6. = 882. 0. 0.  
15 " @ 11. 1. 0. = 165. 15. 0.

Amount of invoice £5964. 12. 6. =  $24\frac{1}{2}c. \times 119292\frac{1}{2}$   
= \$29027.84½.

4. Distance round the field =  $(63.5 + 27.75) \times 2 = 182.5$  rods.  
∴ Cost =  $\$1.75 \times 182.5 = \$319.375$ .
5. (a)  $\frac{362880 - 60480 + 15120 - 4392 + 1385}{362880} = \frac{314513}{362880}$
- (b)  $\frac{470 + 519 - 2\frac{1}{2}}{712} = \frac{8\frac{1}{2}}{712} = \frac{441}{8760}$
6. Gunpowder { Nitro 15 parts in 20 =  $\frac{3}{4}$  or  $\frac{3}{4}$  of powder.  
Charcoal 3 " 20 =  $\frac{3}{20}$  " " " "  
Sulphur 2 " 20 =  $\frac{1}{10}$  or  $\frac{1}{10}$  " " "  
When 20cwt. = charcoal, 20cwt.  $\times \frac{3}{4} = 13\frac{3}{4}$ cwt. is wt. of pdr.  
Nitro =  $\frac{3}{4}$  of 133½ = 100cwt.  
Sulphur =  $\frac{1}{10}$  or 133½ = 13½cwt.
7. Cost of wine  $\$2.60 \times 360 = \$ 936.00$ .  
carriage = 17.20.  
duties = 86.50.  
Total cost = \$1039.70.  
gain = 50.00.  
S. price = \$1089.70.  
He must sell rem'dr which is  $\frac{3}{4}$  of 360 = 306 gals. for \$1089.70.  
∴ He sells 1 gal. for  $\$1089.70 \div 306 = \$3.56\frac{1}{2}$ .
8. From January 3rd to April 6th = 93 days.  
Interest =  $257.81 \times \frac{3}{100} \times \frac{93}{100} = \$5.25\frac{1}{2}$ .
9. Seconds' pendulum = 39.37079 inches.  
1 metre =  $\frac{39}{100}$  yds. =  $\frac{39}{100} \times 36$  inches = 39.375 " "

Difference = .00421 inches

10. (1) Min. hand in going 12 min. gains 11 min. on hour hand.  
∴ As it has to gain 20' it must go  $\frac{11}{10} \times 20 = 21\frac{1}{10}$  min.  
∴ They are coincident at 21½ min. after 4 o'clock.
- (2) To be at right angles there must be 15 min. spaces between min. and hr. hands. As there are 20 min. spaces between them at 3 o'clock the min. hand must gain 5 min.  
It gains 5 min. in  $\frac{11}{10} \times 5 = 5\frac{1}{10}$  min.  
∴ 5½ min. after 4 they are at right angles.

FIRST CLASS TEACHERS—GRADE C—JULY, 1883.

ALGEBRA.

TIME—THREE HOURS.

1. If  $x^n + ax^{n-1} + \dots + cx + d = 0$ , explain the principle upon which we proceed to find, if possible, a rational binomial divisor. Find three such divisors in the equation,  
 $x^6 - 4x^4 - 6x^2 + 18x + 22x + 24 = 0$ .

2. Express  $m^4 - 4m^3n + 6m^2n^2 - 2mn^3 + n^4$  as a rational integral function of  $p$  and  $n$ , where  $p = m - n$ .

3. If  $y$  is a rational integral function of  $x$ , and  $y$  becomes zero when  $a$  is substituted for  $x$ , prove that  $x - a$  is a factor of  $y$ .

Resolve into factors—

$$x^2 - \{a(a-b) + b(b-c) + c(c-a)\}x + \{ab(a-b) + bc(b-c) + ca(c-a)\}$$

4. If  $\frac{a}{b} = \frac{c}{d}$  prove that  $\frac{ma+nb}{ma-nb} = \frac{mc+nd}{mc-nd}$ .

$$\text{If } x^2 + \left\{ \frac{m+n}{m-n} + \frac{m-n}{m+n} \right\} xy + y^2 = \frac{v+1}{v-1}$$

$$x^2 + \left\{ \frac{m+n}{m-n} - \frac{m-n}{m+n} \right\} xy - y^2 = \frac{v-1}{v+1}$$

find the simplest expression for the value of  $v$ .

5. What is a ratio? Does the ratio of two quantities depend upon their magnitude?

Given  $y^2 + x^2y - a^2x^2 = 0$ , to find the ratio of  $x$  to  $y$  when  $x$  becomes indefinitely great.

6. What is meant by a maximum or minimum solution?

It is required to divide a number  $a$  into two parts such that the quotient arising from dividing their product by the sum of their squares may be a minimum. Determine the quotient, and the division of the number required to produce it.

7. In an arithmetic series, find an expression giving the last term in terms of the first term the common difference and the sum of the series.

The  $n$ th terms of two A.P.'s are respectively  $\frac{1}{2}(n+2)$  and  $\frac{1}{2}(3n-1)$ . The same number of terms being taken in each series, what is the number when the sum of the second series is four times that of the first?

What is the greatest ratio of the sum of any number of terms of the second series to the sum of the same number of terms of the first?

8. The attraction of a planet upon a body at its surface varies directly as the planet's mass and inversely as the square of its radius. The length of a pendulum varies directly as the attraction and inversely as the square of the number of beats which it makes in a given time. The mass of the earth being 75 and of the moon 1, the radius of the earth 4,000 miles and of the moon 1,100, and the length of a pendulum which beats 5 times in 2 seconds at the earth's surface being 6.26 in., find the length of a second's pendulum at the moon's surface.

9. From a company of 15 men 6 are selected each night as a guard. How often, respectively, will A and B be together (1) with C? (2) without C? (3) with C or D? (4) with C and D?

10. Given  $x^2 + \frac{a-b}{ab}x + \frac{ab}{a-b} = 0$ .

(1) Express  $b$  in terms of  $a$  when the two values of  $x$  are (a) equal in magnitude and opposite in signs; (3) equal in magnitude and of like signs.

(2) If  $x_1, x_2$  be the roots, express the value of

$$\frac{1}{x_1} + \frac{1}{x_2} \text{ in terms of } a \text{ and } b.$$

SOLUTIONS—BY OUR CORRESPONDENT D.

1. A rational binomial factor is of the form  $x+a$ , and if several such be multiplied together, as  $(x+a)(x+b)(x+c)...$ , the independent term will consist of the constant product  $abc...$

∴ In our search for factors, we employ only factors of the independent term.

Again, if the whole expression becomes zero, one of the factors at least,  $x+a$  say, must be zero, and therefore  $x=-a$ .

Hence a quantity which when substituted for  $x$  in the given expression renders its value zero, is itself the second term, with sign changed, of a binomial factor.

Example—The factors of 24 are  $\pm 1, \pm 2, \pm 3, \pm 4, \pm 6, \pm 12, \pm 24$ ; and upon trial the expression vanishes when  $-1, -2, 3$  or  $4$  is substituted for  $x$ .

∴  $x+1, x+2, x-3, x-4$  are four binomial factors.

2. Since the required expression is to be a function of  $p$  and  $n$  only,  $m$  must not appear. Now  $m=p+n$ , and writing this value for  $m$ , we have

$$(p+n)^4 - 4(p+n)^3n + 6(p+n)^2n^2 - 2(p+n)n^3 + n^4;$$

which being expanded and reduced, give,  $p^4 - p^3n^2 + n^4$ , as the required expression.

3. Let  $y = px^n + qx^{n-1} + \dots + ux + v$ .

Then by the question,  $0 = pa^n + qa^{n-1} + \dots + ua + v$ .

Subtracting the second of these expressions from the first,

$$y = p(x^n - a^n) + q(x^{n-1} - a^{n-1}) + \dots + u(x - a)$$

an expression which is divisible by  $x-a$ , since every term is divisible by that quantity,

∴  $y$  is divisible by  $x-a$ .

Example—This expression is of the form  $x^2 + ox^2 + qa + x$ ,

$$\text{Where } q = -a(a-b) - b(b-c) - c(c-a),$$

$$= ab - a^2 + bc - b^2 + ca - c^2,$$

$$\text{and } v = ab - (a-b) + bc(b-c) + ca(c-a).$$

Substituting  $b$  for  $a$  in the expression for  $v$  it becomes zero;

∴  $a-b$ , and from symmetry  $b-c, c-a$ , are factors of  $v$ , and we readily find,  $v = -(a-b)(b-c)(c-a)$ .

If the expression can be factored, then, the factors are of the form  $a-(a-b), x-(b-c)$ , and  $x-(c-a)$ ; and since

$$(a-b) + (b-c) + (c-a) = 0,$$

and  $(a-b)(b-c) + (b-c)(c-a) + (c-a)(a-b) = 0$ ,

∴  $\{x-(a-b)\} \{x-(b-c)\} \{x-(c-a)\}$  are the factors req'd.

4. Since  $\frac{a}{b} = \frac{c}{d}$  ∴  $\frac{a}{c} = \frac{b}{d}$ .

Let  $\frac{a}{c} = \frac{b}{d} = z$ .

Then  $a = cz$  and  $ma = mcz$ ,  
 $b = dz$  and  $nb = ndz$ .

Adding and subtracting,

$$ma + nb = (mc + nd)z,$$

$$ma - nb = (mc - nd)z;$$

∴ by division,

$$\frac{ma + nb}{ma - nb} = \frac{mc + nd}{mc - nd}$$

(2) The first fraction is evidently,

$$\left(x + \frac{m+n}{m-n} \cdot y\right) \left(x + \frac{m-n}{m+n} \cdot y\right)$$

$$\left(x + \frac{m+n}{m-n} \cdot y\right) \left(x - \frac{m-n}{m+n} \cdot y\right)$$

Since the product of the coefficients of  $y$  is unity, and their sum or difference is the coefficient of  $xy$ ,

$$x + \frac{m-n}{m+n} \cdot y = \frac{v+1}{v-1}$$

$$\therefore x - \frac{m-n}{m+n} \cdot y = \frac{v-1}{v+1}$$

Adding and subtracting numerators and denominators,

$$\frac{x}{\frac{m-n}{m+n} \cdot y} = v = \frac{x}{y} \cdot \frac{m+n}{m-n}$$

5. The ratio of one quantity to another is the quotient arising from dividing the former quantity by the latter.

(This being an Algebra paper the definition of a geometrical ratio is not required.)

Ratio depends upon the relative but not upon the absolute magnitudes of the quantities concerned.

Example—Divide through by  $x^2$ ,

$$\text{Then } \frac{y^4}{x^4} + \frac{y}{x} - \frac{a^2}{x^2} = 0.$$

Now  $a$  being finite while  $x$  becomes indefinitely great,  $\frac{a^2}{x^2}$  becomes indefinitely small and may be rejected.

$$\therefore \frac{y^4}{x^4} = -\frac{y}{x} \text{ when } x = \infty.$$

Divide throughout by  $\frac{y}{x}$ ,

$$\text{Then } \frac{y^3}{x^3} = -1, \text{ and } \frac{y}{x} = 0, \text{ (since we div by it) when } x = \infty;$$

$$\therefore \frac{y}{x} = y' - 1, \text{ one root of which is } -1, \text{ and also } \frac{y}{x} = 0.$$





By PROFESSOR SYLVESTER, F.R.S.

If  $x^3 + y^3 + z^3 = 3xyz$ , and  $x^6 + y^6 + z^6 - x^2z^4 - z^2y^4 - y^2x^4 = 0$ ; show that (1) the variables will bear 18 distinct ratios to each other, if their order be taken into account; and (2) if their order be disregarded, these are reducible to the three following ratios:—

$$(1+q)^4 : (1+q\rho)^4 : (1+q\rho^2)^4, \quad (1+q)^4 : (1+q\rho)^4\rho : (1+q\rho^2)^4\rho^2,$$

$$(1+q)^4 : (1+q\rho)^4\rho^2 : (1+q\rho^2)^4\rho,$$

where  $q = \left(\frac{27}{\mu^3} - 1\right)^4$  and  $\rho^3 = 1$ .

[Professor SYLVESTER remarks that this Question contains virtually the complete analytical solution of the problem of finding the points in which a given cubic is osculable by other cubics in 9 consecutive points.]

Solution by W. J. C. SHARP, M.A.

If  $x^3, y^3, z^3$  be the roots of  $t^3 - pt^2 + qt - r = 0$ , we have, from the given relations

$$p^2 = 27\mu^3r \text{ and } p^3 = 3q^3,$$

and the equation becomes  $t^3 - pt^2 + \frac{p^3}{3}t - \frac{p^3}{27\mu^3} = 0$ ,

$$\text{or, if } u = \frac{t}{p}, \quad u^3 - 3u^2 + 3u - \frac{1}{\mu^3} = 0,$$

$\therefore (u-1)^3 = \mu^{-3} - 1 = q^3$  suppose,  $\therefore u = 1+q, 1+q\rho, \text{ or } 1+q\rho^2$ , where  $\rho$  is an imaginary cube-root of unity, and  $x^3, y^3, z^3$  are proportional to these quantities in some order, and, since the product of the three values of  $u = q^3 + 1 (= \mu^{-3})$ , and only those values are to be chosen which make the cube root of this product  $\mu^{-1}$ ; the relations are as given in the Question.

If regard be paid to the order, each of these ratios will represent six different solutions, and therefore (1) is true.—*Educational Times.*

ORIGINAL PROBLEMS WITH SOLUTIONS.

By D. F. H. WILLIAMS, B.A., BAC. APP. SC., MATHEMATICAL MASTER, Mount Forest High School.

1. In Euclid II. 10 show that  $AB \cdot BD = EB \cdot BG$ .
2. Without using the Exponential Theorem prove the following: (See *Wolstenholme's Problems*, 1878, No. 296.)

If there be any  $n$  quantities whatever,  $a, b, c, d, \dots$ , and if  $s_n$  represent their sum,  $s_{n-1}$  the sum of any  $(n-1)$  of them,  $s_{n-2}$  the sum of any  $(n-2)$  of them, etc.; and if

$$S_n^2 = (s_n)^2 - \Sigma (s_{n-1})^2 + \Sigma (s_{n-2})^2 - \dots$$

then  $S_n = |n \text{ } abcd \dots$ ;

$$S_{n+1} = |n+1 \text{ } abcd \dots (a+b+c+d+\dots)$$

$$S_{n+2} = |n+2 \text{ } abcd \dots [2\Sigma(a^2) + 3\Sigma(ab)]$$

3. Prove  $\frac{xy}{4(x^2+y^2)} [(x+y)^2 + 2(x+y)^2(x^2+y^2) + (x^2-y^2)^2]$   
 $= (x^2 + xy + y^2)^2 - (x^2 + xy + y^2)(x^2 + y^2) + x^2y^2$ .
4. From the identity  $\cos 2x \cos x = \cos 3x + \cos x$ , deduce  $2^{2n-1} + \frac{(2n-2)(2n-3)}{2} 2^{2n-3} + \frac{(2n-2)(2n-3)(2n-4)(2n-5)}{4} 2^{2n-5} + \dots = 3^{2n-2} + 1$ .

5.  $ABC$  is an isosceles triangle,  $BC$  being the base. Forces act along the direction of the bisections of the exterior angles at  $B$  and  $C$  respectively, represented by these lines in magnitude. Show that their resultant passes through  $A$ .

SOLUTIONS.

1.  $AD^2 = AB^2 + BD^2 + 2AB \cdot BD$ . (II. 4.)  
 $AD^2 + DB^2 = AB^2 + 2BD^2 + 2AB \cdot BD$ . (I. 47.)  
*i.e.*  $AG^2 = AB^2 + 2BD^2 + 2AB \cdot BD$ . (I. 47.)  
*i.e.*  $EB^2 + EG^2 = AB^2 + 2BD^2 + 2AB \cdot BD$ .  
*i.e.*  $EB^2 + EG^2 = 4BC^2 + 2BD^2 + 2AB \cdot BD$ .  
*i.e.*  $2EB^2 + BG^2 + 2EB \cdot BG = 4BC^2 + 2BD^2 + 2AB \cdot BD$ . (II. 4.)  
 $\therefore EB \cdot BG = AB \cdot BD$ . (I. 47 and Ax-3.)
2.  $S_n = (s_n)^2 - \Sigma (s_{n-1})^2 + \Sigma (s_{n-2})^2 - \dots$

Now the number of terms in  $S_n$  is

$$\frac{n(n+1)(n+2) \dots (2n-1)}{[n]} \cdot \frac{n}{[1]} \cdot \frac{(n-1)n(n-1) \dots (2n-2)}{[n]} + \frac{n(n-1) \dots (n-2)(n-1)n \dots (2n-3)}{[2]} - \dots$$

But  $\frac{n(n+1)(n+2) \dots (2n-1)}{[n]}$  is the coeff. of  $x^n$  in  $\left(\frac{1}{1-x}\right)^n$ ;

$$\frac{(n-1)n(n+1) \dots (2n-2)}{[n]} \text{ " " " } \left(\frac{1}{1-x}\right)^{n-1};$$

$$\frac{(n-2)(n-1)n(n+1) \dots (2n-3)}{[n]} \text{ " " " } \left(\frac{1}{1-x}\right)^{n-2};$$

$$\therefore \text{coeff. of } S_n = \text{coeff. of } x^n \text{ in } \left[\left(\frac{1}{1-x}\right)^n - n \left(\frac{1}{1-x}\right)^{n-1} + \frac{n(n-1)}{[2]} \left(\frac{1}{1-x}\right)^{n-2} - \dots\right]$$

$$= \text{coeff. of } x^n \text{ in } \left[\frac{1}{1-x} - 1\right]^n$$

$$= \text{ " " } \frac{x^n}{(1-x)^n}$$

$$= \text{ " " } x^n \left[1 + nx + \frac{n(n+1)}{[2]} x^2 + \dots\right]$$

$$= 1.$$

*i.e.* when the series in each bracket is expanded, all the terms but one cancel. The uncancelled term is  $|n \text{ } abcd \dots$

(*Vide Gross' Algebra, Example 4, p. 73.*)

Similarly, the coeffs. of  $S_{n+1}$  and  $S_{n+2}$  are respectively the coeffs. of  $x^{n+1}$  and  $x^{n+2}$  in the identity  $\left(\frac{1}{1-x} - 1\right)^n = \frac{x^n}{(1-x)^n}$ ; *i.e.* the rem

$n$  and  $\frac{n(n+1)}{[2]}$  uncancelled terms containing respectively  $x^{n+1}$  &  $x^{n+2}$ .

In the first case these terms may be shown to be of the form

$$\Sigma(a^2bcd \dots) \text{ and the coeff. } = \frac{|n+1|}{2}.$$

$$\therefore 2S_{n+1} = |n+1 \text{ } abcd 2 \dots (\Sigma(a))$$

In the second case these terms are of the form  $\Sigma 2a^3bcd \dots + \Sigma 3a^2b^2cd \dots$  and the coefficient may be seen to be  $\frac{|n+2|}{3 \cdot 4}$ ,

$$\therefore 12S_{n+2} = |n+2 \text{ } abcd 2 \dots [2\Sigma(a^3) + 3\Sigma(ab^2)].$$

$$3. \frac{xy}{4(x^2+y^2)} [(x+y)^2 + 2(x+y)^2(x^2+y^2) + (x^2-y^2)^2]$$

$$= \frac{xy}{4(x^2+y^2)} [(x+y)^2 + (x+y)^2] [(x+y)^2 + (x-y)^2]$$

$$= \frac{2xy(x+y)^2}{4(x^2+y^2)} [2(x^2+y^2)]$$

$$= xy(x+y)^2$$

$$= x(x+y)y(x+y)$$

$$= (x^2+xy)(xy+y^2)$$

$$= [x^2+xy+y^2-y^2][x^2+xy+y^2-x^2]$$

$$= [(x^2+xy+y^2)-y^2][(x^2+xy+y^2)-x^2]$$

$$= (x^2+xy+y^2)^2 - (x^2+y^2)(x^2+xy+y^2) + x^2y^2$$

$$4. \cos x = 1 - \frac{x^2}{[2]} + \frac{x^4}{[4]} - \frac{x^6}{[6]} + \dots + (-1)^{n-1} \frac{x^{2n}}{[2n]} + \dots$$

$$\cos 2x = 1 - \frac{(2x)^2}{[2]} + \frac{(2x)^4}{[4]} - \frac{(2x)^6}{[6]} + \dots + (-1)^{n-1} \frac{(2x)^{2n}}{[2n]} + \dots$$

$\therefore$  Multiplying the above and picking out the coefficient of  $x^{2n-2}$ , we have

$$\frac{2^{2n-2}}{[2n-2]} + \frac{2^{2n-4}}{[2n-4]} + \frac{2^{2n-6}}{[2n-6]} + \dots$$

$$\text{i.e. } \frac{1}{[2n-2]} \left[ 2^{2n-2} + \frac{(2n-2)(2n-3)}{[2]} 2^{2n-4} + \frac{(2n-2)(2n-3)(2n-4)(2n-5)}{[4]} 2^{2n-6} + \dots \right]$$

But  $2\cos 2x \cos x = \cos 3x + \cos x$ ; and the coeff. of  $x^{2n-2}$  on the right-hand side is  $\frac{3^{2n-2}}{2n-2} + \frac{1^{2n-2}}{2n-2}$ .

$$\therefore \frac{2}{2n-2} \left[ \frac{2^{2n-2} + (2n-2)(2n-3)}{2} \cdot 2^{2n-4} + \&c. \right] = \frac{3^{2n-2}}{2n-2} + \frac{1^{2n-2}}{2n-2}$$

$$\therefore 2^{2n-1} + \frac{(2n-2)(2n-3)}{2} \cdot 2^{2n-4} + \&c. = 3^{2n-2} + 1.$$

5. Let  $ABC$  be the triangle  $BE, CF$  the lines of action of the forces. Produce  $ED$  and  $FC$  to meet in  $D$ . Then  $DB, DC$  represent also the magnitudes of the forces. It may be shown that  $DB = DC$ , and thence that the line of action of the resultant passes through  $A$ .

Correspondence.

To the Editor of the CANADA SCHOOL JOURNAL.

MR. EDITOR,—As I was going to Goderich to attend the association, in company with another teacher, he asked me if I had seen in the JOURNAL where a writer had accused me of plagiarism. I told him I had not, and on arriving at Goderich and enquiring into the matter, I found it was in the July-August number, and as I had been absent from home during the holidays and that paper did not come to my permanent home I had not seen it.

My first thoughts upon reading the article were to treat it with silent contempt, as anonymous epistles are very apt to lead to trouble; however, upon mature thought and advice from older teachers that silence might be construed into acknowledgment of guilt, I concluded to simply say the production is my own except what I culled from Mason's and other grammars I possess, and if any more is necessary, and "Enquirer" will write over his own name, I shall give a full account of the whole matter.

Thanking you, Mr. Editor, I remain,

W. M. LEIGH.

Farquhar, November 6, 1883.

M. J. S., MARKSVILLE, asks for an explanation of the aurora borealis or northern lights. The cause is not yet known. It is strongly suspected to owe its origin to electricity. Magnetic storms are frequently simultaneous with brilliant electrical displays. Pass electricity through a long glass tube exhausted by an air pump, and an appearance very much like the aurora is produced.

GEORGINA ELLIOTT, MACANETAWAN, writes: "Encouraged by your beautiful JOURNAL to give some items in my experience, I will try to give you my light on teaching Long Division." She sends us six steps for which we may find room in our Practical Department, by and by.

JOHN B. POWLES, FENELON FALLS, writes: "I have just received the third number of the JOURNAL, and am much pleased with it. It is a valuable addition to a teacher's stock of 'school information.'" This is just what multitudes of teachers are constantly saying. During the coming year we hope to make it more practically useful than ever. Friends, send on your dollar and get the January number. We cannot supply many back numbers. Our edition of 6,000 fell short in October, and we had to re-set the whole JOURNAL in order to print 1,000 more copies required on short notice.

To the Editor of the CANADA SCHOOL JOURNAL.

DEAR SIR,—I am in sympathy with your belief, that teachers may practically benefit each other by such a system of correspondence as you recommend, particularly in the September number of the SCHOOL JOURNAL. Younger teachers especially are anxious to hear from those more experienced their methods of dealing with difficulties which arise every day; and who can estimate the value

of even one such hint to some pains-taking teacher, who has exhausted his resources and adopts the method of another to find it a success? I shall proceed to prove my faith by my works, and offer to others my method of dealing with inattention.

I observe closely the following rules:—

I. Place those disposed to inattention in the front seats or the most conspicuous place in the class.

II. Make the lesson as attractive as possible.

III. Question promiscuously and occasionally call for simultaneous answers.

IV. If raising the hand be agreed upon as a sign of ability to answer, frequently question those whose hands are not raised, to ascertain whether the cause is inability or inattention.

V. If while explaining some particular point you observe a pupil not paying attention, stop and question. If he is unable to answer make a second explanation, and then show him that he wastes the time of both teacher and class by requiring a second explanation.

I have seen teachers loudly demand attention, bang the desks and stamp on the floor, at the expense of lungs, ruler, and shoe-leather, and yet nothing was effected but confusion. Be calm and decisive, control your temper and you will succeed. By enforcing the above rules I have always been able to secure good attention, except in very rare cases.

I should be very glad to obtain from some teacher answers to these questions, concerning whispering:

Is it best, as a rule, to allow pupils to work together?

Should there be a rule forbidding the pupils to speak to any one but the teacher?

If communication of any kind is allowed how can you prevent its going too far and creating disturbance?

Hoping to receive many useful hints from my fellow-teachers on different subjects,

I am, yours truly,

LENNOX TEACHER.

Napanee, October 16, 1883.

Special Articles.

THE KINDERGARTEN.

"For, eschewing books and tasks,  
Nature answers all he asks."

WURTTIER: Barefoot boy.

I write this week from St. Louis, where I learn the Kindergartens are in successful and flourishing condition, being, as is well known, a part of the public school system.

Some time ago, on returning from Europe, Miss Blow found the kindergartens in a very backward state. Her pride in a system she had established here was touched. She determined to re-animate its drooping vitality. Among other means resorted to for this purpose, was an attempt to infuse her own spirit into some of the representative young ladies of the city. An impromptu and informal class, or organization, was formed. Miss Blow met them every week and delivered kindergarten lectures, etc. The result was renewed interest in, and prosperity for, the public kindergartens. Moreover, the seed thus dropped bore other fruit. Some of the young ladies made application of the ideas they received in their Sunday school classes and elsewhere. The interest thus aroused did not die out: and recently a class of society young ladies volunteered themselves to Miss Blow as disciples of Froebel. I had the pleasure of meeting this class Friday afternoon. They were learning a game called, "The Bridge." Miss Blow spent twenty minutes giving them an insight into its philosophy, and

Mrs. Hubbard (the compiler of the standard kindergarten game and song book) took them through the song and accompanying movements.

This class holds its meeting in the Eads kindergarten room. The walls, ceilings, columns, and all available space, are filled with kindergarten occupation work, mottoes, object pictures, etc. An artificial tree, with birds' nests and stuffed birds perched in its branches, helps to illustrate many of these natural history movement games. Where the objects themselves, or their artificial representation, cannot be had, pictures are resorted to for the purposes of illustration.

For their next lesson, these young ladies were given a song called "The Five Knights." A mother sees five knights come riding by. She has a child who, "like a dove, is fair and good," and is "like a lamb, of merry mood." In seeing the knights "come riding by," the hand is held over the eyes to shade them from the light, as one is apt to do in gazing a long distance into open space. As the dove and lamb are respectively referred to, the right hand is gracefully extended toward the pictured, or other, representation of the object. Thus the physical and characteristic traits of the animal are impressed on the mind, and a comparison to the child in the song is made.

The mother says :

"What would ye then fair Knights with me?"

"We wish thy precious child to see. We hear he is so fair and good, etc., etc."

As the knights reply, of course they assume an erect and military bearing, and make a graceful obeisance to the mother of whom the favor is asked.

Miss Blow remarked that she would leave the young ladies to study out, for themselves, the underlying idea of the song before the next meeting. She could not, however, refrain from opening his philosophical door for them—just a little way: "You have often heard persons say, 'Come here you sweet little child!'—'O isn't she a darling?' 'What lovely curls, what pretty, rosy cheeks! and O what a beautiful dress she has on!'—'Where did you get that pretty dress, dear?' How many of you have ever heard anything like that?"

Of course the testimony to similar experience was universal. "Well, in this song, did the mother praise the child because he had rosy cheeks and blue eyes? Did the knights want to see him because they had heard he had lovely curls and wore pretty clothes? The whole question of praise is involved in the idea of this song. Shall a child be praised at all? If so, how much, and for what?"

The young ladies then went on the circle, and sang and played many of the movement games. The gestures were animated, and exceedingly graceful, but, above all, pains were taken that there should be correct imitation, for "imperfect representation produces incorrect impression." "Better," said Miss Blow, "for a child to get no idea at all than a false one."

In the game "Hasten Peter to the Meadow," there is an imitation of the motion with a scythe in cutting the grain. As the miller grinds the grain the young ladies become revolving wheels, and, in turn, joining hands all round, the larger wheel revolves. A great deal of amusement followed their attempts at "milking the cow," the motions of the hands being more after an ideal method than any practical one, and if put to the test would very likely meet with opposition from the cow. However, like Bidley, they were "willin' to larn," and soon showed marked improvement. The sentiment of gratitude was strongly developed at the conclusion of the song, where everybody was thanked: Peter, for mowing the grain, the miller, for grinding it, the cow, for giving the milk, the baker for the rolls, and 'mams' for the supper.

The Abbé de St. Pierre once said: "Men are only large children," and I confess an echo, responsive to that sentiment, in witnessing these games, no matter how often, and questioning mentally if the children themselves can enjoy them more.

One can readily see that a true conception and exposition of the kindergarten system leads one to the further study of natural history, botany, astronomy, and indeed all the sciences, and more especially to the study of philosophy in all its branches. One of its values to those who take the training is its stimulus in the direction of mental culture, and but for the practical side of it one might be tempted to go to extremes, and venture into a train of speculative philosophy ending in chaos.

Miss Blow is delivering a series of advanced lectures in philosophy to a Saturday class, composed of kindergarten teachers and others. The one I heard, on the "Process of Activities," was largely attended by ladies only, and bordered on the domains of a summer school of philosophy. Though one can trace a connection between Froebel's idea that "the happiness of a child depends on the harmonious employment of his activities"—and the statement that, "A self-determined activity, acting upon an activity, realizes itself, but an activity acting upon a passivity destroys itself—and that a self-determining activity which does not act at all is only an unrealized potentiality"—still I will spare my readers and not ask them to mount a winged Pegasus and fly to Concord, but keep them within the humble limits of the more simple philosophy of Froebel and his beloved kindergarten.—*The Moderator.*

#### TEACHERS NOT SUFFICIENTLY APPRECIATED.

Having painted this picture in such bright colors, it remains to confess that neither the State nor the Church nor the public appreciates the school-house nor the teacher, man or woman, at the desk. In power the teacher transcends the preacher, and the editor, and the lawyer and physician combined, for he influences more minds, and in their most sensitive age; and yet there are noble women now petitioning the Legislature to add lessons in temperance and all morals to the daily pages of instruction, and to demand that the teachers themselves be not blind leaders of the blind, but be minds full of all forms of moral light. What rare leaders had those young persons who gathered around Pestalozzi, or Thomas Arnold, or James A. Carfield—men whose pure and ardent souls beat upon the young hearts like a spring wind from the south! Such is the relation of the schoolmaster to society that each Legislature and each Congress should hasten to ask how such dealers in destiny can become clothed with still greater intellectual and moral power. Forbidden to support a church or to teach any special sectarian religion, the State possesses a grand field in temperance and all ethics, and will never do its duty until it makes prominent these elements of education. Here is a large defect in the public instruction: it should accept only teachers who can teach and practise the higher laws of life. These teachers having been ordered, the money sunk in political gambling and fraudulent railway grants should be poured into the salaries and rooms of the teachers, for every good schoolmaster is an element of national success—every political schemer an element of national ruin. The noblest men and the noblest women should be called to this task.—*Prof. David Swing.*

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## ADVICE TO YOUTH.

AN ELOQUENT ADDRESS BY M. RÉNAN ON THE VALUE OF LIFE.

Subjoined are some of the more striking passages from an address made by M. Rénan to the pupils of the Lycée Louis-le-Grand in Paris :

Consider the life before you as a matter serious and full of responsibilities. But is that a reason to regard you as less favored by fate than your predecessors? Quite the contrary, young people! Never say, as did those malcontents of whom the prophet speaks, "Our fathers have eaten sour grapes, and their children's teeth are set on edge." Your lot is fair, and I see a thousand reasons to envy it; not merely because you are young, and because youth is the entry upon an excellent thing, namely, existence, but you will see what we shall never see; you will know what we seek for restlessly; you will possess the solution of many political problems about which we hesitate, because the facts have not yet pronounced themselves with sufficient clearness.

Your years forbid you to be cautious. Nobody is fearful about life when he is beginning it. A kind of blindness, skilfully arranged by Nature, presents existence to you as a tempting booty which you burn to seize upon. Wiser men than you will warn you against the illusion which underlies your youthful ardor. They will tell you of disappointments; they will say that existence does not keep its promises, and that if people only knew what it was they took in hand, they would not have the *naïf empressment* of your age. But I declare to you that is not my sentiment. I have traversed this life, which opens before you like an unknown and limitless land. I expect to encounter nothing much more in it of the novel; its termination, which seems to you indefinitely far off, is very near for me. Well, with my hand on my heart, I say that I have found this life, which it is the fashion to calumniate, good, and well worthy the appetite which youth shows for it. The one real illusion of which you are guilty about it is, to believe it long. No, it is short, very short; but even thus I assure you it is well to have existed, and the first duty of man toward that Infinitude from which he emerges is to be grateful. The generous rashness which makes you enter, without a shadow of *arrière-pensée*, upon a career, at the close of which so many enlightened folks aver they have found nothing save disgust, is really very philosophic after its kind. Forward, therefore, with good hearts! suppress nothing of your ardor; that flame which burns within you is the same spirit which, providentially spread throughout the bosom of humanity, is the principle of its motive force. Forward, forward! say I; lose not your love and passion for living. Speak no evil of the boundless bountifulness from which your being emerges, and in the special order of individual fortunes bless the happy lot which has bestowed on you a generous country, devoted teachers, kind relations, and conditions of development in which you have no longer to strive against the old barbarisms.

That joyous intoxication, then, which springs from the new wine of life, and which renders you deaf to the weak complaints of the feeble-hearted, is legitimate. Do not be ashamed to abandon yourselves to its influences! You will find existence full of sweet savor, if you do not expect from it what it cannot give. When people complain of life, it is almost always because they have asked impossible things from it. Upon this believe wholly the teaching of the wisest,—there is but one foundation for a happy life; the pursuit, namely, of the good and of the true. You will be well pleased with existence if you make fair use of it, and if you abide well pleased with yourselves. A noble sentence is that which says, "Seek ye first the kingdom of heaven, and all the rest shall be added unto you."

On a similar occasion of this of to-day, but forty-three years ago, the illustrious M. Jouffrey addressed the following stern words to the pupils of the Lycée Charlemagne: "Our duty, to whom experience has unveiled the ultimate truths about the things of this world, is to announce it to you. The mountain's top of life hides from you its farthest slope; of its two sides you see but one, that which you are ascending; it is bright, beautiful, fragrant as spring time. You are not able, as we are, to contemplate the other fall, with its melancholy aspect, its pale sunlight, and the icy river flowing at the bottom." Well, my lads, I say no to all that. It is too mournful! The sunlight is never pale, though it is often veiled. Because a man grows old, has he the right to say that flowers have grown less lovely, and the springtide less radiant? Are we, forsooth, to grumble because we cannot live forever on earth? What rubbish is this, just heaven! Amidst all the flowers (and how sweet and fair that flower-world is!) only one seems to me without any charm. It is the sickly, dry, stiff, withered, disagreeably glittering thing which gardeners wrongly call "the immortelle." I do not call it a flower. I prefer the bright and sweet rose, though it has the defect of fading away all too soon.

You will behold the twentieth century, my young scholars. Ah! I confess I envy you that other privilege,—you will see the unforeseen! You will hear what posterity says of us; you will know what there was of solid and what of frail in our dreams. Be kind to us who preceded you. This poor old nineteenth century, which will be so well abused, had good people in it, faithful souls, warm hearts, and heroes of duty. Generations, as they follow each other, are oftentimes unjust to each other. You are the nursery-garden of the talent of the future. I fancy I descry amid you the very critic who, about the year 1910 or 1920 A.D., will sit in judgment on this age. I imagine I read his indictment (permit me to indulge my idea): "What a sign of the times! what a complete reversal of all proper notions of things, to choose in 1883 for our president at the distribution of prizes a man, harmless enough, but the very last who should have been selected, etc. He gave some good advice; but what feebleness, what lack of indignation against his times!" Thus, doubtless, will write the conscientious critic of the twentieth century, and perhaps he will not be far wrong; but do not let him forget to add how glad I was to be amongst you, how your marks of sympathy went to my heart, and how the touch of your youth revived and rejoiced me.

## WHAT IS THE MISSION OF THE COMMON SCHOOL?

BY A. B. HINSDALE, SUPT. OF SCHOOLS, CLEVELAND, O.

The sweep of my argument is, that the State may take a very wide range in the educational field; that much will depend upon circumstances; no metes and bounds can be defined, save as groups of facts. But it is far more important that the State shall provide primary schools and grammar schools than colleges or even high schools. The following statistics are an impressive argument:

In 1881 there were enrolled in the primary and grammar schools of Ohio 714,819 pupils. The same year there were enrolled in high schools 29,939 pupils. The same year there were enrolled in 30 Ohio colleges 3,256 pupils. The same year there were enrolled in 33 preparatory schools and academics 3,814 pupils. The same year there were enrolled in 6 normal schools 2,953 pupils.

Now, it is not necessary for one to believe in mere numbers, or to disparage the higher education, to see that the heart of American education beats below the high-school line. Hence, I do not hesitate to declare that to strengthen and deepen the education of the pupils in the lower grades,—the real common schools,—stands first among the educational needs of the time.

But the main question still towers above us like a citadel: "What is the Mission of the Public School?" Before assaulting it, let us run another parallel. Is there an education that all men in a free State need; an education that furnishes a general preparation for life; an education that belongs to no particular walk in life, but that is a pre-requisite for all walks; an education that does not develop particular dexterities so much as it develops the man who is back of dexterities, and is more than dexterities; an education that extra State agencies cannot furnish, in the first place, and that State agency can better furnish, in almost all cases, in the second place? If there is such an education, manifestly it lies within the province of the public school. Let us see if we can find an education that fills up this measure.

#### PRIMARY AND GRAMMAR SCHOOLS.

Argument is scarcely needed to show that we have such an education in those studies that are now pursued in our primary and grammar schools. The studies form the common platform of all education, considered in the technical or school sense. No matter what dexterities a man cultivates later; no matter what special lines of study he may follow, no matter what broader and fuller course of study he may master; no matter what profession he may choose or what arts cultivate, these studies he must have. They are essential to the growth of the man and to his success in life. I shall here throw them into three groups:

*First:* Reading, spelling, penmanship, language, and grammar. These studies have to do, first, with acquisition, and secondly, with expression. The pupil must acquire knowledge; he must be able to communicate his knowledge. In the earliest stages of human history direct observation of men and things is the only way to learn. In the next stage, men not only observe directly, but they learn from the oral teaching or tradition of those older or better informed than themselves. Then come writing and books, which are in some sense the most valuable source of information and training. In a literary age literature becomes the great instrument of the school. Thus, to learn to read is the first and greatest of school acquisitions. It is the key to the vast store-house of recorded knowledge. Hence, to say of a man, in our society, that he cannot read, is to say of him that he is untaught and ignorant. Next, writing is the art preservative of arts; next to oral speech, it is the instrument of communication; older than books in its origin, it is later, or, at most, contemporaneous in its acquisition. Then, in connection with reading and writing, should be mentioned such training in spelling, language, and grammar as will enable the pupil to express with force and correctness his thoughts and feelings. These things may be thrown under the general head of composition,—a branch of education hitherto neglected in schools, and that calls for a larger cultivation.

*Secondly:* Those rudiments of mathematics which constitute arithmetic. These rudiments must be taught partly because they are a business necessity, and partly because they are an invaluable practice in logic. Time will not be taken here to determine just how much arithmetic, but it is pertinent to remark that, as a rule, the strongest thinkers among men who have had only common-school education will be found among the good arithmeticians.

*Thirdly:* A modicum of geography and history,—modicum, I mean, as compared with what may be known. The school geography cannot be a cyclopaedia, nor can the school history be an extended treatise.

Such is my grouping of the common studies. It will be observed that drawing, music, civil polity, and German are not included. This is not because I undervalue these studies. As I am not drawing up a course of study, but making an outline, I am not here called upon to discuss disputed questions. It suffices to say that some room should be found for drawing, music, and civil polity in common schools, though they should not be pushed to the front. Whether German shall be taught or not, will depend upon the presence or absence, in any community, of a considerable German-speaking and reading population. For American history and polity I must say, however, that they should by all means have a place in American schools, especially so long as the great defence of our State schools is the argument that the State must educate in her own defence.

#### SCHOOL RECEPTIONS.

BY J. A. WILLARD.

The fact is established by Divine authority that it is not well for man or woman to labor alone, devoid of human help and human sympathy. We are so constituted by nature that it gives us pleasure to see our friends. Our doors are always open to welcome them, and we make special effort to entertain them, to contribute to their happiness, well-being, and amusement.

We are, or should be, a genial people. And it is especially a teacher's duty to cultivate that trait of character. True geniality never detracts from true dignity; indeed they are almost inseparable traits. Wide is a teacher's influence, almost beyond the limits of human comprehension, for who shall fix its bounds? In her daily life her every act makes its impress upon the minds of her pupils, and they in turn, acting upon their associates, extend her influence far and wide. Every day of a teacher's life is as a pebble, or weightier stone, cast into a pool whose circling eddies widen and widen until they meet the shores of time; and who shall say they do not reach over into eternity? It is a teacher's duty to see that her influence is of the best; then to strengthen and extend that influence by every available means. What is her best course for so doing?

An excellent method is to reach the pupils in their homes. But how shall she do this? The teacher of a graded room has from forty to fifty pupils, coming from as many different households. She has manifold school duties, which overlap the limit of school-hours. If, in one of the higher grades, she has daily written work to be examined, weekly or monthly diaries or reports to be filled out for every pupil, monthly or bi-monthly examinations to be marked carefully and justly at their merited per cent., lessons to be planned, fresh questions and new ideas to be flung in which will awaken her pupils to a keener mental activity and greater zeal to search beyond the text-book in hand,—illimitable work which any earnest teacher cannot fail of finding,—it is impossible for her to secure time to visit each one of these forty or fifty different homes.

Fellow-teachers, if you cannot go to the homes, bring the homes to you. But perhaps you say the homes will not come to you. No, not singly and alone. Now and then a mother or a sister will come into your school-room for an hour, venturing the remark that "she fears you don't like company and she is troubling you," and will sit in a constrained way, as if she had no right there,—perhaps partly because you are a little constrained and illly at ease. But the majority of the homes do not visit the school-room at all. They elect the members of the school board, at least the male portions of the home do this, and they send their children to school. There their interest seems to end, unless their son happens to be punished, or not promoted as rapidly as they think he ought to be. Then they severely criticise the teacher, the principal, and perhaps the superintendent, the school board, and the whole school system, without stopping to inquire into the cause of the son's probably-more-than-deserved punishment or non-promotion.

This is not as it should be. There should be a cordial and constant cooperation between parent and teacher. They should know each other personally, and thereby be an actual, living, continual help to each other. The pupils of a public school come from all sorts of homes. Some from homes where the influences are pure, elevating, and refining; and some from habitations which can hardly be called homes. And it is often these very habitations that the teacher has most need of reaching. They need her regenerating influence while she needs their cooperation in controlling insubordinate and refractory spirits. A word of command from a rough, illiterate father to perhaps an equally rough son may save a teacher many a day of trial. Now, these fathers and mothers will not come singly to visit the school. Not even the medium class will do so. And from the best homes they come, if they come at all, "like angels visits,—few and far between."

No, the majority of homes will not come to you singly and alone. Then set apart a special day, and invite them to come to you in company. Make special preparation for the day. Interest your pupils in it, and you may be assured they will rouse the interest of

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their parents and friends. Bring forth your very best to entertain your invited guests. Every parent's son and daughter is best to the parent's heart; therefore have general class exercises, in which every pupil in the room shall take a part. Train the pupils and help them to always and ever do their very best; and teach them that the very endeavour, the earnest effort, is in itself ennobling and elevating.

Show to the homes the every-day work of the school-room; the solid foundation which no time nor tide can sweep away,—the wealth of an education which is as free to the poor,—yes, even more so,—than to the rich, if they will but by diligence accept it. Besides the every-day work, have some special work with which to entertain. The good housekeeper prepares a few dainties when she invites company, and why should not the good teacher do the same? Bring forth the best of everything which your school-room affords, prepared in the best manner which your pupils can prepare it.

Do I hear some faint hearted teacher say, "If I should attempt anything out of the usual routine, some of my scholars would be sure to make blunders"? What if they do? Is there a human being in existence who has not made blunders, and who will not again make them? Blunders are often exceedingly amusing. Ignorance is sometimes mirth-provoking; and the humorous things which are unwittingly said and done are quite equal in number and in humor to those which are said or done with a forethought. He who tries to be funny and really succeeds, is never half so funny as one who says or does a funny thing and does not know it. And the teacher should take a philosophic view of any such opportunity, and quick-wittedly turn it to the best account, thereby placing the pupil at once at ease, and the audience in a most happy and appreciative frame of mind. For audience there will surely be if the homes are invited to come in company, and they hear of the preparation being made for their entertainment. At first one parent or another may think his or her going is quite out of the question. But the interest is roused a little; and it increases as they hear the children talk of it from day to day. And as the time draws near, they quite decide to go; "to please the children, if nothing more." And once there, they enjoy it exceedingly. The school room looks pleasant with its bright and animated faces.

The recitations pass off briskly; problems are solved in rapid succession that would cost the parents hours of mental application to arrive at even an indefinite answer. Maps are drawn upon the walls, such as they never dreamed of,—maps that grow as if by magic, under the deft fingers of their own children, showing the form of every country, and locating every important city, river, lake, and mountain, on the face of the globe; yes, locating even the railroads.

The parents begin to appreciate the work being done in the schools as they have never before appreciated it. They begin to see the earnest, faithful, laborious efforts of the teachers as they have never before seen them. And people take a far greater interest in what they see than in what they hear about. They believe what they see, while they do not believe half that they hear about, and ought not to do.

These receptions, this sight-seeing, brings the teacher's work home to the people with a force and conviction of comprehension that nought else can so quickly and so thoroughly accomplish. It is faith by sight, and that is a convincing faith. And ever after these parents and friends have a warmer glow in their hearts for the teacher, a more earnest, helpful, and appreciative interest in her purposes, her aims, and her plans. In one afternoon's time the teacher has taken a strong hold upon the community. She has entered the wedge of her influence in a pleasant and agreeable manner,—in an acceptable manner. And ever after it will be felt and shown, in little things, if not in great. It will rebound to her own pleasure and comfort in the management of her room. She will find her pupils more tractable, more easily governed, if the parents are in earnest accord with her. The pupils will take a greater interest in their lessons, be more conscientious in the learning of them, and be more truthful, honest, and honorable in every act.

The children of to-day are the men and women of to-morrow; and the influence exerted over them to-day is going out into all the active relations of their future life. The moral, financial, and political good of the future of our country depends upon the children now under our care.

The teacher has in her charge the highest of human interests. Let us so recognize her work, and let her see to it that her influence is of the very best, and then strengthen that influence by every means within her power.—*N. B. Journal of Education.*

## Practical Department.

### THE UTILITY OF CLASSICS.

It surpasses belief that the necessity for the classical element in a modern education is not sufficiently met by the study of one dead language. Not only can Greek be spared,—it ought not to be afforded. All desirable linguistic practice, except that for which we must resort to living languages, can be had with Latin. The rest of the pupil's time is too precious to be given to more paradigms, more syntax, more construing of passages. These are easy to teach, but unprofitable to learn.

Those who have assailed the classics, have usually been unwise devotees of science as a separate interest. These advocates of science in the schools have made a great mistake. The Greek declensions and conjugations did no harm in themselves. They simply did no good, and stood in the way of better things. But premature teaching of science is positively injurious. It is too difficult for the youthful mind, and cannot but react harmfully upon the pupil's moral and intellectual attitude toward science itself.

But an excess of dead languages should be objected to by educators on educational grounds; that is, on the grounds that it is not the best for the boy, considering his destiny in this country and in this age; and that a well-grounded training needs all the time hitherto given to Greek for other, very different exercises.

Unskilled teaching makes fewer mistakes with Latin and Greek paradigms and rules than with any other material. Hence the good results conventionally attributed to these studies. Committing to memory and infinite repetition are the order of the day in Latin and Greek. Almost anybody can manage this; nor is a fair amount of it bad for the pupil. Recent graduates from college, who can do nothing else in the world, can teach Latin and Greek well. Primary teaching has intimate relations with questions of psychology and method, and exacts great skill and devotion in the teacher. Not so Latin and Greek.

Because Latin and Greek are thus easily taught,—so far as the schools conceive the learning of them to extend,—they are hard to displace or diminish. They are convenient. With them it is feasible to keep a pupil at work, to mark him, to correct his exercises, to qualify him for prescribed examinations. Pedagogy has assimilated them. It knows what to do with them.

Greek seems like a "fetich" when we consider how pertinaciously the teachers of it close their ears to all suggestion of removing it from the list of required studies. But it is really pedagogic inertia that, in spite of the growing demand for parallel courses without Greek, keeps it compulsory in modern schools. Wherever Latin and Greek are taught, other studies naturally fall into a subordinate rank. The easy supremacy which they maintain throws suspicion upon their right to such preëminence. It should be questioned whether they hold their superiority by virtue of their own inherent quality, or because substitutes for them have not yet been wisely chosen and adjusted to school methods.

In the lack of teachers thoroughly trained in modern languages, ancient and modern literatures, history, upper mathematics, and the mother-tongue; in the absence of a high standard in the ancient languages themselves; and in the fact that the study of method is almost unknown among the teachers in preparatory schools, may, perhaps, be found the reasons for some portion of the pedagogic clinging to both Latin and Greek. Perpetual paradigms and parsing, passages of the old poems and orations, a dreary round of so-called prose composition,—these exact but little attention to method. Copious historical and literary knowledge; and a thorough

omprehension of the best methods of teaching history and literature, are rare accomplishments. And the same may be said of the modern languages, of gymnastics, of drawing, of English composition, and other important secondary studies. If these seem inferior to Greek in pedagogic value, the fault is in ourselves that we have not mastered them or have not learned how to teach them rightly.

Girls' schools in Europe have in their programmes not only no Greek, but even no Latin; but they have their hours for ancient literature. The excellent translations from the classics should not have been made in vain. It is all-important for high-school pupils to read Homer and Virgil, something of Plato, and a little of a few other ancient writers. Where paradigms and parsing do not hinder this can easily be managed.

The argument that Greek has a great utilitarian value because it furnishes the etymologies of our scientific nomenclature seems altogether unsound. A frequent result of the study of ancient languages is an exaggerated estimate of the practical utility of knowing the origins of words. The fact is, it is a pleasing thing for the scholar to recognize relationships between old words and new words; but his knowledge of the meaning of words is thereby promoted but very little, if at all. This becomes clear if we compare our acquaintance with words derived from the Greek, which we know, with our knowledge of words derived from languages which we do not know. Do we, for example, understand better the meanings of *aorta*, *chaos*, *elastic*, *sketch*,—all from the Greek,—than we do the meanings of *alcohol*, *naphtha*, *amber*, *sherbet*, from the Arabic; of *crimson*, from the Sanskrit; or of *peach*, from the Persian? Or, do we feel any obscurity about the meanings of *coke*, *dismal*, *hickory*, because their etymologies are unknown? Usually an etymology is misleading. One does not profit by, but has rather to be on his guard against, the etymological meanings of *oxygen*, *nitrogen*, *geometry*, *fungus*, and so on. The meanings which words ought to have, etymologically, they cannot have in modern times. To insist on deriving meanings, as well as forms, from the ancient sources, is the mark of a pedant. —*Didaskalos*, in *New England Journal of Education*

#### OLD-TIME VS. MODERN SCHOOLS.

It may be asked, "Were the old-time schools superior in nothing?" We would answer, "Yes, in matters of drill." To be sure it was often a mere hammering over dried bones, yet some things were hammered in. The modern teacher, in her horror at senseless routine work, has gone to the other extreme. It is certain that no matter how carefully a subject may have been taught, no matter how carefully a child's understanding has been tested, there still remains a certain amount of drill, of plain, unvarnished memorizing, the lack of which is the chief lack of to-day's schools. But this failure is being recognized, and the most capable and enthusiastic of our teachers are asking themselves, "How shall I better teach and impress,"—not the "useless and ornamental studies" designated by Dr. Moran, of the Boston School Board, but the plain, common, homely studies of reading, spelling, arithmetic, grammar, and geography. And with new light has come a less slavish devotion to text-books, but more personal examination of things themselves rather than some man's description of them. The last few years has seen a marked improvement in the matter of reading and writing, a child of six being able to do what one of nine or ten could hardly accomplish in the past. If there can be an equal improvement in number during the next few years, our enemies even must be forced to commend. —*Mrs. Eva D. Kellogg*.

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#### THINGS I SHOULD ASK MYSELF AS A TEACHER.

BY GEO. H. COOK, IOWA.

1. Have I done all I could to-day for the good of my school?
2. Would I do my work again the same as I did, if I could?
3. Have I used proper language in the presence of my pupils?
4. Did my clothes look as neat as they should as an example for my pupils?
5. Did I prepare my lessons as thoroughly as they should have been?
6. Could I have added any new thoughts to the minds of my pupils on any lesson?
7. Did my pupils speak respectfully of me; if not, what reproof did I make?
8. Have I read any school work or journal to aid me in my teaching?
9. Have I allowed my pupils to be boisterous in the school-room at recess?
10. Have I asked the patrons to visit my school, thus encouraging the work?
11. Did I call and dismiss all my recitations at the proper time?
12. Have I allowed some point in school discipline to pass unobserved?
13. Has my day's work been fully satisfactory; if not, why not?
14. Did I call and dismiss my school promptly on time?
15. Have I examined school property to see whether it has been defaced?
16. Have I paid attention to the ventilation of my room?
17. Are there as few classes on my programme as can be?
18. Have I given each class something to do and seen they did it?
19. Have I made every effort to make my school a success?
20. Have I endeavored to get out of any old ruts to-day?
21. Have I arranged my programme in proper order and neatness?
22. Did I fail to make recitations interesting; if so, why?
23. Was my school so orderly that I was not interrupted during recitations?
24. How many questions did I ask to-day that could be answered by yes or no?
25. Were my general exercises instructive and interesting?
26. Did I proceed with a recitation while there was disorder in it?
27. Did I have my school-room in condition for opening school?
28. Did my pupils give due attention to the recitation?
29. Have I allowed any pupil in the class to interrupt another?
30. Were my pupils prompt in all their recitations?
31. Have I kept a correct account of tardiness and absence?
32. Have I exchanged ideas with any teacher?
33. Which topic has been most difficult for me to explain to-day?
34. Have I assisted any pupil who could have helped himself?
35. If the school has gone wrong to-day, who is to blame—the pupil or myself?—*N. Y. School Journal*.

#### TO TEACHERS.

Probably no profession requires more skilled workers than that of teaching. To be fitted for the responsible duties the teacher should possess:

1. *Purity*, that he may come before his pupils as a living example to them in thought, word, and deed: that his life may influence them to all that is good and noble.
2. *Politeness*, true and genuine, that he may have regard for the views and opinions of the little community over which he rules.
3. *Personal neatness*, that he may appear before them in a creditable and becoming manner.
4. *Peculiar fitness* for the work; pleasant, to attract instead of repel; patient, with faults and failing; pity, in trivial trials and troubles; a philanthropist, to exercise justice without favoritism.

5. *Preparation*, by hard work, time and thought, to be thoroughly qualified in all necessary studies; able to come before the classes master of the subject under discussion, instead of confined to textbooks; knowing the how and why of methods and systems.

6. *Power to interest*, to make a topic a reality; to quicken the perceptions, and awaken zeal and enthusiasm for further investigation and research.

7. *Power to govern*, not merely to quell revolts and administer law, but to direct and guide the many wills in the proper channel, and having done so, to hold them there.

8. *Punctuality*, to be in the right place at the right time. If he must vary, better be too early than as many minutes late; having made a promise himself, keeping it, that he may expect and require the same of others.

9. *Programme*, that the time may be properly divided; that all may know when a duty is required of them, whether it be to study, recite, or rest.

10. *Promptness*, to turn readily from an interesting exercise and cheerfully proceed with another; alert as well to praise as to censure.

11. *Practicality*, as only a few years at most is given to school training; therefore pupils should be taught what is needed to make them thoughtful, earnest men and women to contend successfully with the realities of life.

12. *Personality*, having a firm belief of what is right, an object to be attained, and following his own course carefully and to a successful issue, instead of wavering and altogether losing himself in another's way and method. Finally, fellow-worker, have

13. *Pluck*, don't become discouraged, because unappreciated, but perseveringly, persistently, pertinaciously press on, and success will ultimately crown your effort.—*Julia A. Pickard, in the Fountain.*

#### READING.

"The great and almost universal fault in teaching reading is the too great neglect of attention to the sense of what is read."—*Supt. Philbrick.*

"In order to prevent monotony, occasionally carry into school a good story-book or paper, such as *The Nursery*, *Harper's Young People*, *Aesop's Fables*, *St. Nicholas*, *Robinson Crusoe*, etc., and from that let each pupil, in turn, read a paragraph or page while others listen. Such an exercise, rightly managed, will kindle an interest in the dearest class ever fossilized under the steady dropping of the old-style reading-lesson."—*John Swett.*

"If teachers will cease to require little children to 'read over' and to 'read over' and to 'study' beforehand their reading exercise, — a task entirely unsuitable at their age, — and will also put an end to the absurd practice of allowing pupils to keep up, during the reading exercise, a running criticism upon each other by irritating and aggravating remarks, thus mortifying their more timid companions, and sometimes paying off old grudges; and will then confine their labors mainly to two points, — to making the child realize the thought of the sentence to be read, and to showing him, by example and good vocal drill, how to give a pleasant and natural expression to that thought, — the best part of the victory will be won."—*Supt. A. P. Stone.*

"I do not hesitate to declare my conviction that if half the school-time were devoted to reading, solely for the sake of reading; if books were put into the scholars' hands all that while, under wise direction, divested of every shadow of association with text book work, to be perused with interest and delight inspired by their attractive contents, — choice volumes of history, biography, travels, poetry, fiction, — there would be a far more profitable disposal of it than marks its lapse in many a school-room now. The ordinary reading of the schools is a pointless, starveling performance, so far as language-teaching is concerned."—*Supt. Harrington.*

"Good reading is an art so difficult that not one in a hundred educated persons is found to possess it to the satisfaction of others, although ninety-nine in a hundred would be offended were they told that they did not know how to read. The essential requisites are perfect mastery of pronunciation and the power of seizing instantaneously the sense and spirit of a author."—*Marcel.*

"Question pupils upon what they read. By conversation with them upon the subject of the lesson, endeavor to make it interesting and instructive. When they thoroughly understand what they read, and have a real appreciation of the subject, they will read naturally and with correct emphasis and inflection. The teacher may read a piece to let his pupils perceive how, by a natural tone and correct emphasis and inflection, he brings out the meaning; but he must carefully avoid training his pupils to imitate him. They must read well of themselves, because they understand and appreciate the subject; they must never read as parrots."—*John Swett.*

"Familiarity with the best thoughts and expressions would load children, with comparatively little effort, to think and express themselves in good language."—*Supt. Elliot.*

"That method is best which makes the pupil think most."—*W. R. Comings.*

"Grammar can be taught incidentally by calling attention to any peculiar grammatical constructions. Direct their notice to the fact that some descriptions and narrations are finer than others, because in them the adjectives and adverbs are used more abundantly and to a better advantage."—*McGuffey.*

"Every teacher of reading should collect numerous prose sentences and stanzas of poetry requiring a variety of tones in the reading and adapted to the capacities of the pupils, and use them for purposes of drill."—*Wickersham.*

"Encourage and practice favorable criticism rather than adverse. We gain more by securing the imitation of the good than by merely indicating what is faulty."—*Howard.*

#### EXTREMES IN SCHOOL MANAGEMENT.

The following essay by Supt. C. C. Cory, of Pella, Iowa, on the evil effects of introducing extremes of method into our plans of school management, is worthy of attentive consideration. Even if those who read cannot accord with him to the fullest extent, even if they think his case against over-methodizing is urged with a little too much zeal, they may well carefully consider his view of the case. The sin of pushing a good thing to the extreme which makes it a bad thing is a very common one in our day. Such criticism as will enlighten us to our faults in this regard, cannot fail to do us good:

"Methods are the machinery used for carrying out plans. We divide our schools into sections and classes, the better to accomplish a purpose. We have our course of study, our programmes of work, our rules of government for a like reason. No one need object to this. But when the great purpose for which these methods were adopted is lost sight of; when the soul of the teacher is wrapped up in the 'how to do' rather than in 'what to do' or 'why do'; when the minor details receive more attention than grave results; when the parchment is wholly hidden by the 'red tape' around it; then may all with reason put in objections.

"We judge by results, not by the means used to attain those results. Forty years ago a score of orders was deemed necessary for the militia-man to properly load his musket, and half that number to discharge it. But the simple, 'Ready, aim, fire,' of to-day does the work as effectively; neither is the bullet sent with less certainty to its aim. The former was well adapted to dress parade, more æsthetical, perhaps, but hardly as well adapted to active warfare.

"So with teaching. The patrons of our schools may sometimes have occasion to whisper 'dress parade' when they witness the manipulations of some of our schools. While the eye is ever ready to take in and observe the beautiful, the solid sense will hardly be satisfied with anything short of solid worth; gilt soon wears off; gold is enduring and satisfying; no teacher need expect continued favor, much less success, who mistakes the means for the end, and



labors for the one to the neglect of the other. In some of our schools a rule obtains that each class shall cover a prescribed amount of work, familiarize themselves with a specified number of pages in the different text-books, in a given time. If the different members of the class pass a creditable examination at the end of a specified time, well and good; they pass. But if one poor unfortunate fails to make the required per cent., he does not pass. Sometimes he ought not. But every observing teacher of experience well knows that scholars of worth, scholars the peers of the best in the class, in all that goes to make up honest worth, sometimes fall below the established standard, and are not allowed to pass to the next higher grade. Trivial technicalities sometimes eclipse real worth.

"In one of the foremost schools in the State, a young man was defrauded of his rank in the class merely because he spelled one little word wrongly. He had spelled it correctly a score of times in the same paper. The result was he ranked second to an inferior classmate in the published reports. The teacher mentally rebelled, but such a course was demanded by the methods then in use.

"In this way an injustice to real merit is often done. What teacher does not know the standing of the scholar as well before examination as after? If a class in any grade, through the carelessness of the teacher in charge, accomplish the required work in less than the allotted time, what then? It is charged that sometimes such a class has been held at the specified limits for weeks and not allowed to advance in their work. The rules demanded it. Rules must be kept inviolate even if the scholar suffer! He is made for the school, and not the school for him! The teacher, in such a case, is supposed to have done her work in an imperfect manner, and is to blame. If the class fail to do the specified work, then there is again something wrong with the teacher of the class. She must be held responsible. What if she plead earnest effort and unsparring pains, or a wide difference in the ability of the classes? There is a failure, and she being human has erred! The rule cannot be in error, for that is not human, not humane, for that matter. Teacher and class may be blamed, may suffer; but 'our methods' must be carried out without 'variation or shadow of turning.' What is the use of having rules unless they be lived up to? Did it never occur to such a teacher that a little elasticity in rules will not vitiate their strength?

"Every well-prepared programme divides school time into recreation and study hours. This is all well. But is it just the right thing to say that every scholar in such class shall devote the time allotted to any one study to that alone, and always, and not be allowed to leave it, when learned, for another? If one brighter than others in the class needs less time for a certain lesson, but more for another in which he finds greater difficulty, is it not an injustice to him to be held to the strict letter of the law? And yet such things do happen.

"In moving classes much needless circumlocution is employed. Of course every class must be moved at all times and under all circumstances by the same signals and in the same exact order! Uniformity is order always! Our worthy ex-State Superintendent, Prof. Von Coelln, gives a good illustration. He relates that in one school which he visited, nine taps of the bell brought the class promptly and orderly to the recitation seat, and as many more returned it in safety and in an orderly manner to its seat. Nine signals seem rather superabundant to move any class; but how all-sufficient they seem when, as in the case cited, the class consists of only one young man. Doubtless the teacher acted very conscientiously in the matter; but her conscientiousness did not go far in developing the individuality or the independence of the scholar, and possibly developed a feeling of contempt on the part of the young man for rules and regulations in general.

"But little more wisdom was shown when another teacher suspended recitations an hour while a boy went for her call-bell carelessly left at home. A bell had always been used to move classes, and strict method required it then.

"Over-methodizing may defraud the scholar out of his rights, out of that which was promised him by his teacher. Fifteen-minute recesses are very often laid down on our programmes, in which time the scholar is promised a release from the exactions of the school-room. He understands that this time is his, to be used in any proper manner that he may choose. And yet he is not unfrequently required to surrender one-half of it for forming into lines, marching and counter marching, or worse yet, in waiting.

"Several years ago the writer saw the scholars of two rooms kept in line several minutes, one bleak, wintry day, while the teacher of one room brought a dish of water and one small boy near the head

of the line washed and dried his hands and received his reprimand. The other line could not be allowed to pass through its separate door till the line in which was the boy of the dirty hands had entered. The usual methods must be carried out to the letter. Exposure of the child's health, or the deprivation of his promised rights, are of minor importance! What right had that teacher to punish the whole school—yes, two schools—for the fault or carelessness of one boy? Why did she not draw him out of the line and let the others pass in? Doubtless because there was no precedent for it. 'Ye pay tithes of mint and anise and cummin and neglect the weightier things of the law,' is as true here and now as when proclaimed by the Great Teacher nineteen centuries ago.

"Treat all your scholars alike, show no partiality, is an excellent rule. In order to carry out this law, a sob of rules is laid down covering as many possible cases as the fertile mind of the teacher can suggest, and each rule has its exact and specific penalty attached. Happy in the consciousness that the best methods have been adopted, and that all may now be treated impartially, the work goes on. Two scholars have broken the same rule—one a timid little girl, as delicate and frail as she is conscientious and obedient, carefully nurtured by loving parents, and a stranger to the penal code; the other, the proverbial 'worst boy in the school,' to whom punishment is a pastime. Ten minutes on the floor, exposed to the gaze of the school, is agony to the one and a recreation to the other. And yet some teachers seem to think that in thus carrying out the letter of the law they are guilty of no crime! Time may not reveal the fact to their sluggish minds, but eternity will. A little less method and more common sense would have resulted in less cruelty to the one and a better correction to the other.

"A cast-iron rule is the wisdom of fools,' is a proverb that applies to school economy no less than to political, and the teacher that is not able to adjust methods to particular cases has yet something to learn in theory and practice. Too much method is bad enough in the hands of an otherwise prudent teacher, but when applied by ignorance certainly is not much improved.

That exactness which takes all responsibility from the scholar and yet holds him responsible for every little irregularity, is not calculated to bring about the best results. Tell the scholar what you require of him, and point out to him the precise manner in which everything must be done; omit not the slightest detail; train him day by day to act out your mind in your manner, and, pray tell, what is there left of him? It is all of you. No child of spirit or enterprise will willingly submit, and he ought not. His obedience will be yielded under protest, and it should be. None but slaves have long submitted. Manhood rebels against such tyranny. To illustrate: In one of our city schools, it is said, is a rule that no child, in passing up or down stairs, shall break the line, or the step, or speak, or whisper, or look backward, or sideways, or put a hand on the hand-rails, &c., &c. If any one of these multitudinous parts of the rule is broken, the 'culprit' is recalled to his room and set to work at some task, writing a certain number of words on the blackboard, or studying so many minutes, or some other similar punishment. What is study worth to him under such circumstances? And is there any love of study awakened in the mind of the scholar? Will he not soon learn to associate books and study with punishment? And what but fear is the restraining force? Has his honor or love of right, for the sake of it, been developed? "Several years ago I saw, while visiting Massachusetts State Prison, a practice somewhat similar, though less exacting in some things. Hardened criminals were being dealt with there. Fear was the inciting cause to obedience, and continual punishment the end to be attained. Shall we make our schools institutions of like character?

"The boy is the man in embryo. He is a distinct individual now as well as then, possessed of attributes and native qualities peculiar to himself, either as boy or man. To so develop the better qualities, and so increase their growth that they will overtop the worse ones, will generally more successfully develop the better man. Being peculiarly sensitive, he is easily influenced by whatever transpires around him; being full of curiosity he sees everything, estimates each and all, and if of value seeks to make it his own, and if thought worthless he throws it aside. No eye is keener than his to discern the ludicrous or ridiculous; and while at times he may show that he is well stocked with both, he will not willingly yield his consent to have them practised on him by others. He often chafes under reasonable restraints, but his better judgment urges him to submit; but when his judgment condemns them, the only restraining force left him is either love of reward or praise, or fear

of punishment, both attributes of a lower order. When the best judgment of the scholar is in harmony with the means employed, the teacher's success is well assured. But when the teacher and too much method are found on one side and the boy's nature and judgment on the other, a continual warfare must be waged, and ten to one the latter wins.

"But it may be urged that it would not be wise for a teacher to set aside plans thought to be good merely because they do not succeed. If they are right they must in the end succeed. Are there not other methods equally good that may be substituted? or may not the offensive features be set aside if better results will follow? A successful physician notes the effects of his medicines, and changes them if the effect is bad, and often simplifies his remedies. The quack repeats the dose, let it kill or cure.

"It would be well to keep in mind the saying of the apostle: 'When I was a child I spake as a child, I thought as a child, I understood as a child; but when I became a man I put away childish things,' and put away some of the minutiae of the primary-room discipline, as the grade advances. Each higher grade should be surrounded by a changed atmosphere in methods as well as in books. Methods in every respect proper in the primary classes may be a misfit in the higher grades. Many things may be lopped off and enough still be left for effective work.

Whatever tends to destroy a child's individuality, weakens him and robs him of his best estate.

Take him as you find him; strive to eradicate the bad by implanting the good; instil right principles and desires in the place of wrong ones; refine his grossness of thought and of act, less by precept than example; establish the habit of correct comparisons between right and wrong, between the true and false; teach him to think and to do; be a leader, not a driver. In short, eliminate all the bad you find in him; cherish and develop all the good; improve him all you can; develop his manhood by placing proper incentives before him, rather than a labyrinth of rules and methods around him; but leave him himself, not yourself, nor anyone else, nor simply a parrot, a reflector, a machine. The market is already overstocked with such commodities, individuality is at a premium.

"Such methods, and employed in such a manner as will prove conducive to the best development of the boy into the man, the girl into the woman, enlarged, full grown, true and noble, may safely be retained; but such as tend to stunt his growth, to develop a thing, a dwarf, a man devoid of true manhood, may, with much propriety, be discarded."—*The Western Educational Journal*.

## Notes and News.

### ONTARIO.

A young lad named Green, attending Mitchell school, had his face kicked and mutilated for taking the part of a small boy whom some three or four young rascals were tormenting in the school yard. There is entirely too much of this sort of tyranny going on amongst school boys. Such conduct should be sharply checked and the perpetrators severely punished.

Mr. J. A. Young has been re-engaged for next year as teacher of Ethel Public School. His salary has been increased to \$500, which is the best possible index of the efficient and faithful services he has rendered in the past.

The Council of the Ontario School of Art have resolved to grant twelve scholarships, each representing three years of free tuition, to pupils from the public schools of the Province, and six to pupils of the high schools of the Province. The competition for the scholarships will be by examination conducted by the Council.

John W. Shaw, son of the principal of the Brussels Public School, has been engaged as teacher in School Section No. 3, Grey, for 1884, at a salary of \$450. The trustees of this school seem to be very fortunate in securing good teachers.

The many friends of Mr. Peter Moir, son of Mrs. Margaret Moir, Usborne, will be pleased to hear that he has been re-engaged as Principal of the school at Sterling, Colorado, for the ensuing year, at a salary of \$100 per month.

Mr. John B. McKay, late of Clinton, has just been appointed writing master of Kingston Public Schools, at a salary of \$1,000 a year. Although only about 23 years of age, Mr. McKay has already held several important positions, in all of which he has distinguished himself as an expert and beautiful penman.

The annual course of half-hour addresses, which is so interesting a feature of Cobourg Collegiate Institute life, was with an address on "The Benefits of a Classical Education," by Rev. F. H. Wallace, B.D. The subsequent addresses will be on "Then and Now," by Dr. Nelles; "Choice of a Profession," by Rev. Hugh Pedley, B.A.; "Politeness," by Rev. D. L. McRae; "Punctuality," by Rev. Joseph Young; "Our Evenings," by Rev. J. Rice; and "System in Study," by Rev. Jas. Roy, LL.D.

The subjects for the Townsend prize speaking and De Forest medal at Yale College are as follows:—1st—Bankruptcy laws; theory of them; difficulties of them; history of unsuccessful attempts to enact them in the United States; reason of failure; history and criticism of those which have been enacted; judicial interpretation of the same; pending proposals and existing facts in regard to them; English legislation. 2nd—The civil and political significance of the Reformation. 3rd—The influence in literature of the Tractarian Movement in the English Church. 4th—Turk-gemeff and Russian politics. 5th—Satire as an element in Roman literature. 6th—Contrasts in the history of parliamentary Governments in England and in France. 7th—Hildebrand. 8th—Civil and social rights; define and distinguish guarantees of each; history and criticism of legislative attempts to secure each; race question connected with each; negroes and Chinese. 9th—Local and self-government as illustrated by Mr. Gladstone's attempt to solve the Irish Problem.

The West Huron Teachers' Association met in the High School, Goderich, the President in the chair. The committees necessary for forwarding the business of the association being nominated, and the business committee reporting, the programme was proceeded with. Mr. J. C. Smith was called on to read his paper on "The Teacher's Duty." Mr. R. E. Brown then read an essay on the "Means and Ends of Education." He stated that a university medal did not make a practical man, nor necessarily a useful man in society. The teacher should be practical and abreast of the times. Education should be for the best interests of mankind, everything should be excluded which is out of date.

Mr. J. C. Linklater, formerly of East Wawanosh, has been engaged as second teacher in the Clinton Model School at a salary of \$500 per annum.

Mr. John Wilson has been re-engaged as teacher in School Section No. 9, Hullet, for next year. This will be Mr. Wilson's eleventh year in that section, which shows that the trustees know enough to retain a good man when they have one.

The following teachers have been engaged for the coming year for Exeter Public School: 1st room, Mr. Gregory; 2nd, Miss Dixon; 3rd, Miss Vosper; 4th, Miss Hulse; 5th, Miss Croley; 6th, Miss Helyar.

The re-engagement of the present teachers in Stratford Public Schools has been decided on at the following salaries: Mr. Chadwick, \$800; Miss E. L. Walker, \$475; Miss Ross, \$375; Miss Greenly, \$350; Mrs. Miller, \$375; Miss E. Walker, \$325; Miss Mackenzie, \$300; Miss Hay, \$275; Miss Duncan, \$225; Miss R. Walker, \$325; Miss Gordon, \$275; Miss Hopburn, \$200; Mrs. Warburton, \$350; Miss L. Dent, \$300; Miss B. Dent, \$300; Miss Patterson, \$300; Miss Forman, \$250.

The staff for next year at Brussels is: J. Shaw, principal, salary \$700; Miss Higgins, 2nd room, salary \$325; Miss Ross, 3rd room, salary, \$260; Miss Ross, 5th room, salary, \$225.

All the female teachers in St. Mary's Public School have been re-engaged for 1884. All but one have received an advance of \$25 in their salaries. The teachers and salaries are as follows: Miss Campbell, \$400; Miss J. Knox, \$325; Miss Cruttenden, \$275; Miss Watt, \$275; Miss Barbour, \$275; Miss A. Knox, \$250; Miss A. Wilson, \$225; Miss Pook, \$225.

Mr. George Moir, who for several years has filled the position of Principal of the Public Schools of St. Mary's, has decided to go into the newspaper business, and has purchased the Exeter *Reflector*. He has already taken possession, and the Trustee Board, at a meeting on Monday evening last, allowed him to employ a substitute for a month. Mr. Moir will certainly make an energetic newspaper man, and will bring the *Reflector* into the front rank of local journals. We wish him all success. Mr. Moir received a purse of \$165 and a beautiful address previously to his resigning the principalship. Mr. Laird, of Avondale, is Mr. Moir's successor.

The semi-annual convention of the Toronto Teachers' Association concluded its session Saturday forenoon. During the convention several important papers were read, particularly upon the effect on young pupils of competitive examinations. A motion was passed requesting the School Board to employ professional oculists to make a careful examination into the condition of the eyes of the pupils in one or more Public Schools, with a view to finding whether shortsightedness exists to a large extent, and of suggesting the best means of preventive.—*Globe*.

At a meeting of the Toronto Ministerial Association held in Shaftesbury Hall Nov. 5th over forty ministers were present. A plan for the systematic visitation of the Public Schools by resident ministers was submitted by Dr. Rose, and, with some slight changes, was adopted. Once a month at least the scholars and teachers of the schools may expect a visit from some one or more of the ministers, to give counsel and encouragement in connection with the work of Public School education. We chronicle this new departure with unfeigned pleasure. Ministers everywhere should fall in line and imitate this noble example. A few visits to our schools will cure them of the "Godless" heresy, and will do more real good to the rising generation than cataracts of eloquence on scepticism, scientific intellectualism, Darwinism, Tyndalism, and other threadbare topics. Gentlemen of the white choker, welcome to the Public and High Schools, come on.

Of the 46 candidates from the Chatham High School who wrote at the July examinations, 41, or 89 per cent., passed, viz.:—18 Intermediate, 20 Third Class, and 3 Second B's. Miss Addie Stone, a pupil of this school, matriculated at Toronto in July, with honors in French and German.

Mr. C. W. Chadwick has been appointed principal of the Stratford Model School at \$800.

Thirty-four teachers' conventions in Ontario have recommended Gage's Canadian Readers, while *not one* has recommended the Nelson-Campbell Royal Readers. Who are better judges of the merits of readers than the teachers?—*Canadian Statesman*.

This department is under obligation to many friends who send copies of local papers containing valuable items of educational news. If such friends would kindly mark the items, or, still better, enclose them in an envelope without sealing, the work of the editor would be greatly facilitated. In this matter we must throw ourselves entirely upon the kindness of our friends, as we have found from expensive experience that it is absolutely impossible to collect the current educational intelligence in any other way. To friends who will regularly send us the news of their several districts, we should be glad to send in return copies of our numerous exchanges. We want a local correspondent in every township in the province.

Clarke Moses, Esq., I.P.S. for Haldimand, was presented with a \$200 gold watch and chain by the teachers of his inspectorate, as a slight acknowledgment of their appreciation of his many merits.

Mr. Marcus Jacques, of New Hamburg, has been appointed principal of the Perth Model School at a salary of \$650.

The *Georgetown Herald* speaks to the point regarding low salaries. It says: "We believe that the Public School teachers of Georgetown receive about the smallest pay for their work of any in the province. The idea of a young lady spending her time and money preparing herself to teach, and then receiving the noble sum of \$225, \$230, or at the highest \$250. Why, an ordinary house servant receives better compensation than that. Now, what is the result of this parsimony? Simply that no good teacher will remain here for any length of time, and as a consequence the schools are suffering from constant change. The small salary granted to our teachers has the effect of driving those best qualified into other employments, to the serious injury of the educational interests of this country." Long live the *Herald*.

At the last intermediate examination of the Strathroy High School, one-quarter of all grades obtained certificates. Out of twelve candidates for second class, six obtained grade A and five obtained grade B.

CANADA SCHOOL JOURNAL.—The November number of the CANADA SCHOOL JOURNAL in addition to pungent editorials contains Dr. Oldright's admirable paper on School Hygiene, read at the recent meeting of the Ontario Teachers' Association, a number of well-selected articles, and news items interesting to the members of the profession for whom the magazine is especially designed.—*Canada Presbyterian*.

The salary of Miss Pottinger, assistant in the Sarina High School, has been increased to \$550. Mr. Wark, principal of the Model School, has also received an addition of \$100 for extra duties, making his salary \$850.

The Strathroy High School Board is to be congratulated on the acquisition of Mr. Wetherell as head master for their school, at a salary of \$1,400 per annum. For the last two or three years he has occupied the position of head master of the St. Mary's Collegiate Institute, with distinguished success. As successor to Messrs. Hodgson, Dale, Tylor, and even Dr. McLellan in his last position, he has proved himself able to keep up the high standing of that school, and in Strathroy there is every reason to believe he will be even more successful. Mr. Wetherell has made himself a reputation during the last few years by his editions of classical works, such as Virgil and Cato Major. These books are highly valued by the students for whose use they are intended.

Perhaps some of our readers can tell what the London *Advertiser* means when it says: Now that the school holidays are approaching we sincerely hope we shall hear of a present being given to some teacher because of its intrinsic value. This "token of esteem" business does not cost enough to be interesting.—*Stratford Beacon*.

SWEABORG PUBLIC SCHOOL.—With pleasure we have been informed that the trustees of this school have voluntarily and unsolicited added a sum of fifty dollars to the salary of Mr. Theophilus Joseph Parr, who has been in charge of the school during the past year, thus furnishing the snug little sum of \$525 per annum for duties well and faithfully done. The trustees have, we think, acted wisely in so doing, and have abundantly testified to their own intelligence in so quickly discerning the "pure gold" in the character and capabilities of their young teacher. Mr. Parr is an excellent scholar, and a matriculant of the Toronto University, also an accomplished elocutionist. We wish him still further success, and trust that other honors await him in this as well as in the higher office to which he aspires.—*Sentinel Review*.

The following are the demands of the *Catholic Record* in regard to the Separate Schools:—"1. The portfolio of education kept in the hands of a minister, who should be assisted by two deputy ministers, one of them a Catholic. 2. A Council of Public Instruction, and this divided into two sections, one Catholic, and the other non-Catholic. 3. The 'establishment and partial endowment' of a Catholic University—that is, the payment of money out of the provincial treasury in support of a Catholic College with university powers. 4. A Catholic Normal School for the training of teachers. 5. The establishment of Catholic High Schools for boys, and public aid for both these high schools and the convent schools in which girls are now educated. 6. A Catholic central committee of examiners, and also Catholic county examiners. 7. A system of inspection of Catholic schools corresponding to the present system of inspection of Public Schools. 8. Township school districts and boards of trustees, with those schools that are supported by a Catholic majority considered as Catholic schools, and those supported by a Protestant majority treated as Protestant. 9. Special legislative aid granted to 'dissentient schools, whether Protestant or Catholic,' whenever the minority find difficulty in supporting them properly. 10. No text-books approved for Catholic schools by the Education Department without the consent of the Catholic portion of the proposed Council of Public Instruction. 11. No Catholic permitted to apply his school taxes to the support of any other than a Catholic school, and a share of the taxes paid by corporations, apportioned according to the ratio of Catholic to Protestant population, applied in support of Catholic schools. 12. Power given to a Catholic or Protestant minority to apply their taxes in support of a school of their own complexion in an adjacent municipality."

#### NOVA SCOTIA.

The annual session of the Provincial Normal School at Truro opened on the 14th ult. On the platform of the spacious Assembly Hall were seated Ex-Governor Archibald, Dr. Allison, Supt. of Education, Col. W. M. Blair, M.P.P., the Faculty of the School, and a number of the leading citizens of Truro. The inaugural address was delivered by Principal Calkin, and was a very able presentation of the true details of school education. Short addresses followed from Professors Hall and Eaton, Ex-Governor Archibald, Col. Blair, and the Superintendent of Education. It was announced that over one hundred and fifty applications for admission had been received, and that one hundred and twenty pupil-teachers were in actual attendance. Mr. D. McD. Clarke has been engaged temporarily to take charge of the newly organized preparatory department.

The annual Convocation of Dalhousie College was held in the Legislative Assembly room on the 30th of October. A brilliant audience was in attendance. Dr. Weldon, Dean of the Law Faculty, delivered the customary oration. The provisions made in various countries for legal education were interestingly discussed, and an eloquent sketch was given of the great rival systems of Roman and English law. The address, which was an exceedingly able one, concluded as follows:—"To praise the English common law 'is wasteful and ridiculous excess.' No one needs to praise it. No one needs to praise the Parthenon, or the Venus de Milo, or the Sistine Madonna, or the symphony in C, minor or King Lear. England is one of many great nations. The English literature is one of many rich and beautiful literatures, but the English law is one of the great systems of jurisprudence. This wonderful fact says more than a hundred eulogies. So much of the best brain and blood of the brightest men of the cleverest race in Europe has gone to build up the common law of England, that it behooves us all in our studies to come with the reverence of children and sit at the feet of those statesmen, lawyers, and judges, who through so many generations have been formulating this law. We know how arduously these men wrought for us, with what fortitude they suffered, with what calm faith they did their duty in their time, leaving their fame to the wise years that were to come, and we cannot study their works without feeling

"Our hearts run o'er,  
With silent worship of these great of old,  
These dead but sceptred sovereigns  
Who still rule our spirit from their urns."

The customary announcements regarding exhibitions and bursaries were made. A very large and promising Freshmen Class had matriculated. The new Law School had a registration of about 40. Altogether Dalhousie's prospects were never brighter.

A Chair of Didactics has been established in Acadia College. The acceptance of this Chair by Mr. Rand, Chief Superintendent of Education for New Brunswick, removes from the direct sphere of public education one of its most accomplished, successful, and widely known representatives. Some little controversy has arisen among the friends of Acadia College as to the wisdom of establishing such a Chair at this precise juncture. Dr. Rand's qualifications for filling it efficiently, say, his ability to give it special character and value, are universally assumed. The Doctor's return to Nova Scotia will be warmly welcomed by friends made during his administration of educational affairs there.

There are upwards of 500 pupils registered in the Public Schools of North Sydney, C. B. This is the largest registration on the island of Cape Breton. The schools are in an eminently satisfactory condition.

Benjamin Curren, Esq., M.A., D.C.L., for a number of years past Supervisor of Schools for the city of Halifax, has resigned. Considerable interest attaches to the appointment of his successor. The Supervisor is purely an officer of the local board, having no Provincial authority or responsibility whatever.

The Junior and Senior Exhibition and Bursary Examinations at Dalhousie College took place on the 18th and 20th ult. Results will be announced next month.

The following is the report of proceedings of the Provincial Educational Association, resumed from the September issue:—

The first day's evening session was introduced by an admirable paper on "The Kindergarten System," by Miss Jessie Campbell. As a practical Kindergarten teacher and graduate of a noted institution in the United States, where the principles and practice of the system are scientifically taught, Miss Campbell was enabled to unfold her subject in a most lucid manner. A large and brilliant audience was in attendance. The Committee on a "Course of Study for High Schools" reported, and some progress in discussing the report had been made when the hour for adjournment arrived.

Thursday morning's session was led off by E. H. Owen, Esq., of the Lunenburg Academy, with an outline of "Practical Methods in Navigation." Mr. Owen's methods, which have been applied with great success in the busy maritime town in which he resides, elicited several pertinent interrogatories, and seemed to strike the association very favorably. Then followed an interesting class exercise on Botany, by Miss Findlay, of Dartmouth. Miss Findlay succeeded not only in exhibiting a well-trained class, but in showing the capacity of children to acquire scientific information. She very appropriately took the opportunity to advise teachers not to neglect the training of the observing powers and the faculty of generaliza-

tion. Time required for cultivating a proper acquaintance with the facts and laws of nature might be gained by paying less attention to mere memoriter recitation, which does little to feed and strengthen the mind.

F. H. Eaton, A.M., Professor of Mathematics in the Provincial Normal School, then presented a paper on the "Certification of Teachers," which was received with great attention. He regretted the fact that numbers of teachers possessed certificates who failed to impress any one with the idea that they possessed an adequate amount of knowledge and understanding to entitle them to hold them. Teachers' education was too much theoretical and not sufficiently practical. For the holders of third class certificates particularly he thought something should be done to urge them to greater proficiency and the obtaining of a higher degree; the time of such certificates might be limited instead of permanent. He advocated a connecting link between high schools and colleges, and thought matriculation of the latter from the former should be abolished on certificates of competency from the Educational Department. He advocated far greater attention in our educational system, to scientific experimentation, physiological psychology, history of education and educational literature. He would like to see greater unanimity in the educational system throughout, from the primary common schools to the highest education, and advised the use of all methods for elevating the general standard of instructors and instruction. His paper treated of a very pertinent subject in a very interesting and, in the points touched upon, exhaustive manner.

J. B. Calkin, Esq., A.M., Principal of the Provincial Normal School, next read a very interesting paper on "Composition," treating the subject in detail. He gave his views in a lucid manner as to the best methods of instruction in the great art of being able aptly to express one's thoughts; and illustrated his remarks with examples of various styles of rhetorical accuracy and inaccuracy. Some of these were amusing as well as very telling, and the whole matter was represented in a very attractive style.

At the afternoon session, Mr. Lay, Principal of Amherst Academy, read a paper on the "Examination of High Schools." Examinations he said were held for two purposes, first for the purpose of having knowledge tested, as in schools and colleges; secondly, for the purpose of selection, as for teachers. Examinations act as a stimulant. This is proved by the higher standards, as in the London University. Again, examinations exact from each candidate correct, clear, and distinct expression. He lamented that we had no educational tests universally applied that would bring us up to a common standard. He advised that two examinations be held in all High Schools, one at the end of the second year and another at the end of the third. He then reviewed the various examination systems in other countries, and afterwards proposed a system that he thought would not cost much and would meet the wants of the country.

The paper provoked a lively discussion, perhaps the most lively of the session. It was participated in by Prof. Eaton, Dr. Allison, Mr. McEachern, and Principal Calkin.

Dr. Allison, in answering a question concerning the necessity of having all teachers take a term of professional training, said that what other provinces had done, Nova Scotia could do. We were equal to any. Nova Scotians stood as high in the professions, in politics, in science, in literature, as the people of any other land, and referred to Dr. Dawson, of McGill, Professor Newcombe, and others. He considered that if we were, as some alleged, a poor people, we could and should bequeath our progeny a good sound education, the genuine article without adulteration.

The following resolution, moved by the Secretary, Mr. McRay, and seconded by Mr. Burbidge, M.A., was adopted after a brief discussion:

Whereas, It has been proved by the experience of our own and other countries that final High School examinations with the granting of diplomas has done very much to stimulate High School work;

And whereas, Greater uniformity in the work of our High Schools is desirable;

Therefore resolved, That this Association hereby expresses its opinion that the time has come when the Council of Public Instruction would act wisely in making arrangements for such unification of High School work and examinations without unnecessary delay.

The evening session was chiefly devoted to the discussion of the proposed Course of Study for High Schools. Before the discussion began the result of the ballot (previously taken) for members of the

Executive Committee was announced, as follows: Principal Mackay, Pictou; Miss McIntosh, Halifax; Miss Silver, Lunenburg; Inspector Morse, Annapolis; Principal Lay, Amherst; H. S. Congdon, Dartmouth; Ass.-Sec. McEachran, Antigonish.

Mr. Murray (Pictou County) criticized the course as being in his opinion defective in the provision made for some of the sciences.

Mr. Alex. Mackay defended the course as it stands, as being the most logical, and supported his views, which he had satisfied himself by experience were correct, by quoting from so great an educationalist as Dr. Bain, one of the first men on the subject in the old world.

Mr. Murray at this point said he had been misunderstood, and agreed with the others, so far as the science subjects were concerned.

Mr. Magee then moved, seconded by Mr. Murray, that book-keeping by single entry be made compulsory in the first year's work, and double entry optional in the second year. Principal Calkin suggested that it would be better to omit the clause relating to the second year's work at present and let that take the form of a motion when considering the second year's work. The mover and seconder agreed to this and the motion was put and passed.

After a short discussion the second year's course was adopted, with two slight modifications.

The third year's course was immediately proceeded with, and was discussed by Mr. Davidson, Mr. Tuttle, Mr. McEachran, Mr. Burbidge, and Professor Calkin, and was, after a short and sharp criticism, passed without amendment, Wormell's Natural Philosophy having been dropped from the course by mutual consent.

The whole course was then passed as amended.

It was moved by Principal Burbidge, seconded by Inspector Congdon, that a committee of seven be appointed to inquire into the whole subject of superannuation of teachers. Carried, and the following appointed:—Messrs. Burbidge, Lay, Calkin, McArthur, J. A. Smith, Waddell, Elliott.

Votes of thanks were then passed to the Press for admirable reports, to the railway and steamboat companies, the military authorities, the Y. M. C. A., and all who had in any way shown interest in the meetings.

The second annual meeting of the Alumni Association of the Provincial Normal School was held at Halifax on the 13th July. The chair was taken by W. H. Waddell, Esq., Professor of English in the Halifax High School. He then read a paper on "Teaching as a Profession," in which he showed that it could be made a profession in this province only by the elevation of the educational standing demanded of the teacher. He advocated the compulsory attendance of teachers at the Normal School, the elevation of the standard of admission into that school, and the devotion of a greater part of the time to professional as distinguished from non-professional subjects.

Rev. R. Murray read a short paper on the establishment of a professorship of education in connection with one of our Universities. He showed that the necessity for such a chair existed from the fact that there are 1,900 teachers alone in Nova Scotia, while there are in the Dominion 15,000 for whom it would be especially adapted, saying nothing of those in the other professions for whom it would be equally advantageous. Already there are 11 such chairs in Germany, and all Scotch professors and teachers were in favor of the movement.

A discussion on this and the previous paper was participated in by Prof. Forrest, Prof. MacGregor, Dr. Allison, N. King, and Prof. Eaton.

Mr. J. T. Bulmer then read a paper on the importance of establishing a national bureau of education. He gave a short account of the origin of this department in connection with the Government at Washington, and pointed out the enormous strides made in educational progress in the United States through this agency alone; its usefulness in disseminating information in regard to the methods in use in imparting primary and collegiate instruction.

In endorsement of this, the Superintendent read extracts from the publications of the department, translated from a work used in Switzerland, which he considered one of the best publications on the subject he had ever seen.

Steps were immediately taken by the Alumni to present their views on the importance of the subject to the Government, and also to secure, if possible, from the United States Government a number of their publications, until a similar department is established in Canada.

Principal Calkin, A. H. Mackay, and H. S. Congdon were appointed a committee to carry out the views of the meeting.

They then appointed the officers and executive for the ensuing year:—President, Principal Calkin; Vice-President, A. H. Mackay; Secretary, H. S. Congdon; Executive, Messrs. Alex. Mackay, J. Parsons, H. Waddell, Miss Sarah Findlay, Miss Mackintosh, Miss Mary Hamilton.

The committee decided to have a supper at the next annual meeting, which will be held in Truro.

### NEW BRUNSWICK.

A very pleasing occurrence took place at the Education Office, Fredericton, Nov. 17, at 11 o'clock, when a committee from the teachers of the province waited on Dr. Rand and presented him with a testimonial of their regard and esteem for him before his departure to his new field of labor. Among those present were His Hon. Gov. Wilmot, Dr. Jack, Hon. Surveyor-General (the only member of the Executive there that day), Hon. A. F. Randolph, Auditor-General, Mrs. Rand, Mrs. Steadman and others. Inspector Mullin, chairman of the committee, read the following

ADDRESS.

To Theodore H. Rand, D.C.L. :—

DEAR SIR,—On the eve of your departure from New Brunswick, after twelve years' service as Chief Superintendent of Education, we, on behalf of the teachers of the province, take great pleasure in expressing to you our deep sense of the eminent services which you have rendered to the cause of education.

We desire to assure you how fully we have appreciated the hearty sympathy and co-operation which you have always been ready to give to the teachers of the province in their efforts after professional excellence.

We wish to express to you our admiration of the ability, energy and devotion which you have always brought to bear upon the work of organizing our Free School system.

We beg that you will accept this epergne as a very small token of the warm and kindly feelings entertained towards you personally by the teachers of the province, and in saying farewell to you we would express our earnest hope that both yourself and Mrs. Rand will enjoy every happiness and blessing in the new sphere of life to which you have been called.

(Signed)

ELDON MULLIN,  
JEREMIAH MEAGHER,  
H. V. B. BRIDGES,  
G. R. PARKIN,  
WM. CROCKETT.

Accompanying the address was an elegant piece of plate in the shape of an epergne, ornamented with chased, frosted, and gilt finish and handsome cut glass, selected especially by Mr. S. F. Shute, to order, from the Pairpoint Manufacturing Co., of Bedford, Mass., and bearing the following inscription:—

Presented to Theodore H. Rand, D.C.L.,  
Chief Supt. of Education, 1871-1883,  
On his resignation of office,  
By the teachers of New Brunswick.

Dr. Rand very feelingly replied in the following words:—

DR. RAND'S REPLY.

It affords me much satisfaction, gentlemen, to receive from the teachers of the province, and at the hands of so representative and influential a committee of their number, these expressions of your professional regard and personal esteem.

You have been pleased to characterize my services to the cause of education as eminent, and have referred appreciatively to my sympathy with all efforts among teachers for professional excellence, and expressed your admiration of my labors in organizing our free school system. While it is true that I have withheld from the school service nothing that I possessed, I could have accomplished little apart from the co-operation of others, especially the teachers. The real efficiency of our school system must rest in the last analysis upon the directive energy and intelligence of those who preside in the school-rooms of the province, and if my labors have been of service in securing improvement in the qualifications of our teachers, as well as increasing the facilities for the wise and economic exercise of these qualifications, it is a source of gratification to me. I indulge the hope that in the new sphere to which I have been called I may be able to promote the professional interests of teachers, especially of those entrusted with the secondary education, in a more important measure than has hitherto been possible to me.

Most gratefully do I accept this beautiful epergne from the teachers of New Brunswick, as a token of their personal esteem.

I shall never look upon it without thinking of the men and women (all of whose names are in my possession, though their faces may not be familiar) who wrought with me for the intellectual and moral development and training of the youth of New Brunswick, and invoking upon their labors the richest of heaven's blessings in the years that are before them.

Mrs. Rand unites with me in an expression of hearty thanks for your kind wishes for our future happiness.

THEODORE H. RAND.

To Eldon Mullin, G. R. Parkin, A.M., J. Meagher, W. Crockett, A.M.,  
H. V. Bridges, A.M.

The occasion was a most pleasant one, and all present expressed themselves in terms of deep regret at the departure of Dr. Rund. and as heartily joined in best wishes for his future success and happiness.

Previous to the departure of Dr. T. H. Rund to his new field of labor he was entertained at a complimentary dinner by the citizens of Froberieton. The assembly, numbering about fifty, was a most representative one, and the expressions of personal respect were very warm and earnest, while a tone of hearty sincerity characterized all that was said.

### MANITOBA.

#### PRESENTATION TO ARCHDEACON PINKHAM, B.D., LATE SUPERINTENDENT OF EDUCATION.

A large representation of both sections of the Board of Education, the Provincial Government, the Board of School Trustees, of Winnipeg, the City Teachers, pupils of St. John's College and the general public, assembled in the education offices Wednesday, at 4 p.m. for the purpose of bearing a fitting tribute to Ven. Archdeacon Pinkham, late Superintendent of Education, in view of his services to the province during the twelve years of his occupancy of this official position. There were present the Most Rev. Bishop of Rupert's Land, Chairman of the Board of Education, in the chair; Hon. A. M. Sutherland, Provincial Secretary; Mr. J. B. Somerset, Superintendent of Education; Revs. Prof. Hart, Canon O'Meara, and Alexander Matheson, Col. W. N. Kennedy, and Messrs W. J. James and W. B. Hall, members of the Board; Rev. Prof. Cherrier and Rev. Prof. Cloutier, of St. Boniface College; Rev. Canon Matheson, St. John's College; Rev. Prof. Bryco, Manitoba College; Mr. Stewart Mulvey, Chairman of the Protestant Board of School Trustees, Winnipeg; Mr. C. R. Tuttle, Chairman of School Management Committee, do.; Mr. W. F. Luxton; Dr. Agnew; Mr. John Fawcett, A.B., inspector, city schools; Rev. Benjamin Franklin, B.A., inspector, Big Plain; Mr. Galton, principal, Collegiate Department, Winnipeg; Mr. W. A. McIntyre, principal, Boys' Central School; Mr. J. D. Hunt, principal, Girls' Central School; Messrs. Reid, Hewitt, and Bamford, teachers of city schools; Messrs. Fortin, Goulding, and Kirby, students, St. John's College, and others.

His Lordship the Bishop of Rupert's Land introduced the object of the meeting in a very happy speech, in which he reviewed the past condition of educational affairs in the province, and contrasted it with its present state, showing the immense progress that has been made during the last 12 years, which is mainly due to the zeal, energy, and practical ability of Archdeacon Pinkham. His Lordship then read the following

#### ADDRESS.

To the Venerable Archdeacon Pinkham, B.D.

DEAR SIR,—We, the members of the Board of Education, cannot allow the occasion of your retirement from the position of Superintendent of Education for Protestant schools to pass without expressing to you our deep sense of the invaluable services which you have conferred upon the cause of education throughout the North-West by the wisdom and energy of your administrative matters through the 12 years during which you occupied your late position. When we consider that in the infancy of the province, in the midst of grave difficulties and serious discouragements, you initiated and nursed into healthy and prosperous existence our present most excellent and successful system of education, when we remember the patient labor and unwearied energy which you have always bestowed upon the important trust committed to you, when we note the rapid rise of our educational system during your term of office, and recollect that this extension is largely due to your unvarying diligence in the discharge of your important trust, when we think of all this we feel that no public recognition of your services, however hearty, however universal, can be at all commensurate with the debt of gratitude under which you have laid the whole community, by the manner in which you have discharged the duties of your office. We would also desire to place on record our sense of the invariable courtesy and kindness of manner which has always marked your dealings with all with whom the duties of your position have brought you in contact—a courtesy so marked, a kindness so unvarying, that after discharging very faithfully the duties of your post you now retire, and leave behind none who do not entertain feelings of the warmest regard and friendship.

As a token of the sincerity of this feeling to which we have here given expression, we would beg your acceptance of the accompanying watch and chain, and we would express the hope that the abundant blessings of God may rest upon you in the important position which you now occupy, and we trust that you may long be spared to aid the cause of education by your advice and the results of your ripe experience.

Mr. Stewart Mulvey followed with an address from the general committee representing the Board of School Trustees of the city and teachers and throughout the province. He referred to the

proud position which Winnipeg occupied in regard to schools, and attributed this largely to the energy, zeal, and faithful working of the late Superintendent of Education.

#### ADDRESS OF WINNIPEO TRUSTEES AND OTHERS.

To the Venerable Archdeacon Pinkham:

REV AND DEAR SIR,—On this occasion of our first formal notice of your retirement from the position of Superintendent of Education, we desire, on behalf of the trustees, teachers, and friends of education throughout this city and province, to give expression to the universal feeling of appreciation that we believe to pervade all classes of the community in connection with the services you have rendered to the cause of education in this province, and the no less general sentiment of regret that you have considered it necessary in view of other claims upon your time and energy that have presented themselves to you as a call to higher duty to sever those relations that have subsisted for the past twelve years, during which our educational system has developed from the smallest and most crude beginnings into one of which this new province is proud, and of which no community need be ashamed.

In your personal intercourse with school officers your uniform courtesy and urbanity have won the respect and esteem of the people, your unflinching evenness of temper have smoothed over many difficulties; your strong common sense has enabled you to administer the law and regulations with wise adaptation to the ever-varying circumstances of new settlements, and your ready sympathy has been the support and encouragement of teachers and others whose duties placed them in a position to need it.

We trust that in your future sphere of duty your usefulness may be no less marked than it has hitherto been, and that you may find that your conscientious response to the call of duty may be followed not only by the satisfaction that arises from a sense of its faithful performance, but also that you may have the happiness of seeing your field of labor productive and ripe for the harvest.

We beg you to accept this gift, which we are sure you will value the more that it is the spontaneous and unsolicited expression of esteem by many in the city and province, who now address you through us.

(Signed)

STEWART MULVEY,  
W. N. KENNEDY,  
W. A. LUNTUN,  
J. B. SOMERSET, } Committee.

WINNIPEO, 7th Nov., 1893.

The watch and chain referred to in the former address are valued at \$180; and the gift alluded to in the latter is a magnificent silver tea set, with a tray, and also an epergne, worth \$200.

Hon. A. M. Sutherland, Provincial Secretary, spoke at some length expressive of the great satisfaction felt by the local Government at the condition of education in the province, and stated that the Government had taken the responsibility of giving \$1,000 to the retiring Superintendent as a small recognition of his services to this country.

Ven. Archdeacon Pinkham read the following reply:

MY LORD AND GENTLEMEN,—The present is one of those trying times in a man's life when he would fain say nothing, since it is so difficult to give right expression to his emotions.

I know that the too kind words I have just listened to are spoken in all sincerity, because my official career has been limited from its beginning to its close by treatment which left no doubt in my mind as to the sentiments entertained for me by my colleagues on the Board of Education, and all those with whom I have had official connection, and yet, gentlemen, I do not deserve them more than hundreds of others who are animated by as high a sense of duty, and whose work is carried to as successful an issue, but who neither receive the sympathy and co-operation of others while it is being done, nor are rewarded as I have just been at its close.

Adapting the words to suit the occasion, I can say with the author of the Gentle Life, "The hints of others, the kindness of friends, the wants of society, and the general thought floating about the world at the time—these have been the wind and the tide which have given our educational ships so far a favorable voyage, and not the skill of one of her superior officers, though his position has been a prominent one."

I can truthfully say that my work as Superintendent of Education has been a labor of love, that it has been of inestimable value to me in various ways, and that nothing but the strongest sense of duty or the feeling that I was no longer wanted for it could have forced me to relinquish it. I thought at one time that I might have passed my life in the office, while continuing to exercise as far as might be the duties of a clergyman, but when in the Providence of God a wider sphere of usefulness in the ministry presented itself, through the kindness and confidence of my bishop, I felt I must resign my educational work, dear as it had grown.

I shall never cease to be thankful for the benefits I have received from my intercourse with the other members of the Board of Education.

When we consider the state of feeling in this country shortly before its formation as a province, it speaks well for the heads of the different churches and others who were for this purpose associated with them that they have been found co-operating in the most cordial and enlightened manner to evolve a system of education which is attracting attention in different parts of the world, and which will in time, we think, fully justify all the expectations of its admirers. As far as I can remember, there has never been in all our intercourse anything inconsistent with the character of Christian gentlemen, engaged in a most important work. Why my share in it has been so highly appreciated, and why above all else it has been my

lot to have had trustees, teachers, and inspectors willing in almost every case, to co operate in the heartiest way to bring about the results to which all our labors were directed, and a public opinion almost always ready to endorse our action—these are questions I cannot answer,—I can only express my most sincere gratitude that such has been the case.

Gentlemen, accept my heartfelt gratitude for these tangible tokens of your good will. Nothing can ever efface the memory of your kindness during my official career or your munificence at its close.

After a short address from Prof. Hart, bearing testimony to the zeal, efficiency, and marked success of the late Superintendent, the meeting adjourned.

### Teachers' Associations.

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

**NORTH SIMCOE.**—Held in Model School, Barrie, Oct. 25th and 26th. Inspector J. C. Morgan, M.A., president, called the meeting to order at 10 a.m., and the minutes of previous meeting were read by Mr. R. R. Jennison, secretary, and passed. J. M. Hunter, M.A., gave a short report of proceedings of Provincial Association, to which he was delegate, and Mr. Young, another delegate, gave some additional information. On motion by Mr. Harvey, seconded by Mr. Jennison, a vote of thanks was given to the delegates, after which a general discussion took place on the several points mentioned in the report. The afternoon session was largely attended, and much interest was shown in the subjects put forward. Mr. R. Drinnan, of Midland, in showing how he would introduce Arithmetic to a primary class, gave some excellent hints, and at the conclusion of the exercise a spirited discussion arose which was joined in by Messrs. Finney, Harvey, Bartlett, Osborne, and Richardson. The president then gave a clear exposition of his method of treating the subject, which elicited general satisfaction. Mr. C. J. Dutton, of Medonte, took up a junior third class in L.C.M., and succeeded in making the subject thoroughly understood. His method was criticised by several of the members, and Mr. Bartlett exemplified his plans for teaching that rule, and also some of those dwelt on by Mr. Drinnan. The result was that some new and useful features were developed. Miss Cain, of New Lowell, gave an interesting lesson to a junior class, in Geography. In the evening a large audience assembled in the basement of the Congregational Church to hear a discussion on a General Superintendent in lieu of a Minister of Education. The president occupied the chair. The subject was introduced by J. M. Hunter, M.A., Barrie Coll. Inst., and subsequently joined in by Messrs. Harvey, Spotton, M.A., A. McNamara, and Finney. On the motion of Mr. McNamara, seconded by Mr. Finney, it was resolved to postpone further discussion till next meeting to give the members an opportunity of studying the subject more closely. *Second Day.*—Mr. N. N. Barnhart, of Coulson, gave an excellent address on School Discipline. The discussion which ensued was joined in by Messrs. Finney, Young, Harvey, Jennison, and Bartlett, and although some of the views expressed in the address were strongly opposed, Mr. Barnhart maintained his ground with an ability remarkable in so young a teacher. He was tendered the cordial thanks of the association, on the motion of Mr. Harvey, seconded by Mr. Findlayson. The discussion of the Reader question absorbed the rest of the time devoted to business. The debate was opened by Mr. J. L. Robertson, representing the firm of W. J. Gage & Co., and he was followed by Messrs. Harvey, Hunter, M.A., Spotton, M.A., Campbell, McNamara, Richardson, Young, and others. On the motion of Mr. N. Campbell, seconded by Mr. Andrew McNamara, a resolution was passed in favor of Gage's Canadian Readers, by 29 to 6. The convention then adjourned.

**CAPE BRETON.**—The fourth annual convention of the teachers of Cape Breton and Richmond was held in Sydney Academy, Oct. 4th and 5th. About seventy teachers were in attendance. The chair was occupied by M. J. T. McNeil, Esq., inspector of schools and president of the association. After a most instructive address from the president, in which he gave some valuable suggestions on the best methods of giving instruction in the leading subjects of study in Public Schools, the general business of the association was taken up. It consisted of interesting papers on Geography, by Mr. Bissett; The Duties of the Public in Connection with Education, by Mr. E. T. Maclean; Technical Education, by Mr. D. McK. Gillis; Hygiene, by Dr. McKay; and one on The Teacher's Duties, which concluded the exercises of a most enjoyable and instructive meeting. The officers for the current year are: President, Inspector McNeil; 1st Vice-President, A. Kennedy; 2nd Vice-President, Miss A. E. Harrington; Secretary-Treasurer, E. T. Mackeen; Executive Committee, Misses McKenna and Hanrahan, Messrs. Huggerty, McIntyre, and Phalen.

**STORMONT.**—The thirteenth half-yearly meeting of the Stormont Teachers' Association took place in the High School building, Cornwall, on the 25th and 26th October. After the assembly was called to order and the minutes of the preceding meeting read and approved, the real work of the session was begun by Mr. Talbot, who with a class illustrated his method of teaching Fractions. The clear and practical manner in which he dealt with his subject commended itself to those present, and was accordingly commended by them. Mr. Harrington read a carefully prepared paper on Gray's Elegy, which elicited for the essayist the compliments of his listeners. At this stage of the proceedings it was resolved that the strangers present, of whom there were quite a number, including representatives of different publishing houses, should be invited to take part in the discussions. Mr. Talbot took up the next subject, "The Art of Questioning," and divided and defined the different kinds of questions and the purposes of each in a most satisfactory manner. A dispute having arisen as to the eligibility of Model School students to become members of the association, a resolution was passed to so amend the constitution as to make them admissible, also others interested in the cause of education. Miss Carpenter gave an Object Lesson to a class of pupils, selecting for the object a piece of gum-arabic. By a series of skilful questions she drew from the class the names of the different qualities of the substance in hand. It was found to be semi-transparent, amorphous, granulous, pulvurous, insipid, odorous, mucilaginous, and soluble. Its uses were defined—cement, medicine, food. The places where it is procured—Africa and the East Indies. This was a very instructive and profitable exercise throughout. Mr. Harrington came next with a lesson in Grammar, given to a class of his pupils. He first taught the construction of sentences and then their analysis. Favorable opinions were expressed concerning the plan pursued by Mr. Harrington. Mr. Smith introduced his subject, "An Hour with Byron," by sketching in a torso and taking manner the parentage, education, and life of the celebrated poet, so intellectually brilliant, so morally depraved, so hopelessly dissipated. He also read very effectively several selections from Byron's writings which were much appreciated by his audience. A lengthy discussion then ensued upon the question of text-books without, however, securing any decided result. It had previously been decided to hold the next meeting in the High School building, Cornwall, on the first Thursday and Friday in February, 1884.

**CHATHAM.**—The Chatham District Teachers' Association met in half-yearly convention on Thursday and Friday, October 25th and 26th. Though the attendance the first forenoon was rather small, yet on Thursday afternoon and Friday a very large number was present. The different seditments were ably presided over by the president, Mr. Shaw, of the Chatham Business College, and Mr. Colles, vice-president, principal of the Model School, Chatham. Rev. Mr. McColl, the venerable and esteemed inspector for the town of Chatham, opened each day's proceedings with prayer. An interesting programme had been arranged for the meeting, and it was faithfully carried out. The National Method of teaching Reading was discussed in interesting style by Inspector Nicholls, in the absence of the author, Mr. Pucker. Mr. Nicholls, who showed a great deal of versatility with the different subjects which came up before the association, remarked, among other things, that since reading is a science with a much more difficult notation than arithmetic, it ought not to receive, as it does, a less degree of attention. Miss Dawson, secretary of the association, and teacher in Central School, Chatham, treated the subject of Object Lessons, with a small class. She took as the object a cotton-pod, and elicited from her class a great deal of information. Considerable discussion followed, the opinion being offered on all hands that the attributes of the object should be made of primary importance, and concomitant matter then be judiciously warped in. The paper on School Sanitation, by Dr. Richardson, Chatham, which followed, was certainly one of the features of the convention. The paper, after showing clearly the intimate relation between mind and body, insisted on careful attention to the latter as the surest way to secure the highest efficiency of the former. The Dr. was elected an honorary member of the association. A lesson on Reading, by Mr. Colles, consisted in testing before a class of uneducated children the merits of the primers of the two series of recently authorized Readers. The result showed that the Gage's Canadian primer has a decided advantage over its competitor of the Royal series. The lesson was given in masterly style. On the evening of Thursday, a grand literary and musical entertainment, under the auspices of the association, was given in the Opera House. It was a complete success as regards the creditable way in which a good programme was rendered, but owing to the disagreeable character of the evening and other counter attractions in the town, was thinly attended. *Second Day.*—The programme of the second day was introduced by a short paper on Composition, by Mr. Agar. The paper provoked a short discussion, in which it was agreed on all hands that composition should commence at the earliest stages, the name being suppressed of course as it looks rather formidable. "The July Examinations: their results and lessons," by A. W. Aytoun Bindley, B.A. head master of Chatham High School, followed. After pointing to some matters in the official management of these examinations which should

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be remedied, Mr. Findlay dwelt more particularly on the subjects of Literature and Composition. The former he thought should not be confined so much as it is to special authors, where parsing and analysis receive the prominent place, but should be written in its character, covering more of the field of English Literature and its history. Composition should be taught by imitation of our best authors. Mr. Findlay was thanked for his address. An interesting discussion on a Chief Superintendent *versus* Minister of Education showed a diversity of opinion on the subject. At the afternoon session the subject of Discipline was introduced by Mr. R. Law, B.A., principal of the Wilberforce Educational Institute. The best commendation of the paper which can be given is that it gave rise to a highly entertaining discussion on "That bad boy," and how to manage him. The report of a committee of twelve teachers appointed to examine the rival series of authorized text-books was received. The committee were unanimous in recommending Gage's Canadian Readers in preference to the Royal. The report was unanimously adopted. The convention appointed Messrs. Colles and Bracker to cooperate with county committees on this same subject.

**LANARK COUNTY.**—The semi-annual meeting of the Lanark Teachers' Association was held in the Perth Collegiate Institute Building, with a good attendance of teachers. After the President's opening address, Mr. J. T. Noonan read an essay on "Composition," in which he recommended the teaching of this subject even to pupils of the First Reader. The essayist very clearly explained his method of teaching composition, and his plan met with the warm approval of the teachers present. In the afternoon Mr. T. O. Steele introduced the subject—"Teachers' Associations, County and Township." After dealing with the object of Teachers' Associations, M. Steele pointed out some of the defects in their working and advocated the formation of Township Institutes. The opinions advanced were agreed with by all, and we shall probably see several of these associations formed during the coming year. Mr. N. Robertson, of the Perth C. I., then followed with a lesson on "Punctuation," in which he fully explained the use of the colon and the dash. A lecture on "Canada, her people and teachers," by F. L. Michell, Co. Inspector, opened the evening session. The lecturer traced the progress of education from the earliest time to the present, and predicted a bright educational future for Ontario, whose system is yet merely on trial. He also dwelt strongly on the importance of the proper intellectual, physical, and moral education of the youth of the country. Mr. Goth, Reeve of Beckwith, and Edw. Elliott, Esq., of Perth, followed with short addresses. An admirably written paper, entitled "Change and Choice of Text Books," was then read by J. A. Clarke, M.A., of Smith's Falls. Each book of the rival sets of Readers was taken up, selections given, the merits and defects pointed out. The discussion on this paper was resumed on Saturday morning, when Mr. Steele moved the following motion:—"That it is the opinion of this association that the Royal Readers, possessing literary excellence of the highest order, are especially adapted for study by teachers, but that the Canadian Readers, as regards grading, simplicity of style, attractive typography, and amount of matter contained, are better adapted to our Public Schools: and we therefore recommend their adoption for use in the schools in the county of Lanark." This motion was carried; however, those members of the association who had examined the "Royal Canadian" Readers, which are issued by the Canada Publishing Co., and now before the Minister of Education for authorization, expressed themselves as preferring the series to either of the sets mentioned in the motion. The question of Minister of Education *vs.* Chief Superintendent was brought before the association. The following motion unanimously carried:—"That it is undesirable to make any change in the present construction of the Education Department, by substituting a Chief Superintendent and Council of Public Instruction for a Minister of Education; inasmuch as the greatest improvements in the working of our educational system have been made under the present administration." On motion of Mr. McCarter each teacher was requested to send to the Secretary, before the end of the year, a list of such books as he would wish to be added to the association library. "The study of History in schools" was then introduced to the association in an able lecture by Mr. D. M. Ross, of the Lanark Village P. S. He strongly condemned the system of teaching history pursued by many teachers—viz., that of cramming the child with a mixture of dates and events regarded simply as events without any reference to cause and effect. He illustrated his method by showing how he would teach the Hundred Years' War, the Crusades, and other historical events. In the discussion which followed Mr. Burwash moved the following:—"That it is the opinion of this association that English History cannot be properly taught in our Public and our High Schools, and at the same time the pupils be prepared to pass examinations on papers including all periods of the History, we would therefore recommend that suitable portions be selected for the Departmental Examinations." Carried. The first subject taken up on Saturday afternoon was "Style in School Exercises," by S. S. Burwash, B.A., of Carleton Place. The many practical suggestions of this paper cannot fail to benefit all who heard it, especially the younger members of the profession. A short practical address by the President on "Elementary

Writing"—a subject which is sadly neglected in many of our schools—closed the last session of the last day. The next meeting will be held in Almonte, at a time to be fixed by the Management Committee.

**SOUTH GREY.**—The semi-annual convention of the South Grey Teachers' Association was held in the school-room, Durham, Oct. 18th and 19th. The convention met at 10.30 a.m., the president, J. C. Bain, in the chair. The meeting was opened with the reading of a portion of Scripture, and prayer by Mr. M. P. McMaster. The president read a very interesting address, which was listened to with marked attention. He pointed out in a very clever manner the great necessity of a thorough training of teachers before taking charge of a school; instead of three months at our training schools, should it not be three years? He was glad to know that an improvement in our reading books had taken place, although he regretted that the Minister of Education had authorized two series. In giving the statistics of the different countries regarding Public Schools, he stated that Canada was behind the other countries of the world in attendance according to population. A committee consisting of Inspector Ferguson, Messrs. McMaster and Grier, were appointed to report on the address. Moved by Mr. Gorsline, seconded by Mr. Ramage, that the secretary be authorized to purchase a sufficient number of copies of minutes of Provincial Association and distribute to each member.—Carried. An account from Durham Mechanics' Institute for the use of piano in town hall was presented, amounting to \$6. Moved by Mr. McMaster, seconded by Mr. McArthur, that the account be referred to Managing Committee.—Carried. Moved by Mr. Ramage, seconded by Mr. McMaster, that we adjourn to meet again at 1.30 p.m.—Carried. **Afternoon Session.**—Meeting opened at 1.00, J. C. Bain, the president, in the chair. Minutes of forenoon session read and confirmed. Moved by Mr. Jas. Sharp, seconded by Joseph A. Snell, that a committee consisting of Messrs. McMaster, McDonald, McArthur, Sharpe, and Snell, be appointed to examine the two sets of authorized Readers (Gage's Canadian and Nelson-Campbell Royal) and bring in a report as to which series the association shall adopt.—Carried. Mr. Hill then took up the subject of "Writing." He gave an excellent address with practical illustrations on the blackboard. He analysed the whole of the alphabet and showed how he would draw the attention of the class to correcting errors. A discussion of the subject was entered into by the President, Mr. Winterbourne, Mr. McMaster, Mr. Millar (W. J. Gage & Co., Toronto), and Mr. Gorsline. Moved by Mr. Gorsline, seconded by Inspector Ferguson, that a vote of thanks be tendered to Mr. Hill for his able paper on "Writing."—Carried. Rev. Mr. Forrest then read a practical address on "Duties and Encouragement of Teachers." The whole of the address was a masterly piece of composition. Moved by Mr. McMaster, seconded by Mr. Snell, that a committee consisting of Inspector Ferguson, Messrs. Winterbourne, Dunbar, and the mover, be appointed to report on the rev. gentleman's address.—Carried. Mr. H. Dunbar, of Markdale, then read a very carefully prepared paper on "Minister of Education *vs.* Superintendent." A lively discussion was entered into by the following gentlemen: Mr. Geo. Jackson, ex-M.P., Inspector Ferguson, Messrs. Winterbourne, McMaster, Millar (Gage & Co.), and Gorsline. Moved by Mr. Winterbourne, seconded by Mr. Ramage, that the discussion on "Minister of Education *vs.* Superintendent" be left over for six months.—Carried. Meeting then adjourned. **Second Day.**—The convention met at 1 o'clock. In the absence of the President, the Vice-President, Mr. Chas. Ramage, occupied the chair. The meeting was opened with prayer by Inspector Ferguson. The committee appointed to examine into the two series of Readers brought in the following report: "Your committee to whom was referred the question of Readers now before the public, beg leave to report, that they find Gage's Canadian Readers superior to the Campbell/Royal Readers, in the following important particulars: Book I. Brevity, simplicity, type, script, grading, attractiveness. Book II. Lessons fully explained, numerous questions for testing knowledge of the pupils, script continued, difficult words spelled and pronounced. Book III. Explanation of literary difficulties, rhetorical pauses indicated by spaces, explanations of difficult words as in Book II. Books IV. and V. Numerous aids for both pupils and teachers in the preparation of the lessons, making Gage's Fourth Book much superior to the Royal Fourth Book in preparing pupils for the High School Entrance Examination. The price is also much lower. All of which is respectfully submitted. M. P. McMaster, Flesherton; John McDonald, Priceville; Chas. McArthur, Artemesia; Wm. J. Sharpe, Egremont; Joseph A. Snell, Egremont." Moved by Mr. H. Dunbar, of Markdale, seconded by Mr. McDonald, of Glenelg, that the report now presented on the Readers be adopted by this association.—Carried. Report of Managing Committee on Mechanics' Institute bill of \$6 for use of piano was read, and recommended the payment of \$3. Moved by Mr. McMaster, seconded by Mr. Snell, that the report, as read, be adopted.—Carried. Mr. Millar (W. J. Gage & Co., Toronto) addressed the meeting on the "Reading Books and Tablet Lessons." Mr. Millar was listened to with marked attention, as he gave a very practical address which was interesting to all present. Mr. C. Threadgold read a paper on "Temperance." He pointed out in a very able manner the great evil resulting from intemperance and the great benefit which



metic" Mr. Winterbourne illustrated map-drawing on the blackboard in a very clear manner. There was a very large attendance of teachers at all the sessions. Moved by Mr. McMaster, seconded by Inspector Ferguson, that we adjourn to meet at Elesherton in May, 1884.—Carried.

**NORTH HURON.**—The regular semi-annual meeting of the North Huron Teachers' Association was held in the Central School, Brussels. After some formal business, the following committee was appointed to examine the two series of Readers now before the country for adoption, and bring in their report on Friday morning: Messrs. Ferguson, Henderson, Wallis, Dewar, Shaw, and Misses E. B. Case and M. Gilpin. Mr. T. A. Reid then presented his method of teaching "Map Geography" in a most concise manner. Mr. G. W. Ross, President of the Provincial Teachers' Association, treated of "Difficulties in Reading," disposing of many of those stumbling-blocks to young teachers in a manner that could not fail to be profitable to all who listened to him. Mr. J. M. Moran, ex-inspector of schools for Perth, read an essay, "The Two Schools,"—one a superlatively bad one, and the other an ideally good one—in the first case pointing out many things to be avoided in the management of scholars, and in the second showing what an ideal school should be. Mr. Ross then gave what he called "The Teacher's Pentologue," being five good commandments that every teacher should paste in his hat. It was moved by Mr. Musgrove, Bluevale, seconded by Mr. Henderson, Blyth, that a vote of thanks be tendered Messrs. Ross and Moran for their able articles, which was carried unanimously. This concluded the first day's work. In the evening an entertainment was given in the town hall, consisting of vocal and instrumental music and lecture, "The Intellectual Forces," by Mr. Ross, which was a decided success in every way. On Friday, Mr. Wallis, of Grey, criticised school text-books in a manner that met with very general approval from the teachers present. The report of the committee was then handed in as follows: "We, the members of the committee appointed by the North Huron Teachers' Association to report on the newly would result from temperance. Mrs. Reid, of Mount Forest, then took up the subject of "Elocution or Voice Culture." This was the first time this talented lady had appeared before the teachers of South Grey, and from the treat which she gave them on elocution, they trust that it will not be the last. As an elocutionist Mrs. Reid has few to excel her in Canada, in fact she has few equals. She read several difficult passages from the Scriptures and some of the leading poets. Moved by Mr. McMaster, seconded by Mr. Dunbar, that the thanks of this association be tendered to Mrs. Reid for the very able and instructive lecture which she gave them on this very important subject, "Elocution."—Carried. Mr. Reid, B.A., master of Mount Forest High School, then took up the subject, "The background of Burke's Reflections." He read a very instructive paper on this subject. He framed his address in such a way as to make it very interesting to all present. Mr. Reid's ability as a lecturer and public instructor is well known to the teachers of South Grey, and they highly appreciate his presence at their conventions. Moved by Mr. Gorsline, seconded by Mr. McDonald, that we tender a vote of thanks to Mr. Reid for his able lecture on Burke's Reflections.—Carried. Mr. Jenkins, of the *Chronicle*, gave a very humorous and practical address on the "Teaching Profession." He attacked the office of Minister of Education and the Superannuation Fund and several other points in the present school system. Mr. Jenkins is a very clever and independent speaker. He kept the audience in good humor for about an hour. Mr. Winterbourne did not agree with the speaker on some points and entered into a short discussion. Meeting adjourned until 1.30 in the afternoon. **Afternoon Session.**—Meeting opened at 1.30, Mr. Ramage, Vice-President, in the chair. Mr. Thompson read a very carefully prepared paper on "Desire," which was highly appreciated by those present. The report on President's and Rev. Mr. Forrest's addresses were read, the former of which was as follows: "Mr. Vice-President, Ladies and Gentlemen,—In submitting our report on our President's address, you must kindly bear with us in saying that we have not had anything like time to give it that amount of thought that the various subjects of which it treats demand. And while we may not be able to agree in detail with all our worthy President's suggestions, we think their importance demands a closer investigation than we, or the association, can give at this time; we would therefore respectfully beg to intimate that these subjects form a part of the programme at our next meeting, viz: 1st. The reading of the Bible in our schools. 2nd. The injurious effects caused by merely adopting the profession as a stepping stone to other professions. 3rd. And, if approved by the association, various other matters suggested in the address. And in view of our President leaving the country, we cannot allow this opportunity to pass without expressing, in the name of the association, our high appreciation of him as a gentleman, a scholar, and one of the most laborious officers of the association during the six years with which he has been connected with us. All of which is respectfully submitted. D. Grier, Chairman of Committee; M. P. McMaster, W. Ferguson, I. B. S." Moved by Mr. McMaster, seconded by Mr. McArthur, that the reports be adopted.—Carried. Mrs. Reid, of Mount Forest, gave another lecture on the principles of gesture, which was very instructive to teachers of reading. Mr. McGillvary gave an excellent paper on "Mental Arith-

authorized series of school Readers," unanimously recommend the adoption of "Gage's Canadian Readers" by the various school boards of North Huron." Moved by Mr. Ferguson, seconded by Mr. Dewar, that the report be adopted. Mr. Moran, representing Mr. Gage, and Mr. Walmsley for the Royal series, were then given time to present the claims of their different Readers, after which the discussion was taken up by Messrs. Gröves, Creighton, Ferguson, McRae, and Reid. Upon the ballot being taken it was found that 44 had voted for the adoption of Gage's series, and 14 for the Royal Readers. The motion was again put and was made unanimous. Miss Forest then read her essay, "Examinations, Public and Private," which was well received. Mr. Harstone, Seaforth, showed his method of teaching "Euclid" to beginners, which was the best and most elaborate method it has ever been our good fortune to listen to. A well-deserved vote of thanks was then tendered Mr. Harstone. Thus concluded one of the most successful meetings of this always successful association. At the conclusion of the meeting a society was organized to be known as the North Huron Teachers' Literary Society, and the following officers were duly elected: Mr. T. A. Reid, President; Mr. A. McKay, Vice-President; Mr. J. J. Wallace, Secretary-Treasurer; Messrs. J. W. Shaw, R. Knechtel, J. H. McBain, A. McKay, and J. A. Young, Managing Committee. The society held its first meeting at Brussels on Saturday, December 1st, 1883, commencing at one o'clock.

**PRESBURY.**—A meeting of the Teachers' Association of the county of Prescott took place at Vankleek Hill on Friday and Saturday, the 12th and 13th October. The forenoon of Friday was occupied with teaching in the Model School. In the afternoon about fifty teachers were present. Mr. Summerby, I.P.S., opened the session by stating the order in which the proceedings of the meeting would be taken up. Mr. S. Burns then read an essay on "The Teacher outside the Schoolroom." The paper was well received, and Mr. A. Johnson read a good paper on the same subject. Mr. Little, Assistant master, High School, Vankleek Hill, read an essay on "Management and Discipline." The numerous suggestions made in this paper were highly important and valuable. It was one of the best essays ever read before the association. The evening session opened at 7 o'clock, and many of the townspeople attended to hear a very interesting discussion upon the school book question, between Mr. Cosgrove, agent for Gage & Co., and Mr. Small, agent for Campbell & Son., who were present advancing the claims of their respective houses. Mr. Summerby occupied the chair. After both gentlemen had been heard, it was moved by N. G. Ross, and seconded by H. Hay, that this convention recommends the introduction of Gage's Canadian Readers into the schools of the county. It was moved in amendment by D. Marshall, seconded by S. Burns, that the Royal Readers be adopted by this convention as the series best adapted for use in the schools of the county. To avoid confusion, it was resolved to take the vote on the following morning. Mr. J. A. Houston, B.A., Hawkesbury, entertained the meeting with music and songs, which were well appreciated. Miss Pettit, of Hawkesbury, gave an excellent reading. Mr. Summerby then addressed the meeting upon the subject of "School Grounds." Saturday morning's session opened with an essay by Mr. John Munro, Principal of Central School West, Ottawa, upon "Association Work." He spoke of the necessity of teachers' associations. Reference was made to a number of important subjects. In referring to the prospects of teachers, he showed that the average length of teachers' lives was one of the shortest on the scale. He recommended smaller classes and better means of ventilation in school rooms. An interesting discussion followed the reading of the paper. Mr. Munro received a vote of thanks from the association for his very interesting paper. Mr. Sheppard, Central School West, Ottawa, lectured upon "English in Schools." He recommended that language should be cultivated from the time that the pupil commenced attending school, and that all mistakes or errors of speech should be corrected by the teacher in the recitation of every lesson. It is important that teachers should speak grammatically with ease, and every teacher should try to improve his own language. He also recommended teachers to cultivate a fondness for substantial reading in their pupils. This can be mainly done through the instrumentality of the reading lesson. He recommended the reading of pure literature, and condemned sensational novel reading. He recommended good plain reading and a thorough appreciation of the lessons as more useful than high-toned elocution. Mr. Sheppard concluded his instructive lecture by recommending teachers to induce their pupils to read the newspapers. This could be done by questioning them upon the events of the day. A vote of thanks of the meeting was tendered to Mr. Sheppard for his able lecture. A vote of the association recommended the introduction of Gage's Canadian Readers into the schools of the county.

All the means of action—

The shapeless masses, the materials—  
Lie everywhere about us. What we need  
Is the celestial fire to change the flint  
Into transparent crystal: . . . that fire is genius.  
—Longfellow.