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# The Educational Journal.

Consolidating "THE EDUCATIONAL WEEKLY" and "THE CANADA SCHOOL JOURNAL."

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## The Educational Journal.

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## Editorial Notes.

Will each subscriber kindly examine the date upon the label bearing the address. Such dates often contain suggestions of interest to both publisher and reader.

"WHAT I want is a man who is a Christian and a gentleman, and one who has common sense and understands boys." So wrote Arnold of Rugby, in a letter of inquiry for a master. In his view "activity of mind," "interest in his work," were even more indispensable than scholarship, though he did care very much about that, and believed that "even the elements are best taught by a man who has a thorough knowledge of the matter." These opinions of this great teacher contain food for reflection. We commend them to school boards.

THE recent death of Mr. John McBride, M.A., B.Sc., has removed from the ranks of the teaching profession a young man of high character and promise. The deceased was a graduate in Arts in Toronto University, and a graduate in Science in Victoria University, and, at the time of his death, was in the final year in the Toronto School of Medicine. He had been in succession principal of the high schools at Newcastle, Port Rowan, and Richmond Hill, and also Mathematical Master in the Stratford Collegiate Institute, of which his brother, Wm. McBride, M.A., is principal. He died at Bradford, on July 29th, of typhoid fever.

MR. T. ARNOLD HAULTAIN, well-known to many of our readers as the late editor of the *Educational Weekly*, contributes to the *Week*, of the 8th inst., a long and important letter on the subject of "The Recent University and Departmental Examinations." Mr. Haultain writes with the knowledge of the character of the candidates' training and general qualifications gained by reading and marking more than a thousand examination papers. The facts stated in the article are, on the whole, rather startling, and calculated to disturb the equanimity of both the Department and the teaching profession. Some of the suggestions and generalizations are valuable, but from some of the conclusions drawn we are obliged to dissent. We had intended to give extracts and comments in the present issue, but time and space are now too fully occupied. We shall, however, return to the subject in our next number.

THERE is much force in the recommendation made on motion of Mr. John Millar, at the late meeting of the Provincial Association, that the opinion of high school masters should, in some legal manner, be taken into consideration regarding the moral character and fitness to become teachers of those who have under them received their non-professional training. It is admitted on all hands that too great care can scarcely be taken in scrutinizing both the mental and moral qualifications of those aspiring to become teachers in the public schools. There are important questions of fitness which cannot be brought within the scope of any examination, and in regard to which no one is so well qualified to pronounce as the teacher who has had the candidate for months under his personal oversight and instruction.

"IF I want my boy to become a blacksmith, I would let him go through college. No man has a right to be merely a blacksmith. He must be a man and a citizen." These words of Dr. J. H. Vincent ring out the true educational idea. The school or college training that does not make the man or the woman a better and more successful blacksmith, or farmer, house-keeper or cook, or whatever the occupation may be, is not education proper. The name is a misnomer and the thing a fraud. But, the same is true of the so-called education which does not carry the thoughts, sympathies, influence, and aspirations of its possessor far beyond, and lift them high above, the petty round of his mechanical business or professional pursuits.

OWING to the press of matter accumulated during recess we have been obliged to hold over the Mathematical column, edited by Mr. Clarkson, for next issue. We hope henceforth to continue it, as heretofore, regularly in the first number for each month, and we have no doubt our subscribers will find it one of the most valuable departments in THE JOURNAL. We have much pleasure in announcing that henceforth we shall have, in the alternate issues, an English column, prepared especially for the JOURNAL, by W. H. Huston, M.A., English master in the Toronto Collegiate Institute. Mr. Huston is not unknown to many of our readers, having been formerly a valued contributor to the *Educational Weekly*. He will spare no pains to make the department which he has kindly consented to undertake, thoroughly practical, and we have no doubt it will be found suggestive and helpful to both teachers and students.

THE feat of Miss Ramsay, who took such unprecedentedly high honors in classics at Cambridge, seems to have shaken the time-honored traditions of the English schools in more respects than one. Six months ago the idea that four years' study of Greek could produce a senior classic at Cambridge would have been scouted by almost every headmaster and classical professor in England. But Miss Ramsay's great success challenged attention to the fact, amongst others, that she began to study Greek in 1883. Most of Miss Ramsay's competitors will have been twelve or fourteen years in doing less than she has accomplished in four. The more conservative may perhaps claim that the exception but proves the rule, but many are drawing the inference that four years of study of Latin or Greek, with matured and cultivated powers, are worth more than thrice the number devoted to memorizing and mechanical drill, before the intellect is sufficiently developed to grasp either the philosophy of the language or the meaning of the writers.

WE have often been asked by teachers and students to publish complete or model answers to such and such questions set by the Departmental examiners from time to time. For obvious reasons we have declined to do so. We have no means of knowing that the answer we might deem satisfactory would be so considered by the examiner, and we have no wish to usurp his prerogatives. We are glad, however, to announce that, by the courtesy of the Minister of Education, we are able to promise something better. We have obtained permission to copy for publication some of the best answers made by successful candidates at the recent examinations. These answers, made, as it were, under actual fire, and stamped with the approval of the examiners, may be safely taken as indicating what is expected and desired of examinees. Some few weeks may yet elapse before the necessary copies can be made, but we shall take the earliest opportunity of placing before our subscribers, in this practical way, information which cannot fail to be of great value to both teachers and students.

A LIVELY controversy has been going on for some time in one of the Toronto dailies with regard to the merits or demerits of a certain authorized text-book. Into that controversy we do not propose to enter. But in looking over the various attacks and rejoinders, it has occurred to us that a great step towards agreement would have been gained could a preliminary decision have been made as to the proper aim and use of a text-book. Is its primary purpose to aid the pupil, or to guide the teacher? Should it aim at being exhaustive, so far as the requirements of the class for the time being are concerned, or merely suggestive? Should it be constructed more with a view to making it a repository of information, or an instrument of

mental discipline? Possibly it might be found that no one answer can be given to these and related questions, that much depends upon the nature of the subject. But it is pretty clear that some preliminary understanding upon such points is essential to any profitable discussion of the kind referred to.

FROM announcements made elsewhere in these columns it will be seen that we are still studying to make the EDUCATIONAL JOURNAL more and more valuable to its patrons. We mean that it shall be simply indispensable to Canadian teachers, and a power for good in the educational sphere. We mean that it shall be the best medium for the diffusion of the soundest views, and the introduction of the most approved methods in Public School, High School and College. To these ends we once more solicit the co-operation of all who are engaged in the grand work of public education, and all who have at heart the best interests of the young. We specially desire the aid of teachers of culture and experience in making our practical departments more thoroughly adapted to the wants of the profession. Short papers on practical subjects, samples of school-room methods, model lessons, etc., are always welcome. Let not those who are specially successful in teaching special subjects, in conducting classes, or in general school management, hide their light under a bushel. Help your less-experienced or less-successful brethren and sisters. Several have kindly promised us practical contributions. Please send them forward.

WE hear continually complaints of the lack of thoroughness in the schools. Parents, business men, and, above all, inexperienced examiners, discover that the average child of twelve or fourteen is ignorant of a thousand things with which it seems to them every schoolboy or girl should be familiar, and they at once begin to cry out against the superficiality of the schools, the cramming system, etc. There are no doubt faults enough in both teachers and systems. We have no wish to be blind to these or to conceal them. On the contrary we regard it as an important part of the mission of an educational paper to hold up to the light whatever is open to criticism and capable of improvement. But we are persuaded that much of this universal fault-finding is unreasonable. It is unjust to both teachers and pupils. We are apt to forget how slow a process education is. We forget through what long years of experience we have gained our familiarity with those principles and processes which now seem so simple that we fancy a child should know them almost by intuition. If it is hard to put ourselves in the place of our neighbor of equal age and experience, it is vastly harder to put ourselves in the place of the boy or girl in the teens. But we must learn to do so before we can be just to our children or to their teachers.

WATSON GRIFFIN, the author of the new Canadian novel, "Twok," puts into the mouth of one of his hobbyists a new and, so far as we know, original method of solving the orthographical perplexities of the student of English. "The doctor" thus sets forth his system:—

"Now some fools want to change the spelling of the word to make it accord with the pronunciation. They would spoil all our best libraries and compel us to buy everything new for the sake of making spelling accord with pronunciation. They would make us forget all the old derivations, and so destroy half our understanding of the language, and then, after going to the expense of printing all the old books over with the new spelling, and teaching everybody a new system, they would have to begin all over again, for the pronunciation of words is always changing. Now, what I propose is this: Instead of changing the spelling of words to suit the pronunciation, I would change the pronunciation to make it accord with the spelling. . . . It would probably be necessary to change the spelling of a few words in the first place, but once establish a system of pronunciation and our language would remain the same for ages, except that we would always be adding new names to represent new discoveries. If the system I propose were adopted, we would still have the advantage of knowing the derivations of words, and our old authors would not be mutilated; while instead of children wasting time in learning to spell, they would only have to read, and how much reading they would be able to do with the time at their disposal!"

APROPOS to the complaint of lack of thoroughness referred to in another paragraph, we do not believe the remedy is to be found in the direction in which most critics are apt to look for it, viz., in keeping the children longer employed upon what are deemed elementary and fundamental subjects, or cutting down the public school curriculum so as to confine it almost exclusively to such subjects. The mistake is no doubt often made of pushing the child beyond his depth. But we believe the opposite error is quite as common. Nothing is more discouraging or hopeless than to confine the child-month after month and term after term in the treadmill of certain lessons in such subjects as Reading, or Arithmetic, or Geography. The tendency of such tiresome repetitions is to render what we call dull pupils heartless and hopeless. What teacher of experience cannot recall cases in which the happiest results have followed from allowing an unsuccessful pupil to lay aside for a time the old subjects which he had failed to master, and to take up something entirely new. A few months study of Algebra or Geometry will often throw a flood of light upon difficulties in Arithmetic which before seemed incomprehensible. Even a slight acquaintance with Latin will sometimes give to minds of a certain class a grasp of the principles of English Grammar that could hardly have been gained by years of study of English text-books. The wise teacher will never keep any pupil, dull or bright, treading in a narrow and monotonous circle until he becomes disgusted with all study.

## Special Papers.

SKETCHES OF TYPICAL LADY TEACHERS  
BY MARGARET W. SUTHERLAND.

I HAVE been wondering whether "The Lady Teacher" was not a composite photograph taken from a series of pictures of lady teachers, succeeding one another rapidly and only leaving "in the stronger lines those traits which are common to many or all." Are not the different teachers whom we have seen types of different species, although belonging to one genus? Although we have known many who have the charm of marked individuality, yet do they not possess a sufficient number of traits characteristic of others, and in a kind and degree different from some, to make them typical of a class? I shall attempt to sketch a few such types. It may be with indifferent success, but the effort shall be honestly made. There is the country girl whose education, perhaps, has gone no farther than that afforded by the village school, who feels that because some relative of hers has taught, or because she has now a relative among the school directors, it would be well to teach at least a summer school in order to make a little money to get those special additions to her wardrobe which father deems unnecessary. Why should she do anything towards making her work of a professional character, since she has not the slightest intention of remaining at it long enough to get the elements of any profession? The school literary society will be a means of bringing young people together, and open up a way towards a more earnestly covered position. When she goes to get her second certificate at the end of one year, she longingly hopes that it may be the last she will need.

Again, we meet a bright, ambitious young country girl, determined to have an education beyond that which her parents are willing to afford, or it may be beyond that which they are able to give to all of their children, and therefore think best to give to the boys. This young girl, feeling that she has a right to all that her brothers have, is brave enough to work for it, and teaches a summer school, or a winter school it may be, helping herself along through a good academy or, perhaps, through college. While she does not do the best teaching that can be done, she puts a wholesome brightness and energy into her work that will be productive of good. She does her work quite as faithfully as the young man who is teaching school, while actually engaged in the study of law, medicine, or theology. But unfortunately for the country schools, they cannot long retain her services. The city will pay her better and afford her finer opportunities for advancement. She goes thither, and if she does not give up teaching for house-keeping, the chances are ten to one that you will find her occupying later in life a prominent position; perhaps, in the first rank of professional teachers.

There is at least one type more that I have found among the lady teachers of ungraded schools; a teacher for whom I have the deepest respect mingled with a tender pity. It is one whose early education has not been very extensive, but who has tried amidst many difficulties to improve it every year. She has attended county institutes and taken home many little ways of improving her school. But a small salary, which is shared by others whose claims she cannot resist, has kept her from traveling, or enjoying other modes of culture. She knows enough of what she has missed in life to make her hunger for it. But conscience, it may be in the right, it may be in error, has kept her life restricted until, although she knows its limitations, she feels powerless to break them. Added to this is the consciousness that she is growing old in the work, and that youth may crowd her out often to do work less intelligently and less conscientiously.

Of course, the city sisters of these country teachers have many points in common with them; but let us look now at some of the teachers of ungraded schools.

There are those who "hate teaching," but who consider it the most respectable or the most remunerative occupation they are fitted for. They are the ones for whom I have least sympathy, but for whose pupils I have the deepest pity. I hail the opening of a greater number of fields of labor for women with delight on their account; and long for the time when they will transfer their ser-

vices to the new fields. They are nearly always well dressed; and the fear that they may lose their situations and thus lose the means for procuring good clothes, added to the spark of ambition which I presume burns in the heart of almost every woman, keeps them from doing their work in a slovenly way, lest they may come under the censure of superintendent or director. They hardly know what a county institute is, rarely attend any association of teachers, can't afford to subscribe for any educational paper, and buy no more than three books in the course of a year.

We next see the pleasant young girl who has been rather a good pupil at school, with winning ways, a good share of enthusiasm which will take guidance cheerfully, though not always thoughtfully, from principal or superintendent, who has a natural sympathy with young life, does not make a great many mistakes although she hardly knows why or how she avoids them, passes a tolerably good examination every two years, or has the good fortune to have her certificate renewed, goes to the State or National Association occasionally, when she looks attractive, has a "jolly good time," and is a general favorite on such occasions with the majority of the staid superintendents found there every year, who, of course, like a variety after serious discussions of the deepest subjects with their profound brethren. This young lady teacher does little harm, although she does not make a very positive impression for good; and when she leaves the schoolroom for a home of her own, we all throw the rice or old shoes after her with heartiest good wishes, but without the regret that much is lost to the profession.

In every large city, even where there is a good training school connected with the normal school, there is a large number of teachers who have little or no professional spirit. They regard themselves merely as parts of a great whole. Their work is not poor, owing to careful supervisions. But they leave all investigation of educational problems to others; and think that educational gatherings are not for them but for their leaders. Their general reading, even of lighter literature, is limited;—their hours out of school being devoted to fancy work, sewing, or some form of recreation other than reading.

There is another class—possibly not large,—of which I have seen a sufficient number to warrant the making of a distinct group, who with splendid qualities never make a professional success, either dying an early death or enduring hours of suffering every year of their lives. Their intellectual endowments are rich and they have sterling moral qualities; but they have a nervous temperament upon which the restlessness of all natural children wears heavily. They have a conscientiousness which makes them satisfied with nothing short of the best, and they carry care around with them, thus exhausting vitality faster than they replenish it. They need fresh air and sleep; but I should advise, when taken in time, rather than frivolous recreations in which they cannot become interested and which, consequently, do not have the very effect which is desired,—a drawing of their minds away from school cares,—a real study which would engross thought and tone the system.

And now I can take time for but one more sketch, although I feel the incompleteness of my work. It is a type of that class of women who deserve to be called professional teachers, and who, I am proud to say for the honor of my sex, are increasing in number every year. Such teachers come from the ambitious country girls whom we looked at earlier, from the good normal school graduates, from the college girls, and, for the encouragement of all be it said, from the high school graduates working up from the humblest positions to those of honor and trust, completing college courses almost entirely, by private study. They are the happiest and most independent women workers in the world. They have studied books, they have studied life. They know the hearts of boys and girls so thoroughly that they can touch with the greatest skill just the most responsive chord. They know the line of educational thought in the east, west, and south of their country. They know something of schools in other countries. They have heard the leaders of educational thought in the United States; and have an acquaintance not only with the most active workers of their State, but give a helping hand to every earnest worker in the county to which they belong. They have a positive appetite for good

works on pedagogy, and look for educational papers and magazines with the same eagerness with which some women await the fashion paper or the latest novel. To broaden and beautify life they study with delight science or literature; and often refresh themselves with the beauty and grandeur of nature. They have reached the positions which they hold,—positions with salaries not as large as they should be, but large enough to free them from petty anxieties,—not merely by hard work, but by wise work which has kept them "healthy in body, healthy in mind, healthy in soul."—*Ohio Ed. Monthly.*

## Current Thought.

HALF the bad work in the world arises from want of hope, not from want of vigor. That Will-o'-the-Wisp high "cleverness" in schools, and "genius" in more sapient regions, has tricked more into "the filthy-mantled" pools of conceited ignorance, or hopeless despair, and stopped more work, than any other cause, besides being at the bottom of much false teaching, and luring nations to their destruction by false glitter."—*Thring.*

THE school does not exist for the purpose of relieving the home of any of its responsibilities to the child. The home, to the limit of its ability is the natural and the best place to educate the child.

That which the school has been created to do especially, and which the home cannot do adequately, is to give the child the necessary training in *intelligence* that he must have if he would not be driven to the wall in the battle of life. This intellectual training has been given up to the school by general consent.

But adequate intellectual training is impossible without a corresponding culture of the feelings and of the will. Adequate intellectual education involves adequate character-building. It is in this work, what we call character-building, that the school and the home must act together. Character is the grand result of all education, and intellectual training, which is the distinctive function of the school, is an essential factor in it. Character cannot exist without intelligence. But character-building has never been delegated to the school in the sense and to the extent that intellectual training has been so delegated. The family cannot shift the burden of character-building from the home to the school. In this education of the higher spiritual nature, the family and the school must unite, and it is here that the school and the home come upon common ground.—*Illinois School Journal.*

THE legitimate object of all true training, either in school or family, is manhood. In all correct judgment the man is more than his accomplishments;—more than what he can do. \* \* \*

The demand has long and noisily confronted us that the education in our schools shall be "practical." To this all agree. But what are we to understand by "practical?" Here lies the difficulty. Some say: "Teach a child what he shall do in after life." On the face of it, this seems a reasonable proposition. Close examination proves it to be nonsense,—not worthy of respectful consideration. Who has the prescience to tell what a child is to do in after life?—especially an American child? To-day Illinois is represented in the U. S. Senate by a dry-goods merchant, and the mayor of Chicago was trained as a plumber and civil engineer.

It will not be seriously questioned that the *man*, launched on the world of affairs, should, so far as he can, devote himself to that which he can do the best, and which he can do better than the average of his fellow men. It is undoubtedly the duty of the farmer, as it certainly is his aim, to bring to market the largest amount of grain and stock in the best condition his farm can be made to produce. But he will be more of a *man*, and hence a better citizen, if while producing these material products he knows something of botany, chemistry, and geology. Taking more interest in his work by reason of his knowledge of helping science, he will be just so much more of a man.

The province of education is to make the *man*. The exigencies of his lot will determine what the man shall do. The most impractical of all educations is to so train the child as to make him dependent on some one avocation for his support in life.—*Intelligence.*

## Educational Meetings.

### ONTARIO TEACHERS' ASSOCIATION.

FOLLOWING is a summary of the proceedings in the different sections of the Ontario Teachers' Association at its recent annual meeting.

#### INSPECTORS' SECTION.

The Public School Inspector's section was presided over by Mr. Brebner, of Sarnia. The proposed regulations of the Education Department were discussed at length and several amendments agreed upon, to be laid before the Minister of Education.

The principal matter to which objection was taken was the proposal to have one entrance examination instead of two. A thoughtful and practical paper on "Proper School Equipment" was read by Inspector Fotheringham. Details of school furnishing and appliances were discussed by Mr. Fotheringham and the value of a complete equipment urged. The points on which he laid stress were:—1. Single desks, suitable to the size of the pupils, and properly arranged; 2. plentiful supply of blackboards for both teachers and pupils; 3. reference library, dictionaries, etc.; 4. appliances for calisthenic and gymnastic exercises; 5. washroom, etc.; 6. mathematical models, measures, weights, etc.

On motion of W. Colles, seconded by Mr. Deacon, it was resolved:—"That half-yearly reports be made as formerly, but that the school grants to rural schools be distributed on the basis of the annual attendance, and that the school year for these purposes close with the end of the first term in the calendar year."

Mr. Colles moved, seconded by Mr. N. W. Campbell:—"That in the opinion of this section the standard for 3rd class non-professional certificates, especially in grammar, composition and arithmetic, is too low for most counties in Ontario." Carried.

It was also resolved to recommend that a sample paper on elementary algebra be set in the 3rd class examinations and that 3rd class certificates should be valid only in the counties in which they are issued, or for which they have been endorsed.

Mr. Tilley moved, seconded by Mr. McKinnon:—"That in the opinion of this section the present method of distributing the public school grants is unsatisfactory, mainly because it tends to assist wealthy sections rather than needy. It is especially unfair to incorporate and other large towns." Carried.

The section also put on record its opinion that regulation 245, which at present reads "The Scriptures shall be read daily and systematically without comment or explanation, and the portions used may be taken from the book of selections adopted by the Department for that purpose or from the Bible, as the trustees, by resolution, may direct," should be amended after "systematically" to read, "without sectarian or doctrinal comment or explanation."

The following officers for the current year were elected:—Chairman, C. A. Barnes, Forest; secretary, D. Fotheringham, Toronto. Directors—Messrs. McKinnon, Brampton; Deacon, Milton; Tilley, Bowmanville; Dearness, London; Sinclair, Hamilton. Legislative Committee—Messrs. McIntosh, Madoc; Campbell, Kincardine; and Colles, Chatham.

#### HIGH SCHOOL SECTION.

The High School Masters' meeting was organized with Mr. Miller, of St. Thomas, in the chair. Mr. J. Burchard was appointed secretary.

A series of resolutions, proposing increased aid to high schools, was read. A committee was appointed to press the matter upon the Minister of Education. It was resolved to ask for the co-operation of school trustees. The resolution asking for increased aid set out the following among other facts:—The number of masters has increased from 252 in 1873 to 365 in 1885; the number of pupils from 8,437 to 14,250; the number of students matriculating in the various universities from 94 to 290; the number of students entering the professions from 290 to 639, and the number in the higher branches of study has about doubled. But during the same period, while the amount of

salaries paid increased from \$163,358 to \$294,077, and the total expenditure from \$264,215 to \$429,761, the Legislative grant to high schools and collegiate institutes was increased only from \$77,126 to \$86,169. Reference was made also to the great increase in the number of second-class certificates, and generally to the increased work done by the high schools and collegiate institutes in preparing teachers, and to the increased number of pupils attending from rural districts.

At a subsequent meeting a paper on "Classical Studies," by W. S. Milner, one on the "Course of Study in Higher Education," by I. J. Birchard, and one on the "Relations of Teachers to Trustees," by Robert Dobson, were read and well received, after which a consultation was held with the Minister of Education regarding increased aid to high schools.

Mr. Millar, of St. Thomas, and others, set forth the claims of the High schools for increased aid, and also represented that the counties did not pay their full share of the High school rate. Mr. Ross replied that the High school grant had been increased by \$9,000 in the last nine years, and that it did not appear to him that any additional aid could be obtained from the Legislature at present.

\* \* It might be worth while to consider if a part of the burden might not fairly be shifted to the shoulders of those who sent their pupils to the high schools. About forty high schools now imposed fees upon pupils for the relief of the taxpayers. A reasonable fee, made compulsory, might be no hardship to the person paying it, and might yield considerable revenue to the trustees. If, however, such a fee was made obligatory, the provision should be made that the municipality might by assuming the equivalent of that fee, relieve individuals from paying the same. It was desirable that public opinion should be satisfactorily cultivated with a view to secure for high schools that full consideration which they deserve because of the work they do.

The Minister also discussed with the members the proposed changes in the new high school curriculum. He stated that the desire of the department was to make the first form more effective towards the teaching of commercial subjects. The section asked Mr. Ross to reconsider his decision in the matter of dropping off algebra from the curriculum intended for candidates for third-class certificates. A committee was appointed to consider the subjects in the five departments in the Toronto University curriculum, with power to suggest any changes they might deem desirable to the university senate. A committee was also appointed to confer with the senate of Toronto University (1st) as to the general course of study, and (2nd) as to a special course, with the view that candidates who obtain the required marks in any one department may be classified with those for honours.

The following officers were elected:—Chairman, John Millar, St. Thomas; Secretary, I. J. Birchard. Executive Committee—F. W. Merchant, Owen Sound; J. Henderson, St. Catharines; C. Fessenden, Napanee, and J. Morgan, Walkerton.

#### PUBLIC SCHOOL SECTION.

The Public school section met in the Egyptian Room, Mr. R. Coates, Burlington, presiding. A paper was read by Mr. J. A. Hill, Dundas, on "The Teacher as a Factor in Moulding Character," which dealt ably with the practical and theoretical phases of the subject and was well received.

The next paper was read by Mr. S. B. Sinclair, of Hamilton, on the subject, "The Blending of Kindergarten with Public School Work." The weakest and most exposed point in their educational armour was, he said, the management of the child for the first four years, and there was a need to plead the cause of these little ones. The introduction of the kindergarten into our schools was a sign of the times that serious attention was being given to the subject. The gifts, songs, games, the home-like charm, above all the home culture, were the best possible physical, moral, and mental gymnasium which had ever been offered to young children. For himself he was a confirmed convert to the system after an extensive investigation, and he believed in its thorough success. He advocated its extension into the primary grades of the schools.

At the second meeting of the section the chief business was the consideration of the new school regulations. The clause referring to annual entrance examination to the high school was approved of by the narrow vote of 20 to 19. The clause provides for one annual examination instead of two in each year as heretofore. In connection with the adoption of this clause, it was agreed to recommend that the time table for 1st class A and B examination be arranged so that the examination can be taken in each department in one week. The section also approved of the changes made in the Normal school curriculum in confining the work more closely to professional training. Messrs. Powell, Doan, McAllister, Alexander, and Sinclair were appointed a committee to consider the equivalent for those who are asking to rank as certificated teachers as 1st A, B, or C, and also to secure an equivalent for those who are seeking to rank as graduates of the various universities.

The election of officers resulted as follows:—Messrs. A. Barber, of Cobourg, and J. A. Brown, of Whitby, President and Secretary of the section respectively. The following Committee of Management was elected:—Messrs. F. C. Powell, Kincardine; J. Munro, Ottawa; H. Gray, Milton; S. McAllister, Toronto. Representative to the High school section, Mr. H. I. Strang, of Goderich. Legislative Committee:—Messrs. McAllister, Doan and Slater, of Toronto.

A resolution similar to that given notice of the day before in the general meeting on the teaching of the Bible in schools passed without discussion.

#### MUSIC TEACHERS' ASSOCIATION.

During the meetings of the Provincial Association a meeting of the teachers interested in Professor Holt's (of Boston) method of teaching music in schools, was held in one of the class-rooms. Mr. Duncan, Windsor, presided. It was explained that the object of the meeting was to discuss the question whether there should be one or more than one system of teaching vocal music in the Public schools.

Mr. J. Wisner, Parkdale, moved, "That in the opinion of the teachers present at this meeting there should be one system only of teaching vocal music in the Public schools of Ontario." The motion was adopted by a standing vote.

Several teachers spoke strongly of the need for a change in the method of imparting musical instruction, strongly condemning all the old methods. Holt's new system was held up as a remedy for the evils of the past, although it was noteworthy that not one of the speakers professed to know anything of that system beyond what had been learned during the past week's instruction at the School of Music; nor about the tonic sol-fa system except what had been explained by Mr. A. Thom Cringan on the previous evening in his debate with Prof. Holt.

Mr. Arnoldus Miller, Vienna High school, who said he knew little or nothing of the sol-fa method, ridiculed the system and hinted that it smacked too much of Scotland, some of whose ballad songs might well be sung to it. He inveighed against bag-pipe music with which the sol-fa method must have some affinity, but which to him was intolerable. What they wanted was a philosophical system which did not appeal to mere sentiment and from his week's training under Prof. Holt he was quite satisfied that gentleman's system would fill the bill. He moved "That a Provincial Music Teachers' Association be formed for Ontario." The motion was carried unanimously and a committee was appointed to draft a constitution and rules for the new society. As noted elsewhere the proposed Association was subsequently organized.

CONCERT-MASTER EMIL MAHR, of Wiesbaden, has been engaged as teacher of Violin, at the New England Conservatory of Music, Boston. Mr. Mahr belongs to the Joachim School of artists, and has a fine reputation abroad. He has spent the last six years in London, as soloist and teacher; has held the position of *Chef* in Mr. Henschel's Orchestra there for the past year, and like positions in the Richter and Crystal Palace Orchestras. His coming to this country adds another to the galaxy of great artists in that Institution, and will place the Violin School in the very front rank.—*Musical Herald, Aug., 1887.*

School-Room Methods.

A SPELLING LESSON.

1. HAVE the writing speller ruled with a narrow column for words and the rest of the page for sentences, so:

|          |   |
|----------|---|
| Permit   | The teacher does not permit us to whisper, but he allows us to do so. |
| Mortgage | The man borrowed money, giving a mortgage on his farm as security.    |
| Columns  | Sometimes we write our words in columns, and sometimes in lines.      |

2. Arrange for ten words, with twenty lines for sentences, and two extra spaces for corrections.

3. Accept no sentence that does not so use the word as to show that the pupil knows its meaning. Such a sentence as "I see a column," may mean no more to the pupil than "I see a griffin," "The man has a mortgage," than "The man has an apodosis."

4. Select from the writing spellers and place upon the blackboard words (other than those given to be spelled), that it is thought well to dwell upon, and having given four exercises in writing spelling, conduct an oral exercise in spelling, defining, and sentence building. In this let particular attention be given to the clear enunciation of words.—*Illinois School Journal.*

DEVELOPMENT LESSON IN MULTIPLICATION OF DECIMALS.

TEACHER. We have expressed, read, added, and subtracted decimal fractions as integers. Today we will learn how to multiply them. Suppose it is required to multiply .125 by .5. First you may all multiply 125 by 5. What is the product?

$$\begin{array}{r} 125 \\ \times 5 \\ \hline 625 \end{array}$$

P. 625.

T. What have you multiplied?

P. 125.

T. How does 125 compare with .125?

P. 125 is one thousand times as great as .125.

T. How, then, does your product compare with the true product?

P. It is one thousand times as great.

T. How do you find the true product?

P. By dividing 625 by 1,000.

T. How do you do this?

P. By pointing off three places from the right of the product.

T. Do this, and read the result. .125

$$\begin{array}{r} .125 \\ \times .5 \\ \hline .625 \end{array}$$

P. Six hundred and twenty-five thousandths.

T. By what have you multiplied?

P. By 5.

T. By what were you required to multiply?

P. By .5.

T. How does 5 compare in value with .5?

P. 5 is ten times as great as .5.

T. How, then, does the product, .625 compare with the true product?

P. It is ten times as great.

T. How do you find the true product?

P. By dividing .625 by ten.

T. Do this and read the result.

P. Six hundred and twenty-five ten thousandths.

.125

.5

.0625

T. Continue in this way with several examples until the rule is deduced.—*Practical Teacher.*

LANGUAGE LESSONS.

I. READING and correcting sentences already prepared.

- (1) Exchange slates. Pupils mark mistakes.
- (2) Pass slates to their owners. Correct mistakes and read sentence as corrected. Time 10 min.

II. Oral work. Have pupils use the following in sentences:

*have* with a form of *lay*; *had* with a form of *lay*;  
*have* with a form of *lie*; *had* with a form of *set*;  
*have* with a form of *sit*; *has* with a form of *lie*;  
*lain*; *laid*; *set*; *sat*. Time 5 minutes.

III. Use ownership forms of the following in oral sentences: men; boys; lady; ladies; girl; horses. Time 5 min.

Many criticisms might be made on this plan, such as follows: Can not *always* be carried out. Will make the teacher mechanical, and thereby produce a stiffness in the recitation. It may take longer to carry out some parts of it than the teacher supposed. These and many more might be made, and we are willing to grant that there is truth in all of them; yet we say have a plan, and work to it as nearly as the circumstances will permit. Modify it when it seems necessary, and your lessons will have a completeness about them that they can not have without a plan.

The fact in regard to the above plan is, that it was not carried out exactly. It took longer to get through with the first part than the teacher supposed. Then, of course, the other parts were shortened, and there was a feeling when time was up that the points of the lesson had been made, and there were no regrets, expressed or understood. It seemed that everybody was ready for the closing when the time came.—*Indiana School Journal.*

NEXT to the objects themselves, pictures are most valuable in exciting ideas and thoughts, and are therefore useful as a means of language study. They may be used as objects are used when a description of what is seen is called for, or they may be used as a basis for imaginary stories.

In describing the parts of a picture, young children will need special assistance and direction from the teacher. Place a large, interesting picture—not too complex at first—before the class or school, and question somewhat as follows:—

"How many boys are there in the picture?" "What are they doing?" "What animal is following on behind?" "What kind of dog is it?"

"What is one of the cows doing?" The answers should be in entire sentences, and should be afterwards written out connectedly under the direction of the teacher. After some practice of this kind the pupils may be able, without much assistance from the teacher, to state in full all they can see in a given picture. Care should be taken that the description does not consist of short statements, poorly arranged or connected together by many "and's." The final description of the picture suggested above might be as follows:—

"I see two boys driving some cows. One of the cows is eating grass by the side of the road, and one is going into a field. A large shepherd dog is running behind the boys."

Another scarcely less valuable use of pictures in teaching language is to suggest imaginary stories to be told by the pupils. The pictures used for young children should be simple and somewhat striking. By presenting a good plan or by asking questions, lead the pupils gradually into good habits of thought and construction. With the picture above indicated the questions might be somewhat as follows:—What shall we call the boys? Where do they live? Do both live on the farm? Which one is the visitor from the city? What relation are they to each other? Who came with Charlie to the country? What are they doing? What else do they do on the farm? etc. After questioning, the story may be told orally by one or more of the pupils, and afterwards written out in full. Older pupils may be able to write the story out in full after a given plan, without preliminary questioning or without first telling it orally. The correction and revision of the papers may be made during the time of a regular recitation, or may be given out as a language lesson. Encourage as far as possible independence and originality of expression.—*Selected.*

For Friday Afternoon.

THE OLD CONTINENTALS.

IN their ragged regimentals,  
 Stood the old Continentals,  
 Yielding not,  
 When the Grenadiers were lunging,  
 And like hail fell the plunging  
 Cannon-shot;  
 When the files  
 Of the isles,  
 From the smoky night encampment bore the  
 banner of the rampant  
 Unicorn,  
 And grummer, grummer, grummer, rolled the  
 roll of the drummer,  
 Through the morn!

Then with eyes to the front all,  
 And with guns horizontal,  
 Stood our sires;  
 And the balls whistled deadly,  
 And in streams flashing redly  
 Blazed the fires;  
 As the roar  
 On the shore  
 Swept the strong battle-breakers o'er the green  
 sodded acres  
 Of the plain;  
 And louder, louder, louder, cracked the black  
 gun powder,  
 Cracked amain!

Now like smiths at their forges  
 Worked the red St. George's  
 Cannoniers;  
 And the villainous "saltpetre"  
 Rang a fierce, discordant metre  
 Round their ears;  
 As the swift  
 Storm drift,  
 With hot, sweeping anger, came the horse-guards'  
 clangor  
 On our flanks.  
 Then higher, higher, higher, burned the old-  
 fashioned fire  
 Through the ranks!  
 Then the old fashioned Colonel  
 Galloped through the white infernal  
 Powder-cloud;

And his broadsword was swinging,  
 And his brazen throat was ringing  
 Trumpet-loud.  
 Then the blue  
 Bullets flew,  
 And the trooper-jackets reddened at the touch of  
 the leaden  
 Rifle-breath.  
 And rounder, rounder, rounder, roared the iron  
 six-pounder,  
 Hurling death!

—*McMasters.*

KEEPING ORDER.

THE children must be kept busy and interested. Don't study how to correct disorders, but how to interest pupils in their lessons, so that they will have no time for disorder. In the great centres of human activity it is not from the busy laborers, no matter how poor they may be, that the criminals come, but they come from the drones and tramps. Arouse the sentiment that those who neglect their studies are mental tramps, and the force of this sentiment in the school will be a powerful stimulus to industry. When a child enters school he should be given suitable employment, and by frequent changes he should be kept profitably and pleasantly occupied all the time he is in school. The teacher should spare no pains to arouse interest and to keep aglow this safeguard of duty, and it is in this work that kindness and sympathy enter as important factors in school government. Teachers should appreciate the fact that busy and interested children will almost govern themselves.—*Wade Stackhouse in Southwestern Journal of Education.*

## Examination Papers.

JULY EXAMINATIONS, 1887.

### HIGH SCHOOL ENTRANCE.

#### LITERATURE.

Examiners { John Seath, B.A.  
M. J. Kelly, M.D., LL.B.

Note—100 marks count a full paper. A maximum of 5 marks may be added for neatness.

#### I.

I had a little daughter,  
And she was given to me  
To lead me gently backward  
To the Heavenly Father's knee,  
That I, by force of nature  
Might in some dim wise divine  
The depth of His infinite patience  
To this wayward soul of mine.

I know not how others saw her,  
But to me she was wholly fair,  
And the light of the heaven she came from  
Still lingered and gleamed in her hair;  
For it was as wavy and golden,  
And as many changes took,  
As the shadows of sun-gilt ripples  
On the yellow bed of a brook,

To what can I liken her smiling  
Upon me, her kneeling lover,  
How it leaped from her lips to her eyelids,  
And dimpled her wholly over,  
Till her outstretched hands smiled also,  
And I almost seemed to see  
The very heart of her mother  
Sending sun through her veins to me!

She had been with us scarce a twelve-month,  
And it hardly seemed a day,  
When a troop of wandering angels  
Stole my little daughter away;  
Or perhaps those heavenly Zingari  
But loosened the hampering strings,  
And when they had opened her cage-door,  
My little bird used her wings.

1. What is the title of the poem to which the above stanzas belong? Explain the meaning of the title, and state why the poet chose it.
2. What is the subject of each of the above stanzas?
3. Explain the meaning of the italicized parts.
4. What in his little daughter seemed most beautiful to the poet?
5. What does the poet explain by means of ll. 15 and 16?
6. To what does "it", l. 19, refer, and what is meant by saying that "it dimpled her wholly over"?
7. Why did the twelve-month hardly seem a day, and how does the poet explain what he means by "heavenly Zingari"?
8. State, as fully as you can, the resemblance between the poet's little daughter and a little bird.

#### II.

I passed some time in the contemplation of this wonderful structure, and the great variety of objects which it presented. My heart was filled with a deep melancholy to see several dropping unexpectedly in the midst of mirth and jollity, and catching at everything that stood by them to save themselves. Some were looking up towards the heavens in a thoughtful posture, and in the midst of speculation, stumbled and fell out of sight. Multitudes were very busy in the pursuit of bubbles that glistened in their eyes and danced before them; but often, when they thought themselves within reach of them, their footing failed, and down they sank. In this confusion of objects, I observed some with scimitars in their hands, who ran to and fro upon the bridge, thrusting several persons on trap-doors which did not seem to lie in their way, and which they might have escaped, had they not been forced upon them.

The Genius, seeing me indulge myself in this melancholy prospect, told me I had dwelt long

enough upon it. "Take thine eyes off the bridge," said he, "and tell me if thou yet seest anything thou dost not comprehend."

Upon looking up, "What mean," said I, "those great flights of birds that are perpetually hovering about the bridge, and settling upon it from time to time? I see vultures, harpies, ravens, cormorants, and, among many other feathered creatures, several little winged boys, that perch in great numbers upon the middle arches."

1. What is the subject of "The Vision of Mirza," and what is meant by calling the selection an allegory?
2. What is the subject of the first of the above paragraphs?
3. Give for each of the italicized expressions a meaning that may be put for it in the above extract.
4. Describe briefly "this wonderful structure," and state what it is intended to represent.
5. Explain what Addison intends to represent by the description in the first paragraph, and give, in your own words, the Genius' answer to the question in the last.

#### III.

Quote the Syndic's address to the Knight in "The Bell of Atri."

#### DRAWING.

Examiners { W. H. Ballard, M.A.  
J. E. Hodgson, M.A.

Note—25 marks count a full paper.

1. When is a leaf said to be conventionalized? Draw a natural leaf. Draw the same leaf conventionalized.
2. Draw a Calla lily.
3. Give a perspective drawing of a (solid) cube.
4. Draw a vertical line three inches long; bisect this line; through the point of bisection draw a horizontal line extending  $1\frac{1}{2}$  inches on each side of the vertical line; join the extremities of these lines, forming a square; trisect the sides of this square; join the points of trisection by lines parallel to the diagonals.

#### GEOGRAPHY.

Examiners { M. J. Kelly, M.D., LL.B.  
John Seath, B.A.

Note—75 marks count a full paper. A maximum of 5 marks may be added for neatness.

1. Define ecliptic, zodiac, zenith, nadir, isothermal lines.
2. Define the limits of the several zones and compare their areas.
3. Describe accurately the boundaries of Europe; and draw an outline map of the British Isles, locating at least five of their principal rivers and five of their principal cities.
4. Tell where and what the following are: Bath, Bonn, Toulon, Esk, Lee, Catalonia, St. Hyacinthe, Severn, Navy Island, Sault Saint Marie.
5. Give the boundaries of the United States and Canada; and locate the New England States, naming the capital and chief rivers of each.
6. Draw a map of the Maritime Provinces, indicating their boundaries and locating the chief cities and rivers.
7. Name the principal manufactures and exports of Ottawa, Quebec (city), Pittsburg, Sheffield, Leeds, Lyons, Brussels, Oporto, Java, Canton.

#### HISTORY.

Examiners { W. H. Ballard, M.A.  
J. E. Hodgson, M.A.

Note—75 marks count a full paper. A maximum of 5 marks may be added for neatness.

1. Give an account of the signing of the Great Charter. What advantages did the people derive from it?
2. What circumstances led to the Battle of Banockburn? What important result followed?
3. What was the object of the struggle between the Crown and the Parliament, which began in the reign of James I.? Mention the principal events

which took place during the progress of this struggle. How did it end?

4. In whose reign did the "struggle against Napoleon" begin? Name the great men to whom England owed her success in this struggle, and tell what each one did to bring it about?

5. Write a short explanation of any two of the following:

Extension of the Franchise;  
Repeal of the Corn Laws;  
Home Rule in Ireland;  
The South Sea Scheme;  
Party Government;  
Habeas Corpus Act;  
Act of Settlement, 1701.

6. Give the names of four great writers who have become famous during the reign of Queen Victoria, and tell what each is noted for.

7. What caused the war with the United States in 1812? Mention the principal events that took place during its progress.

8. Write a short account of any of the following:

The Quebec Act of 1774;  
The Constitutional Act of 1791;  
The Act of Union, 1841;  
The British North America Act, 1867.

9. What powers do Municipal Councils possess? Who gives them these powers? How many members are there in the council of the municipality in which you live? How long do they hold office? What officer presides at their meetings? How is he elected?

#### DICTATION.

Examiners { W. H. Ballard, M.A.  
J. E. Hodgson, M.A.

Note for the Presiding Examiner—This paper is not to be seen by the candidates. It is to be read to the candidates three times—the first to enable them to collect the sense; the second time to enable them to write the words; and the third for review.

A maximum of 50 marks may be allowed for this subject. One mark to be deducted for each misspelt word. A maximum of 5 marks may be allowed for neatness. Time for this paper, 30 minutes.

There is no man in England who is less likely to speak irreverently of the Crown and Monarchy of England than I am; but crowns, coronets, mitres, military display, the pomp of war, wide colonies, and a huge empire, are, in my view, all trifles light as air, and not worth considering, unless with them you can have a fair share of comfort, contentment, and happiness among the great body of the people. Palaces, baronial castles, great halls, stately mansions, do not make a nation. The nation in every country dwells in the cottage; and unless the light of your Constitution can shine there, unless the beauty of your legislation and the excellence of your statesmanship are impressed there on the feelings and condition of the people, rely upon it you have yet to learn the duties of government.

#### ENGLISH GRAMMAR.

Examiners { J. E. Hodgson, M.A.  
W. H. Ballard, M.A.

Note—100 marks constitute a full paper. A maximum of 5 marks may be added for neatness.

1. Give the feminine plural corresponding to each of the following: Duke, hero, husband, he-goat.

2. (a) Name the classes of adjectives that do not admit of comparison, and explain why they do not. (b) What adjectives are compared adverbially?

3. Write the first and the second person singular of the present and the past tense, indicative mood, of the verb "love," in the indefinite (or simple), progressive, and emphatic forms.

4. Re-write the following sentences, making such corrections as you think necessary:

- (a) Which is the biggest farm yours or your brothers
- (b) His brother has a larger head than any boy I know
- (c) The chances is ten to 1 but he will forget it
- (d) It is one of the hardest papers that has ever been given.

*Hints and Helps.*

HINTS ON TEACHING ENGLISH.

How shall children be trained to write pure, clear, and forcible English?

The following sentences, taken almost at random from compositions written by children in a large, well taught grammar school, illustrate pretty fairly the English of our schools.

1. "In about a year *their own* father, *whom* they supposed *was* dead, appeared to them."
2. "The boy blocked the wheels again, and upon *looking up* the dog had chased one man into a tree, and *he* sat at the foot of it watching *him*."  
"Poodles will catch mice the same as a cat would, but they are so fat they cannot catch a rat as good as a cat."
3. "The snow has gone, *and* the fields look green, *and* all the flowers, which have been in their winter sleep, are shooting forth little green buds, *and* will soon be all in full green leaves *and* blossoms." "The board on which the cigars are *made* is *made* of well-seasoned cherry wood, *and* *made* of small pieces glued together *and* lasts a good many years."

These children have been trained in language from the primary grade up, and yet it is doubtful if one in a hundred of them can write a composition of three or four pages without making errors as gross as these given. This is perhaps not surprising when one remembers that our schools are made up of children from all classes, and that among our lower classes the foreign element so largely prevails. If, on entering school, the child of cultured parents uses correct English his speech is soon vitiated, because from the moment his school life begins, improprieties of all sorts are thrust upon his ear until it is no longer a guide to him. The ordinary work of the language classes does not seem to counteract the unhappy influences to which he is subjected. He learns that the subject of a verb must be in the nominative case, and in parsing, repeats this statement *ad infinitum*, but the moment a pen is put into his hand, he writes, "Neither Europe nor Africa are as large as Asia." "There is not many places of interest in Massachusetts." "Father, with his botany box, and Henry, with his luncheon basket, was soon ready for the trip."

In addition to the parsing, or perhaps in place of it, should not critical work be given the children? As soon as the grammar class have learned a rule, let them begin to apply it. Give them sentences to test by this rule, and give the sentences in such a way that the children will have to think and decide for themselves what is right.

Suppose the class are upon the verb. Impress them with the fact that a common and gross error is the disagreement of subject and predicate. Show them that an error of this sort is most likely to arise in an inverted sentence—Example, "From the boat *was* plainly seen the *Indians*,"—in a sentence in which a noun other than the subject and of a different number stands near the verb—"The *faculty* of learning words and their forms *come* into exercise very early,"—or in a sentence in which the subject is obscured by the intervention of many words—"We have now seen how the *machinery* of the waters, aided by other things, such as frost, roots and the stomachs of worms, *serve* to divide up the rocks of the earth."

*Caution.*—When an inverted sentence contains two or more nominatives which are emphatic, the verb agrees with the first and is understood with the rest. "How great is this age and this England!" i. e. : How great is this age, and how great is this England!—*Popular Educator.*

HOW TO SECURE ATTENTION.

PERHAPS no one thing shows the want of skill in a teacher so quickly as inattention of pupils. Attention is the soul of mental work, and in one phase, that of concentration, is sometimes said to be an indispensable element of genius. "It affects intellectual inactivity from every direction. It has a strong influence, too, upon the emotional nature, tending to make us forget painful emotion and substitute in its place that which may be pleasurable or beneficial." It can divert us from intense bodily pain when the mind is strongly directed to

other things; e.g., the soldier is sometimes not aware of severe wounds until the battle is ended.

Another quality of attention, one essential to all good mental work, should be secured, if possible, in whatever task the pupil is engaged; viz. : concentration, or that power of giving one's undivided attention to the work in hand. Many teachers unknowingly cultivate the opposite habit. This can be done by not providing work sufficient in quantity, or of the sort adapted to the child's ability, or interesting in nature. I have known teachers who appeared never to consider that their own manner in the schoolroom might actually prevent continued application on the part of the pupil. A noisy, demonstrative, impulsive, fidgety, scolding teacher never can succeed in keeping pupils busy at their work, either in class or study.

One of the best ways to prevent general disorder in a schoolroom, such as whispering, passing notes, loud studying, playing, etc., is to create a sentiment in the minds of the children about one's duty to his neighbor. Continually impress upon the pupils the impropriety and positive unkindness of disturbing others. There will in time, if the teacher himself practices as he preaches, be a sincere regard for the rights of others, and little, if any, need to speak of the offences that make up the aggregate of a teacher's trials. Beside, such pupils have received an impression toward true citizenship that must result in making them better men and women.—*N. E. Journal of Education.*

GRADING RURAL SCHOOLS.

GRADING a school, or classifying it, so that pupils of similar attainments may be in the same class, is admitted by all to be the more economical and inspiring method of handling it. All teachers attempt to form and maintain classes. In the village or city school the classes are divided among two or more teachers, thus giving more time to each class. In the rural school one teacher has *all* the classes. This is about all the difference. In the rural school the attendance ought to be about as regular as in the village school. There is no good reason why it should not be. The rural school can maintain its classes without division and sub-division as well as does the village school, if the teacher only thinks so.

Because John is absent a month and cannot go on with the class, is not sufficient reason for forming a class specially for him. The town school does not do this, nor can it reasonably be expected that the rural school must do it. If we once implant the idea that the classification when once satisfactorily made is permanent, and not to be changed simply upon the admission of a late pupil or the return of an absentee, we have won the victory.

The pupils themselves must understand this. Draw a marked line of distinction between the classes, so that when a pupil is advanced he realizes that an additional step has been made. If he drops behind his class, he feels more keenly that he has lost something. Stimulate in the pupil a feeling of pride in his class. Hold forth some inducement for him to enter a higher class; in short interest him. If pupils belonging to the same class or division can be seated in the same section, a step has been gained toward getting them interested. The counties in Illinois which have been attempting to do systematic rural school work under the direction and guidance of the county superintendents, have found it most convenient to grade upon the basis of the readers. The little folks, including the second reader class, constitute the primary division; the third and fourth reader classes, the intermediate division; and the others, the advanced division. The monthly examinations are issued in sets of three, so as to give work to each division. Grading rural schools is no longer an experiment. The county superintendent can help the teachers so to systemize their work that all the schools in his county may be doing essentially the same work.—*Our Country and Village Schools.*

THE Strathroy Collegiate Institute stands second in Ontario in the number of candidates passed at the recent third class examinations, Owen Sound taking the lead.

- (e) There ain't no use of me trying to pass.
- (f) He is a person whom we think should be punished
- (g) While working in my study a thought struck me
- (h) Let us not increase our hardships by dissensions among each other.
- (i) There is sometimes more than one auxiliary to a verb
- (j) "'Twas loves mistake who fancied what it feared."

5. "The breaking waves dashed high on a stern and *rock-bound* coast, And the woods against a stormy sky their giant *branches* tossed, And the heavy night hung dark the hills and *waters* o'er, When a band of exiles moored their bark on the wild New England shore.

Not as the conquerer comes, they the *true-hearted* came; Not with the roll of stirring drums and the trumpet that sings of fame; Not as the *flying* come, in silence and in fear; They shook the depths of the desert's gloom with their hymns of lofty cheer."

- (a) Classify and state the relation of the subordinate clauses in the above.
- (b) Parse the words in italics and explain the meaning of the terms "objective case" and "qualifying."
- (c) Point out an example of an adjective used predicatively in this passage.
- (d) Select from the passage three words, each of which may be used as different parts of speech. Form sentences in illustration.
- (e) Name the qualities indicated by the following adjectives: High, stern, heavy, stormy, wild.
- (f) Point out (and illustrate from this passage) as clearly as you can the difference between prepositions and conjunctions.

6. Form words from each of the following to indicate (a) an agent or doer; (b) the result of the action implied by the verb: Succeed, deceive, strike, act, execute, emigrate, detect.

ARITHMETIC.

Examiners { M. J. Kelly, M.D., LL.B.  
John Seath, B.A.

Note—100 marks constitute a full paper. A maximum of 5 marks may be allowed for neatness and writing.

1. What multiple of 595 divided by 595 gives as quotient 595?
2. Find the least common multiple of \$2, \$3, \$4, \$5, \$10, \$20, \$50, \$100.
3. A man owns  $\frac{3}{4}$  of  $\frac{1}{2}$  of  $\frac{1}{3}$  of an investment; on selling  $\frac{1}{4}$  of his share he finds himself worth \$100 less than before. What was the value of the whole investment?
4. Change

$$\frac{1}{3} \text{ of } \frac{1}{4} + \frac{1}{3 + \frac{1}{4}}$$

to a simple fraction.

5. What principal will amount to \$840 in 5 years at  $4\frac{1}{2}$  per cent?
6. If one pound of thread makes 3 yards of linen  $1\frac{1}{4}$  yards wide, how many pounds will make 45 yards of linen one yard wide?
7. A man sold two farms for \$3,000 each; on one he gained 20 per cent., and on the other he lost 20 per cent. Did he gain or lose on the whole, and how much?
8. If a garrison of 1,000 men have provisions for 12 months, how long will the provisions last if at the end of 2 months they be reinforced by 500 men?
9. A merchant sold a piece of cloth for \$24, and thereby lost 25 per cent. What per cent would have been the gain had he sold it for \$34?



TORONTO, SEPTEMBER 15TH, 1887.

*Editorial.*

## THE BIBLE IN SCHOOLS.

WE commend Dr. Sutherland's letter on this most important question to the attention of our readers. It will be read with interest by all who are anxious to decide wisely and rightly between conflicting opinions. "Hear both sides," must always be the motto of the sincere truth-seeker.

We regret that the issue between our critic's views and those we are forced by conviction to hold and advocate, appears to us much wider than Dr. Sutherland thinks. The view of "State-churchism" which he presents may be the correct one, as determined by a logical regard to the strict meaning of the word. That depends upon the sense attached to the word "church." We are quite agreed with Dr. Sutherland in wishing to make the discussion one not of words but of principles. What we object to *in toto* is the prescribing by the State of religious teaching, or the teaching of religion, in any form. We regard the sphere of religion as completely and absolutely distinct from that of secular government. The plane of the former utterly transcends that of the latter. To argue otherwise is to assume that the days of theocracy are not yet past. Religion stands related to character, State governments have to do only with conduct. The utmost any Minister of Education can do is to prescribe and enforce an outward form. Christianity is a thing of the heart and conscience. Into the sacred relations subsisting between the inmost soul of the creature and its unseen Creator, no human government has the right to intrude. Hence it is that we regard any such enforcement of religious exercises in the schools as that for which Dr. Sutherland contends, as not only sure to do more harm than good to the cause he has at heart, but as containing the "germinal principle" of a false and mischievous system of State-religionism.

We thus put the matter at once on what we conceive to be the highest grounds. It would be easy, though we deem it unnecessary, to sustain the same view by many other considerations. By what wisdom, or what authority, for instance, is a Provincial Government, or a Minister of Education, qualified to choose a religion for the people? Amidst the conflicting views, not of Christians, and Agnostics or Atheists, or of the formulated creeds of different Christian sects, but even of the most intelligent and devout members of the same Christian society or denomination, how shall it instruct its teachers as to the kind and degree of the sanction they are to claim for Biblical authority? When the intelligent and conscientious teacher, wishing to know his whole duty, asks, Shall I tell my pupils when they ask, as many of them are pretty sure to do, troublesome questions, that every word of the English Bible, as it stands in such and such a version, is of Divine origin and authority, or that only the minds of the sacred

writers, not their modes of expression, were inspired? that every part of the canonical book, from Genesis to Revelation, is of equal authority and vouched for by Divine veracity, or that the words of Christ and his apostles come to us with a more direct and a diviner sanction than that which attaches to the pentateuchal histories and the imprecatory psalms? Dr. Sutherland and the editor of the EDUCATIONAL JOURNAL may have clear and decided opinions upon all such points, but many others, equally wise and equally conscientious, may have widely different opinions. Who shall determine which shall prevail with the Education Department?

Let it not be said that all such questions may be evaded or left in abeyance? Would not this defeat the chief end those who are advocating "compulsory" religious instruction in the schools have in view? Do they not wish to have the Bible taught as Divinely authoritative? Would not its presentation as a book whose origin and authority are in dispute, a book which may represent the voice of the living God, or only the opinions of fallible men, or sometimes the one and sometimes the other, be vastly more dangerous to the faith and morals of the coming men and women than the most absolute voluntarism could possibly be?

Having given so much space to what we conceive the fundamental principle involved in the discussion, we can advert but briefly to other portions of Dr. Sutherland's letter. We have found ourselves still obliged to use the word "compulsory," and must continue to do so until supplied with a better. The *compulsoriness* is, in fact, the very thing in question. In regard to the propriety, the desirableness, the transcendent importance of religious exercises conducted voluntarily and *con amore* in the schools, we heartily agree with those whom Dr. Sutherland represents. There is no question, so far as we are concerned, of the Government ruling "all recognition of God and of Christian morality out of the schools." That course would be, equally with the opposite one, an interference with liberty of conscience, and an intrusion into a region into which the secular authority has no right to enter. The question, the crucial question, from the practical view-point, is what shall be done in the case of the teacher who does not and will not *voluntarily* conduct the religious exercises prescribed? If to say to the teacher who does not voluntarily conduct such exercises, "You know the regulations of our common schools (which regulations are assumed to prescribe Bible reading, a form of prayer, etc.); if you cannot conform to these, you are under no obligation to enter or continue in the teaching profession; you are perfectly at liberty to turn your attention to any other employment, etc.," is not equivalent to saying, "You are required, on pain of dismissal, (or refusal of license) to engage publicly in a form of devotion," we are utterly unable to discover the essential difference. Is not to say that the Government in saying the one, would not in effect say the other, "to trifle with words?"

What would be the result of such a Departmental regulation? It would become in effect a religious test-act. The honest, high-minded sceptic, or agnostic, (Dr. Sutherland will not deny that there are such in the profession) would step down and out. The less conscientious would swallow his scruples and go through with the form, which in his heart he regards as empty, or superstitious. If this is not to "put a premium upon formalism and hypocrisy," what is? The whole drift of Dr. Sutherland's argument is, if we understand it, in the direction of excluding all but professedly Christian believers from the teaching profession. He says distinctly that a "profession of Scepticism" is "*prima facie* evidence that the teacher is unfit to be an instructor of youth, and ought to be dismissed." This opens a wide—a very wide question, which is quite distinct from the one at issue, and on which we need not here enter. One question only we would ask, premising that by the same rule the Jew, and probably the Rationalist and many other classes would be excluded. Under such a regime would Dr. Sutherland have the members of the prescribed classes still forced to pay taxes for the support of the schools, and still compelled to send their children to them to be educated? In any case would it not be better, more manly, more Christian, to effect the exclusion by a direct, rather than an indirect, regulation and test?

One word more, and to it we ask the special attention of our readers. We know how liable we are to be misunderstood in writing as we have done. Let us say once for all, first, that the question we are discussing is one of religious not of moral teaching. With regard to the duty and necessity of teaching morality, and the highest morality, in the schools all are, so far as we know, at one. In our view, from which very few even of the Agnostics, will, we venture to say, dissent, the morality of the New Testament is incomparably the highest morality. And let us say clearly, in the second place, that we yield to none, in our desire to see Christianity itself recognized and brought to bear in the schools, as the world's great regenerating and elevating force. The only difference is one of method. How shall this be done? We answer, it cannot in the very nature of things be done, it ought not, on the highest principles, to be attempted, by the Government. The matter is one for "local option." It is in the hands of the people of each locality. They have a right to dismiss and employ, through their trustees, whom they please. If they are alive to their most solemn and sacred obligations to their children, and to the State, they will see to it that no man or woman but those of the highest type of character and influence shall have the training of the minds and hearts of the young in the public schools. If they are not alive to those obligations, the case is indeed deplorable, but we see no help for it; save in the better education of the people through the pulpit and otherwise.

## THE UNIVERSITY SENATE.

WE referred, a few weeks ago, to the defective and unsatisfactory character of the reports of the meetings of the Senate of the University of Toronto, as given to the public through the press. We are glad to see that the matter is again attracting some attention, though much less than that to which it is entitled by its relative importance. The fact that the great majority, even of the graduates of the University, are so easily satisfied, affords one of the strongest arguments in favor of fuller reports. Summaries are proverbially dry. The skeletons need to be clothed with the flesh and blood of speech and debate, in order to possess the educating power which should attend the deliberations of a learned body, engaged in the discharge of an important public trust.

Those who are familiar with the recent history of the University will remember that it was not without some agitation and struggle that the present brief digests of proceedings were given as a partial concession to the public to whom the University belongs, and who should be keenly interested in all its movements. Those summaries are given to the press by the Registrar. Can any one give any good reason why the ordinary deliberations and debates of the Senate should not be open to reporters? The questions discussed, relating to subjects and courses of study, changes and enlargements of the curricula, emendations of old statutes and addition of new ones, awarding of prizes and honors, etc., are questions in which the intelligent, and especially the educated public, ought to feel a lively interest.

Is it not desirable that such interest should be cultivated and strengthened? If so, what more effective means could be made use of than the publication of the debates of the learned and grave senators? The reflex influence of such deepened interest would strengthen the hold of the University itself upon the people, to whom it must look for the enlarged means of usefulness it so much needs. Many of the Senators themselves now represent constituencies. It is due to those who elect them that they should have some means of knowing the kind and degree of their representative's usefulness. The knowledge that their words would be listened to and their votes scrutinized by the most intelligent classes in the Province, might not be wholly destitute of healthful and stimulating influence, upon the minds of the Senators themselves, many of whom, there is reason to fear, still attend to the duties of their most honorable office very perfunctorily and irregularly.

Perhaps the admission of reporters is too great an advance to be taken at a stride by so dignified a body. Some of them are, probably, by nature, education, or life-long habit, predisposed to do homage to old precedent and abhor innovation. Mr. Houston suggests, in the *Globe*, a compromise measure which might certainly be adopted without loss of dignity. Let the right

of attending Senate meetings be granted to members of Convocation, some of whom are reporters, and let them give the proceedings to the public. An objection, however, suggests itself. Unless the permission was given with a clear understanding that the representatives of Convocation would publish the proceedings, the latter would feel a delicacy in doing so. The open, straight-forward way seems the least objectionable and the best. Let the reporters of the daily or other papers be admitted, pencil in hand, prepared to give full reports of all matters of general and public interest. Why not? Have not the people of Ontario a right to know what the Senators are doing individually and collectively, for the furtherance of the great ends for which the University exists?

## EDUCATION AND WORK.

MUCH is being said and written just now in regard to the too manifest tendency on the part of the young to turn their backs on farming and other manual industries and overcrowd the avenues to mercantile and professional life. Looking about them for a cause the speakers and writers are prone to fix upon the schools as the primary source of the danger. It is the spread of education amongst the masses which, according to this view, is doing all the mischief. By logical sequence, one may dread the coming of the day when the dream of universal education shall become a reality, as a dark day in which there will be no longer found a man to till the soil, or shoe a horse. We may safely dismiss all such gloomy forebodings. The tendency complained of is, it is true, undeniable and deplorable, but the sources of the stream will have to be sought in some other direction. It would, however, be too much to say that there may not be something in the kind of education, or in the atmosphere of many of our schools and colleges, to give color to the assumption that they are to blame. But so far as this exists it is itself an effect, rather than a cause. It is a tone imparted to the schools by those who have fled to them, whether as students or teachers, as a refuge from toil, rather than a thing inherent in the nature of education. The evil will, no doubt, correct itself in time, or rather will be corrected as the education becomes higher and sounder, and its true relations to honorable and healthful industry better understood. Meanwhile we commend to all who are disposed to believe there is some mutual and unconquerable repulsion between hand-work and brain-work, the following sensible paragraph from the *Popular Science Monthly*:

"Many persons believe that under the present system of education young people are acquiring a distaste for manual labor, and that there is, consequently, danger that the trades and agricultural occupations will be deserted by all but the most inefficient classes of workmen. Much of the experience of English and American society is in favor of this view, and the tendencies in France appear to be in the same direction. As an offset to what may be said in favor of it, the *London Spectator* directs attention to the fact that no dislike of work, even of the roughest character, has appeared among two of the best educated races. The Scotch, who have been taught for two hundred years, and are now far more thoroughly trained than English national school boys, show no disposition to avoid labor, but are remarkable for persistent and fairly contented industry. The Prussian peas-

ants, "who are as educated as the English will be in twenty years hence, work exceedingly hard, and in the country, where their holdings are their own, they show none of the resentment at their fate which is manifested in the towns in the form of Socialistic aspirations. Gardeners, who all over Great Britain are the best instructed of manual laborers, work, more especially when working for themselves, with unusual diligence; and it is a matter of constant observation that a laborer who happens by any accident to be a 'bit of a scholar,' can be depended upon when work presses and every man is required. The people of Rome, who can read and write, are for more diligent than the Napolitans, who cannot; and the best workmen in Italy are those who have passed through the army, and so obtained what is practically an education. This seems to be no *a priori* reason why it should be otherwise."

*Contributors' Department.*

## LIFE, LABOR, AND LEISURE AT CHAUTAUQUA.

THERE are many phases of labor at Chautauqua worthy of the student's earnest attention. The College of Liberal Arts, with its various courses in Classics, Modern and Oriental languages, Sanskrit and Comparative Philology, represents perhaps the best fruitage of a summer course at Chautauqua, though it would be hard to omit the very excellent work done by Prof. R. L. Cumnock in the department of Elocution—a department which is year by year becoming more popular with Chautauqua students. Prof. Cumnock is a man of great gifts both as a teacher and reader, and the young man or woman who has the good fortune to obtain instruction at his hands receives an inspiration in the subject of reading productive of the very best results. There is no padding out or hedging around in Prof. Cumnock's work. He goes straight to the heart of the subject, lays its mysteries bare, and with a diligence and skilfulness of labor puts the reins of rapid progress in the hands of every student of this department. His classes are divided into Juvenile, General, Advanced, and Ministerial. The first division, as indicated by the name, is made up of boys and girls up to the age of fourteen. The pupils receive a thorough drilling in pronunciation and acquire an elegance of speech—an accomplished accent it would be difficult to reach elsewhere. In the General class are taken up the principles of reading—each principle being illustrated by examples. The entire course extends over six weeks, and the writer has no hesitation in saying that a faithful student can obtain in that time a knowledge of the principles of good reading sufficient to insure his success in teaching the subject. The Advanced class read some of the finest gems of literature represented in the pages of Dickens, Tennyson, Longfellow, Thackeray, Scott, Byron, Burns, Holmes, Whittier, and Moore. The readings as found in "Cumnock's Choice Selections" are classified under the headings of Pathos, Solemnity, Narrative and Descriptive, Beauty, Serenity and Love, etc. The student is taught to value sentiment and reflect it in his voice by pitch, movement, quality, force, time, etc. So successful has Prof. Cumnock been in teaching the subject of elocution at Chautauqua that the writer met in the elocution class of last summer one of the best public readers of the city of Philadelphia—a young lady of rare gifts, who was full of admiration for Prof. Cumnock's talents and methods of instruction.

THOMAS O'HAGAN.

## Question Drawer.

IN response to requests we re-publish the following:—Literature selections for Entrance Examination in December, 1887. 1. "Oft in the Stilly Night," pp. 71-72; 2. "The Death of Little Nell," pp. 100-104; 3. "The Discovery of America," pp. 115-119; 4. "Dora," pp. 137-141; 5. "To a Skylark," p. 187; 6. "The Changeling," pp. 205-206; 7. "The Two Breaths," pp. 214-219; 8. "The Conquest of Bengal," pp. 222-228; 9. "After Death in Arabia," pp. 272-274.

DRAWING.—Drawing Book No. 5, of the Drawing Course for Public Schools.

The lists of requirements for Teachers' Second and Third Class Non-Professional Examinations are not yet ready. As soon as published complete we shall be glad to comply with requests to give them in our columns.

A teacher is engaged on January 1st. for one year at a salary of \$275. No written agreement is made. On July 1st. the teacher resigns position, giving two months notice, and asking for portion of salary for vacation. Is she entitled to any? If so, how much?—G.

[Divide the stipulated yearly salary by the number of teaching days in the school year; multiply the quotient by the number of days actually taught and the product will be the amount of salary due.]

(a) What Drawing is required for Entrance Examination in December?

(b) Where is Catalonia?

(c) What is subject of stanza in "Changeling" beginning, "Perhaps those Heavenly Zingari."—J. Mc.

[(a) See above. (b) Catalonia occupies the north-eastern corner of Spain, having France on the north and the Mediterranean on the east and south-east. Modern C. is divided into four provinces, Barcelona, Larragona, Lerida and Gerona. (c) The meaning of your question is not clear. Zingari is the subject of the sentence to which it belongs. The clause you quote does not begin the stanza. The death, or flight, of the child is the theme of the stanza.]

A pupil having passed the High School Entrance Examination in July, 1887, and wishing to take up Third Class work, what is the list of authorized text-books she would be required to purchase?—A SUBSCRIBER.

[We have not space for details in this column, but any high school master can give the information, or on application to the Education Department a copy of the Regulations would no doubt be promptly sent.]

1. Should the register be returned before the first day of school?

2. If not returned, who is to blame for the delay?

[1. We should suppose so, as it is of course needed at once. 2. That depends upon circumstances. The presumption would be that the person who procured the book is to blame. He may have forgotten; the teacher should not be too modest to give him a polite reminder.]

"What is your opinion of the conduct of a teacher, who, willingly and deliberately, offers his services to and endeavors to make an engagement with the trustees of a school section, in which a fellow-teacher is teaching, to whom no intimation of re-engagement or of dismissal had been at the time made by the trustees, and, who had not, as yet, made any intimation to them, of any intention to remain, or *vice versa*, in the section as teacher?"—J. Mc.

[We should say, assuming that the question covers all the facts, that such a teacher not only violates the Royal Law, but flagrantly disregards professional courtesy.]

Are third class teachers allowed to enter the normal school and to pass the Second Class Professional Examination?—LAURA.

[Must have passed Second Class Non-Professional Examination and taught at least one year.]

Will you kindly state, if possible, in your next JOURNAL, whether I can get "Chaucer's Canterbury Tales" (in full), printed in modern English. If I can, please give address and state price.—ALHPA.

[Any retail book-seller will send you the book. Price will vary with quality and style. Send postal card to David Boyle, 353 Yonge Street, or Vannevar & Co, 440 Yonge Street, Toronto.]

(a) I have two pupils in my school who have passed the Entrance Examination. Is it lawful for me to teach them Third Class Subjects?

(b) Please give a list of the subjects for examination for Third Class Teachers' Examination for July, 1888.

(c) What is the authorized Text-book on Botany?

(d) What is the authorized Grammar for Public Schools?

(e) What is the authorized Geography for Public Schools?—FENELON.

[(a) We know no law to prevent. (b) Would require too much space. Write to Secretary of Education Department, who will, no doubt, send you a copy of printed regulations. (c) Spotton's Botany. (d) "Public School Grammar." Schools which adopted either of the following before June, 1887, may continue to use them:—Mason's Outlines, Campbell's or Miller's Swinton's Language Lessons, Connor's Elements of Etymology, Morris and Bowen's Grammar and Exercises, Morris' English Grammar Primer. (e) "Public School Geography." On the condition above mentioned either of the following may be continued in use:—Campbell's Modern School Geography, Lovell's Intermediate, Calkin's World, or Geikie's Physical Geography.]

[In a former issue of the JOURNAL, method of solution for a question on the 73rd page of Kirkland and Scott's Arithmetic was asked for, but not given. The question reads, "The product of four consecutive numbers is 73440. Find the numbers." The solution given below I have used very successfully with my third class. Please insert it.]

|         |  |
|---------|--|
| 1)73440 | Find the prime factors in consecutive order, and the last quotient will be one of the numbers required, since a question involving four composite numbers is not often given. If it should be given, proceed similarly. If 17 is one of the numbers required by proper combination of the remaining prime factors, the following prime factors will be obtained, viz.: |
| 1)36720 |  |
| 2)18360 |  |
| 2)9180  |  |
| 2)4590  |  |
| 3)2295  |  |
| 3)765   |  |
| 3)255   |  |
| 5)85    |  |
| 17      |  |

17 factors—answer is 15, 16, 17, 18. There are, possible, three other sets of factors with 17 in, but two have 19, which is a prime number not found among the factors of 73440, and the other has 14, of which one factor is 7, another not found in 73440 as a factor.]—COM.

(a) What name is given to the green scum rising on ponds of water? One name is "frog spawn," but I believe there is another.

(b) I should much like to place pictures in the school-room, such as important battles, views of great cities, natural scenery, or portraits of noted men. Perhaps illustrations in natural history would be suitable. Can you or your readers give me any information regarding such? Carswell's Selections of Photographs of Distinguished Characters of the World I have seen advertised years ago, but do not know to whom to apply, perhaps you can aid me.

(c) I wish to study synonyms. Will you be kind enough to give in your paper a list of books pertaining to that, and which is the best. Crabbe leaves out a considerable number, and I have not seen Graham. Your contributors or subscribers may be able to throw some light on that study for me.—B. C. H. B.

IT is said that when Voltaire learned that by prefixing two letters to "ague" he halved the number of syllables in the word, he threw the book on the floor with the wish that one half of the English nation might have the ague and the other half the plague. The English spelling reformers might count on his support were he alive to-day.

## Correspondence.

## THE BIBLE, ETC., IN SCHOOLS.

To the Editor EDUCATIONAL JOURNAL.

SIR,—I have just been reading, with much interest, the courteous and thoughtful article in which you review the address which I delivered before the Teachers' Association a fortnight ago. I am glad that you agree with the position taken in the first part of that address, and am persuaded that your dissent from the second part is more apparent than real; in other words, that it arises from a misapprehension of some of my suggestions rather than from any opposition to the principles advanced. That there are difficulties (real ones, too,) in the way of the introduction of "the religious element" into our public schools, I readily admit; but I do not think they are so serious as many suppose. At all events it is far better that those who are interested in this most important matter should seek to remove the difficulties rather than to augment them.

I am unable, with my present light, to see the "germinal principle" of State-churchism in the method proposed. I always thought that the principle of State-churchism meant the selection, support, and control, by Government, of a particular form of ecclesiastical organization and worship, and the treatment of all who would not conform thereto as dissenters. It is surely a straining of words to say that this principle is involved in a regulation which requires the offering of a simple prayer at the opening of school, the daily reading of the Scriptures, and the inculcation, by the teacher, of the great principles of Christian morality. But even if the case were as you put it, and I were compelled to choose between State-churchism and State-atheism, I would unhesitatingly select the former as by far the lesser evil of the two. To State-churchism I have strong repugnance, and I am no advocate of "ecclesiastical school systems," (although the good accomplished by such systems, when a better system was wanting, can hardly be over-estimated;) but if we are to accept the principle that the Government of this province, in deference to the views of what I believe to be a small minority, must rule all recognition of God and Christian morality out of our public schools, it is high time for the majority to ask if our present system is not worse than a failure, and whether the time is not near when Christian people will be compelled, in self-defence, to repudiate the system, and establish their own schools on a Christian basis.

In discussions upon this, or, indeed, upon any topic, we are always in danger of striving about words; and not unfrequently a slight change of words would put an end to the strife. For example, is it necessary to use the term "compulsory" in regard to what I propose? In its popular acceptance the word conveys the idea of compelling one to do something against his will. In this sense the reading of the Bible, in most instances, would not be "compulsory" any more than the teaching of arithmetic or grammar. If a regulation is not oppressive or vexatious *per se*, I cannot perceive on what grounds a teacher will feel it to be "compulsory." I can imagine an agnostic or infidel refusing to read the Bible, in school or anywhere else, but I cannot understand why his conscientious convictions (supposing conscience to have any legitimate meaning in such a connection) should be allowed to over-ride the conscientious convictions of those whose children he is to teach. Why should the "realm of the individual conscience" be more "sacred" in the case of the teacher than in the case of the Minister of Education or the trustee of a school? If either of these functionaries has a conscientious conviction that a person who will not read the Scriptures, or a simple form of prayer, and who will not inculcate the principles of Christian morality, is unfit to be entrusted with the education of youth, on what principle must the teacher's conscience (?) be guarded at the expense of the other? The fact is, this "liberty of conscience" receives a degree of consideration in the sphere of education that is not accorded to it anywhere else, and is being run into the ground.

Moreover the teacher is a "servant of the Government" only in a remote sense. Primarily he is a servant of the Trustees, who can employ or

dismiss him at pleasure, and no one can interfere. All the Government can do is to prescribe the qualifications necessary to secure a certificate, and the general regulations under which the schools of the country are to be conducted. The Government does not say, nor is it asked to say, "You are required on pain of dismissal, to engage publicly in a form of devotion." It simply says: "You know the regulations of our common schools; if you cannot conform to these you are under no obligation to enter or continue in the teaching profession; you are perfectly at liberty to turn your attention to any other employment; but if you will teach, you must teach in accordance with the regulations of the Department, and not in accordance with your own notions." To say that this is putting a "premium upon formalism and hypocrisy" is to trifle with words. What right have I, what right has anyone, to assume that the teacher who reads the Scriptures or offers a simple prayer is insincere? The only proof that I can have of insincerity is a profession of skepticism, or a vicious life; but either the one or the other is *prima facie* evidence that the teacher is unfit to be an instructor of youth, and ought to be dismissed.

In regard to the second clause of my definition of "the religious element," you are partly right and partly wrong. My plea was that the Scriptures be read daily as a part of the regular exercises of the school, and that they be read without note or comment. This brought a question from some one,—Mr. McKinnon, I think,—as to whether I would prohibit the teacher from giving any explanation whatever, such as the meaning of words that have become obsolete, or of some local custom that would throw light upon the narrative. I replied, no; my object was simply to prevent the teacher from taking advantage of his position to ventilate peculiar doctrinal views, or to introduce remarks bearing upon denominational differences. It is for these same reasons that I would exclude all theological or sectarian matters, and confine the teacher, in this department of his work, to "the great principles of Christian morality which have their basis in the Ten Commandments and the Sermon on the Mount." The Bible is God's truth; theology is man's opinions *about* the truth, and on the latter there is endless diversity of opinion; but upon Christian morals there is no diversity among Christian people, and hence their introduction would cause no dispute. If the principle is right, it would be a strange conclusion that it should be inoperative because possibly there may be an isolated case, here and there, like the one referred to by Mr. Embree, in which the reading of the Scriptures is made an occasion for ridicule. Even you, Sir, agree that in such a case the teacher should be promptly dismissed, "not on religious but on practical common-sense grounds." Here is ground where I think we can stand together. I urge that the regulations of the Educational Department should require in all our schools, a simple form of devotion, (in fact that is provided for now), the daily reading of the Scriptures, and the inculcation by the teacher, on all suitable occasions, of the great principles of Christian morality; and I am quite willing that these regulations should be based upon "practical common-sense grounds." You, Mr. Editor, urge, on the same grounds, that school boards should "seek teachers of the highest moral and religious, as well as intellectual, qualifications." Let us have, then, the regulations on the one hand, and this high conscientiousness on the part of school boards on the other, and I feel sure that the end we both seek will soon be accomplished. Yours, etc.,

A. SUTHERLAND.

Sept. 1st., 1887.

A CALGARY, N. W. T., paper says:—"A great cry against immigration to the Northwest has been the lack of educational advantages. Intending settlers are very anxious to locate where their children can receive an education, and families will not to any great extent locate where these benefits are not to be obtained. These difficulties, so far as Calgary is concerned, are now overcome, and we have no hesitation in saying that the children of Calgary can obtain just as good an education in our own school as they could in the best organised Public Schools in any of the towns or villages of Ontario."

## Book Reviews, Notices, Etc.

### OUR EXCHANGES.

THE September *Century* has both a holiday and a political flavor, in each of which respects it makes a strong appeal to current interests. The Lincoln History reaches a subject of special current interest, namely, Lincoln's nomination and election.

THE September *Forum* contains an article by the Canadian Minister of the Interior on the question "Is Canada Misgoverned." Mr. White's opinion on the subject may be guessed. "Books that Have Helped me," by Rev. Dr. Jessopp and "The Gist of the Labor Question" by President John Bascom are amongst other articles, in the number.

*Scribner's Magazine* for September opens with a fully illustrated article on "The Modern Nile," by Edward L. Wilson, one of the most enthusiastic and skilful of travellers and photographers. Rev. W. S. Rainsford, D.D., formerly of St. James' Cathedral, Toronto, contributes a crisp and exhilarating account of some of his experiences while "Camping and Hunting in the Shoshonè."

*The Popular Science Monthly* for September gives the leading place to David A. Wells's third article on "The Economic Disturbances since 1873." Mr. George P. Morris gives a description of an attempt made by the Rev. Thomas Budd to found an industrial school in West Jersey two hundred years ago. "Culture and Character," and other topics of the time, are discussed in the "Editor's Table."

*Lippincott's* for September opens with a brilliant romance entitled "The Red Mountain Mines," by Lew Vanderpoole, in which the pioneer life of California is painted with a firm and artistic hand. James Cummings writes of "Social Life at Johns Hopkins University." The poems are by Alice Wellington Rollins, A. Lampman, and Robertson Trowbridge. In Book-Talk the Editor reviews Howells, Haggard, Sidney Luska, Miss Baylor, and others.

THE interest of the *Atlantic* for September may be said to depend greatly on most interesting installments of its two serial stories by Mrs. Oliphant and Mr. Crawford. Both of these are at their climax. Dr. Holmes, in "Our Hundred Days in Europe," tells about his stay in Paris and his visits to some of the places which he had seen years before. The two "solid" articles of this issue are, "A Study of Early Egotism," by Elizabeth Robins Pennell, and "The Soul of the Far East," by Percival Lowell; the latter article is the first of a series.

*St. Nicholas* for September opens with a delightful frontispiece, by Mary Hallock Foote, illustrating "Tib Tyler's Beautiful Mother," a charming tale of life at a seaside watering-place, by Nora Perry. There are several seasonable but inoffensive little morals tucked away in the story, together with some inky drawings by Albert E. Sterner. A paper that will interest boys is the article on "Christ's Hospital,"—the famous "Blue-coat School" of London,—where the scholars never wear hats, dress very neatly as the boys did when the school was founded, hundreds of years ago, and have many quaint and curious customs. Both girls and boys will be interested in the account, in E. S. Brooks's "Historic Girls" series, of "Christina of Sweden," who was much more like a boy than a girl in her nature, and was, in fact, crowned "King" of Sweden.

### BOOK NOTICES.

*Milton's Paradise Lost*. Books I, and II. Edited with introduction and notes. By M. McMillan, B.A., Oxon. A good school edition.

*Les Maitres Mosaistes*, Par George Sand. Edited by C. H. Parry, M.A., Assistant Master at Charterhouse. Rivingtons, Waterloo Place, London.

*Easy German Passages for Practice in Unseen Translation*. Edited by A. R. Lechnea, Senior Master of Modern Languages, Modern School, Bedford. Rivingtons, Waterloo Place, London.

*Easy German Stories*. A First German Reading Book, by B. Townson, B. A., Assistant Master at the High School, Nottingham, Late Scholar of Trinity College, Cambridge. New and Revised Edition. Rivingtons, Waterloo Place, London.

*Wilhelm Tell*. Schauspiel von Friedrich Schiller. With an Historical Introduction and notes. By G. E. Fasuaucht, and

*Schiller's Wallenstein*. Part I. With Introduction and notes. By H. B. Cotterill, M.A., F.R.G.S.

These two little books belong to the series of Macmillan's Foreign School Classics.

*The Pleasures of Life*. By Sir John Lubbock, Bart., M.P., F.R.S., D.C.L., LL.D.

An idea of the contents of this interesting work may be gained from the titles of its first two chapters, "The Duty of Happiness," and "The Happiness of Duty." The above three are from Macmillan & Co., London and New York, and may be had of Williamson & Co., Toronto.

THE Branch Sanitary Publishing Co., of this city, are putting upon the market a book which must be declared well worthy of public attention. It is entitled "*For Boys*;" and in a chaste and readable manner gives boys and young men those physiological facts concerning their own organic system which they all should know. The chaste character of the book is guaranteed in the fact that its author is a woman. Many a father desires to give his boy such information, and to warn him against the results of indiscretion; but shrinks from the duty. This book comes to the rescue in a most appropriate and effective manner.

*High School Chemistry*, consisting of directions for performing a series of experiments, with test questions on the experiments, and simple problems for investigation. By A. P. Knight, M.A., M.D., Principal Collegiate Institute, Kingston, Canada. The Copp, Clark Company, Limited.

This work, which has received the authorization of the Minister of Education, is based, as will be seen from the title, upon the sound educational maxim, that the study of chemistry should begin with experimentation and observation. This principle seems to have been well held in view throughout. The student is led on by easy gradations from experiment to observation, investigation and generalization, which is the true scientific method. We have no doubt it will be found to subserve well its purpose.

## Educational Notes and News.

A MODEL SCHOOL is to be established in the village of Elora.

THE Wingham *Times* is agitating for a High School in that town.

THE County of Perth Teachers' Association meets on the 29th and 30th inst.

ESSEX CENTRE is about to erect a new high school building at a cost of \$10,000.

MR. THOMAS O'HAGAN, M.A., has been appointed Teacher of Classics and Modern Languages in the Mitchell High School.

MR. HAGARTY, late second master in the Seaford High School, has been appointed Principal of Mount Forest High School.

LADY teachers admitted on certificates to advanced standing for M.L.A. and M.E.L. in Alma Ladies' College, St. Thomas, Ont., 180 students.

THE number of teachers reported as employed during the last year in Protestant schools in Manitoba was 524, an increase of 48 over the number reported in 1885.

AT the late examinations for junior matriculation in the University of Toronto, about 240 candidates presented themselves of whom 172 were successful. Of 32 young women who wrote, 29 passed.

MISS NELLIE SPENCE, B.A., (Tor.) has been appointed to the English department in the Cobourg Collegiate Institute. The staff of this Institute is now complete, and all are graduates and honor specialists.

IN a pronunciation contest at the University at Chautauqua, N.Y., open to professors and students from various universities and schools of the United States, Mr. Thos. O'Hagan, M.A., carried off the prize. He captured the same prize a year ago. Mr. O'Hagan is taking the course in elocution.

HALIFAX is to have a school of art and design opened in October next. About \$6,000 is subscribed and half of it collected; \$3,000 more is voted to be paid by the city council when the school is in operation, and the provincial government will give \$800. Of the board of eleven directors four are ladies.

THE following candidates were successful in passing the recent first-class examinations in grade A:—M. Annis, R. Boyes, T. A. Brough, R. H. Eldon, A. O'Dell, W. F. Seymour. In grade B the successful candidates were:—M. D. Brown, J. Elliott, D. H. Lent, O. T. Mather, A. McIntyre, G. Sherman, D. M. Walker, T. McJanet.

MISS LIZZIE FITZGERALD, of St. Catharines, who won unusual honors by outstripping all competitors, including the gentlemen of the class, and carrying off the gold medal, has been employed by the Drummondville High School Board as principal. Miss Fitzgerald enjoys the distinction of being the first lady in the Dominion to receive such an appointment.

It is learned that the regulations which were prepared by the Education Department respecting the high school curriculum, were mislaid in the printing office. Some delay in publication has occurred in consequence. No change, however, has been made in the old regulations, excepting that Euclid will not be required from candidates for third-class certificates.

NEXT year the first lady graduate of the New Brunswick Provincial University will, it is expected, take her degree. Mt. Allison was the first University in the Maritime Provinces to graduate a woman, Acadia and Dalhousie followed suit, Fredericton now falls into line, and King's alone among the degree-conferring institutions in the Maritime Provinces holds to the Salic law.

THE Protestant school population of the Province of Manitoba, as indicated by the census of November, 1886, is reported as 16,834, an increase of 984 over the previous year. The enrolment of pupils of all ages for the year was 16,926, which exceeded the enrolment of the previous year by 1,936. The average attendance during the first half of the year was 3,611; and during the second half 7,846, these figures being 58 and 54 per cent. respectively of the enrolment for the same period.

THE following is a list of the scholarship winners at the recent junior Matriculation Examinations in Toronto University:—The Mary Mulock Classical Scholarship, A. J. Hunter (double), Toronto Collegiate Institute, and C. A. Stuart (quadruple), Strathroy Collegiate Institute, equal. Mathematics, J. F. Howard (double), Hamilton Collegiate Institute and Caledonia High School. Modern Languages, C. A. Stuart, Strathroy Collegiate Institute. Prince of Wales' Scholarship, C. A. Stuart, Strathroy Collegiate Institute. General Proficiency—C. A. Stuart, Strathroy Collegiate Institute; 1, S. E. Leacock, Upper Canada College; A. J. Hunter, Toronto Collegiate Institute; 2, A. M. Stewart, Owen Sound Collegiate Institute; 3, B. M. Jones, Upper Canada College; J. F. Howard, Hamilton Collegiate Institute and Caledonia High School; 4, A. T. Kirkpatrick, Trinity College School, Port Hope.

JAMES MCGILL, who died in 1813, bequeathed his property to the Royal Institution to found the college which bears his name. His will was contested. No action was taken under it, until 1829, except the obtaining of the Royal charter, eight years before this last date. The faculties of arts and medicine were organized in 1829. The former was not successful, the latter was from the beginning admirably sustained. A new departure was attempted in 1835 for the faculty of arts, but it was not until eight years afterwards that it was formally opened. Nor was the college destined to succeed. It was not until 1853 that a new charter having been obtained in the previous year, the faculty of arts assumed its present form, which has been so successfully carried on since under its able principal.—*Montreal Star*.

THE *Montreal Star* concludes a vigorous article on the necessity of careful inspection of the sanitary condition of the schools of the city as follows: "The Catholic Normal School, we find, has been allowed to fall into a condition quite as bad as the McGill Normal School, and the Protestant Normal

School on Belmont street turns out to be in an unspeakably filthy condition. What has the Health Department been about that it has not had these institutions put in good order long ago? Who knows but that through its neglect the other schools in which thousands of children are being taught have been allowed to fall into a condition most injurious to their health? Who a few weeks ago would have guessed that such important educational institutions as the Normal schools were, from a sanitary point of view, in a most dangerous and disgraceful condition, and who can form any idea of the state of those schools, public and private, about which nothing has been said? We repeat, that it is the duty of the Health Department to maintain the strictest supervision over all the schools of the city private as well as public, and if any source of disease is found in or near any of them, the Department should apprise the public of its existence without delay."

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The author of the work is the celebrated Dr. Richardson, of England; and this book, though somewhat less bulky, being printed in smaller type, contains the whole of the matter of the English edition, slightly re-arranged, as to some of the chapters, to suit the requirements of our public school work. It is, however, but half the price of the English edition.

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— AUTHORIZED FOR USE IN PUBLIC SCHOOLS. —

Approved by the Education Department, June, 1887.

1. The text books named in the annexed schedule, "A," shall be the authorized text books for the Public Schools of the Province of Ontario.
2. The text books mentioned in said schedules, the names of which are printed in italics, shall continue to be used in such schools only as have adopted the same on or before the date hereof.
3. On and after the 1st day of July, 1889, all text books, the names of which are printed in italics, shall cease to be authorized, unless their use is extended for a further period by resolution of the Trustees.
4. The text books to be used in the subjects prescribed for the Fifth Form of Public Schools shall be the authorized text books in the corresponding subjects in the First Form of High Schools and Collegiate Institutes.
5. All text books prescribed or required for senior matriculation (or for first year examinations) of any of the Universities of Ontario may be used in such Forms as take up senior matriculation work.
6. In the case of text books authorized before December, 1883, the copyright of which has not been surrendered to the Education Department, any addition to or alteration of the contents thereof, made without the consent of the Education Department, shall be considered a violation of the conditions of authorization, and such book may forthwith be struck off the list of authorized text books.

SCHEDULE A.

LIST OF TEXT BOOKS AUTHORIZED FOR THE USE OF PUBLIC SCHOOLS—FORMS I.-IV.

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|--|--------|------|
| Reading—   |        |      |
| The Ontario Readers.   |        |      |
| First Reader, Part I.....  | \$0 10 |      |
| "    "    Part II.....   | 0 15   |      |
| Second Reader.....   | 0 25   |      |
| Third Reader.....  | 0 35   |      |
| Fourth Reader.....   | 0 50   |      |
| Arithmetic—  |        |      |
| Public School Arithmetic.....  | 0 25   |      |
| Elementary Arithmetic—Smith & MacMurphy.....                                       | 0 25   |      |
| "    "    —Kirkland & Scott.....   | 0 25   |      |
| Geography—   |        |      |
| Public School Geography.....   | 0 75   |      |
| Campbell's Modern School Geography.....  | 0 75   |      |
| Lovell's Intermediate Geography.....   | 0 65   |      |
| Calkin's World—An Introductory Geography.....                                      | 0 50   |      |
| Geikie's Physical Geography—Primer.....  | 0 25   |      |
| Grammar—   |        |      |
| Public School Grammar.....   | 0 25   |      |
| Mason's Outlines of English Grammar.....   | 0 45   |      |
| Campbell's Swinton's Language Lessons.....   | 0 25   |      |
| Miller's.....  | 0 25   |      |
| Connor's Elements of Etymology.....  | 0 25   |      |
| Morris & Bowen's Grammar and Exercises.....  | 0 25   |      |
| Morris's English Grammar—Primer.....   | 0 20   |      |
| History—   |        |      |
| Public School History of England and Canada.....                                   | 0 35   |      |
| Jeffer's History of Canada—Primer.....   | 0 30   |      |
| Drawing—   |        |      |
| Public School Drawing Course—including Kindergarten series, each number.....       | 0 10   |      |
| Temperance—  |        |      |
| Public School Temperance.....  | 0 25   |      |
| Agriculture—   |        |      |
| Public School Agriculture (to be authorized if found suitable).....                | 0 35   |      |
| Music—Public School Music Reader (use of text book at the option of trustees)..... |        | 0 40 |

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| *No. VIII. Walton—Angling.....pp.                                      | 62-66   |
| " XIV. Steele—On "The Love of Country as a Principle of Action".....   | 83-87   |
| " XV. Addison—The Golden Scales.....                                   | 88-92   |
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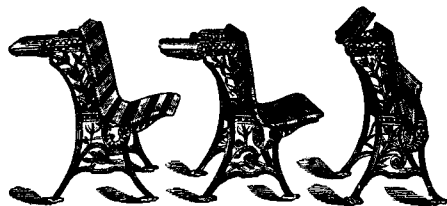
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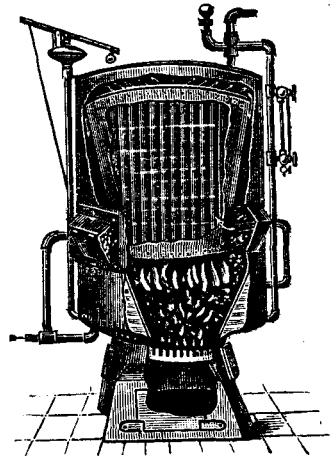
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