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# The Canada School Journal.

## AND WEEKLY REVIEW.

VOL. X.

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### The Canada School Journal and Weekly Review.

Edited by J. E. WELLS, M.A.  
and a staff of competent Provincial editors.

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

#### —TERMS.—

**THE SUBSCRIPTION** price for THE CANADA SCHOOL JOURNAL is \$2.0 per annum, strictly in advance.

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### The World.

The Independents, or Civil Service Reformers of the United States are well pleased with the constitution of Cleveland's Cabinet. Some of its members are without political experience, but most or all have what is better, recognized ability and untarnished records. Mr. Bayard, Secretary of State, has an unblemished reputation, and, to his honour be it said, the chief opposition to his confirmation was on account of an anti-dynamite resolution he introduced in the Senate of Virginia; Mr. Whitney, Secretary of the Navy, took a leading part in the prosecution of the Tweed ring; Mr. Lamar, Secretary of the Interior, is one of the foremost advocates of justice to the Indian; Mr. Vilas, Postmaster-General, was recommended by the Independents as one of the best men to carry out the Civil Service Reform, and so on. Unless the present promise greatly fails, a new and purer political era has dawned in the United States.

The world heaves a sigh of relief that even a temporary arrangement of the Afghan question has been reached by England and Russia. The nature of the understanding has not been made public. Indeed it is doubtful if it means anything more than a promise on the part of Russia not to encroach further on Afghan territory until time and opportunity have been afforded for conference upon matters in dispute. How the British Government in the face of its so-called ultimatum can call a halt until the Russian troops have been withdrawn from the Tulfikar Pass, and other points on what is claimed as Afghan ground, remains to be seen. The Jingoism will make a fierce onslaught if any concession or wavering is apparent. But it is not always the most blustering individual or government that proves firmest when the crisis comes. The fact that the Gladstone administration abhors the barbarous and absurd arbitrament of the rifle in settling international disputes and is patient and conciliatory to a degree, by no means proves that the honour or integrity of the empire is not safe in its keeping. Both Ministry and nation are thrice armed when they have their quarrel just, and a clear conscience, fortified with a conviction of right, is a better guarantee of firmness than any which the impetuosity of arrogance or passion can possibly give.

Some of our readers may not have followed the course of the Russian movements in Asia and may consequently be a little puzzled to know what all the present excitement is about. The situation is briefly this. The Russian conquest of Merv, an oasis in the Turkoman desert, two years ago, brought her troops to the borders of Afghanistan and made the territory of that independent state the only neutral soil between the Russian possessions in Asia and those of England in India. Herat, which is only 150 miles from the conquered Turkoman territory, is a place of great strategic importance, and is regarded as the key of India. The boundary line between Afghanistan and the Turkoman possessions has never been defined. At England's suggestion a joint commission representing England, Russia and Afghanistan was organized some time since to determine this boundary, but though the English and Afghan commissioners have been on the ground and ready for work for nearly a year, the Russian commissioner has, on one pretext or another, failed to put in an appearance. Meanwhile the vanguard of the Russian army has steadily advanced from point to point until it is within 50 miles of Herat, and 150 south of what is regarded as the Afghan boundary. Hence the determination of the Afghan Ameer, with England at his back, to put a preemptory stop to further encroachment.

If we work upon marble, it will perish, if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with principles, with the just fear of God, with love of our fellow-men, we engrave on the tablets something which will brighten to all eternity.—Selected.

### The School.

We invite our subscribers to send contributions for the "Question Drawer," and so help to make it interesting and profitable. We should like to make it helpful in the solution of such literary and historical difficulties as every reader is sure to meet with from time to time. If at any time questions are allowed, through oversight, to pass unanswered we shall be obliged if the one who asked will send us a reminder.

We congratulate Inspector Hughes on the tangible evidence of kind feeling given him by the teachers of the city in the presentation noted in our news columns. Such a manifestation of personal and professional regard, after eleven years of service, is indeed gratifying. The increase of the number of the city teachers during that period, from 67 to 200, shows that the educational progress of Toronto has at least kept pace with the growth of its population and commerce, and Mr. Hughes may well feel proud of this tribute of esteem and confidence on the part of so large and intelligent a body of teachers.

"An examination made by questions that direct attention only to the amount of knowledge a pupil has acquired, is liable to mislead and do injustice. It may make much more or much less of him than he is worth."

So says Hon. J. W. Dickinson in the *American Teacher*. The point is well taken. Any examination questions which aim simply at ascertaining of how many facts the candidate is possessed in regard to the subject matter are a failure from the educational point of view, and any conclusions or awards based upon the answers to such questions are pretty sure to do injustice to the better class of pupils. It would be a mistake, however, to condemn the system of examinations because of its frequent misuse. A skilful examiner will always frame his questions with a view to drawing out not simply the amount of knowledge that has been acquired, but also the amount of intelligent, independent thinking that has been done in referring isolated facts to their proper places in relation to underlying principles and laws.

The Congress of Educators which held its sessions in New Orleans during the last week in February, was a meeting of a hundred or more prominent educators from all parts of the United States, Canada, and Europe. Frequent sessions were held during the week, at which many able addresses were delivered and many good papers read. The question now is how can all the wealth of material thus gathered be utilized for the public good? The *N. E. Journal of Education* says that: "If only the masses of intelligent people could be brought to read a small portion of these admirable addresses; or if the Metropolitan press could be persuaded, for one day in a week, to surrender its columns devoted to the races, fashions, the murder-trial of the gallows-bird sure to be acquitted, or the dreary lucubrations of literary babes and sucklings, and print a selection from such rich material as was offered to the Congress of Educators, there might be more hope of progress," and asks whether it is not possible for the National Association, at its

next meeting, to establish a permanent fund for printing, which shall be able to flood the country with a weekly issue, in pamphlet form, of the most valuable documents of this sort; or, perhaps, better yet, to purchase columns in some of the largest journals?

If the contention of those friends of Queen's and Victoria Universities who are opposed to federation, that the removal of those institutions to Toronto would have a tendency to dry up the streams of private munificence by which they have hitherto been largely supported, could be demonstrated we should join with them in deprecating such removal as a calamity. Under any circumstances our colleges and universities will have to depend more and more upon voluntary contributions for support. The work of higher education can never be adequately provided for from public funds. There is reason to believe that public sentiment is becoming less rather than more in favour of such a course, and that the day may not be far distant when the many who are unable to reap any direct benefit from such institutions will refuse longer to be taxed to support them for the few who can and do profit by the advantages offered. The example of the United States shows what voluntaryism is able to do for higher education. Almost every week we hear of large donations and bequests for male and female colleges already existing or to be founded. This is as it should be. It is doubtful if there is any other way in which a philanthropist can better use his money to advance the best interests of his country and his kind than by devoting it to the support of institutions of learning whose influence will be perpetuated through all time to come.

The following extracts from the address of the Rev. Septimus Jones, M.A., before the Toronto Teachers' Association, are directly in line with the views which the *SCHOOL JOURNAL* is advocating from week to week, and are worthy of special emphasis, as coming from one well qualified to speak on educational questions:—

"System is good, but only as a means to an end. Our educational system is a bureaucracy—the tendency of which, unless carefully guarded, is to reduce the teachers and pupils of the country to a set of mechanical puppets, who must needs dance just as their masters may choose to pull the strings, or, if I may be allowed to use the metaphor, to produce teachers and pupils of one settled type like so many bricks turned out of a machine, all of one weight, size and shape, and bearing the stamp of the manufactory. It is Dutch gardening."

\* \* \* \* \*

System is good, but only as a means to an end. What we want is to draw out and apply to the greatest advantage the powers both of the teacher and the pupil. Whatever method does this best is the best method. The human mind presents inexhaustible varieties. No two teachers or pupils are constituted exactly alike. For any mortal man to sit at an office table, and thence attempt to regulate all the details of the methods of every teacher in the country, is almost like arrogating to himself the attribute of omniscience. If it happens to be a professional teacher who is seated at that table, he will be tempted to impose his own hobbies; and the modes which used to suit him best must, he thinks, equally suit every other right thinking teacher in the country. If he is not an experi-

enced teacher, he will be apt to issue regulations which are practically vexatious at every turn, and in many cases altogether impracticable.

While I would sternly guard the grand outlines, and insist inexorably upon certain simple, definite and attainable results, I would plead for more liberty for individual teachers. Real improvements as to methods of teaching, valuable suggestions as to school organization and management, are far less likely to emanate from the official brain, than from intelligent, enthusiastic and successful teachers. It is upon such points that their advice is specially to be prized. What we want in teachers' conventions is not new and untried theories, or flowing orations about impossible projects of reform outside the school room itself, but the testimony of faithful and intelligent teachers, who, being allowed a wise liberty and discretion, have within those bounds tried certain methods and found them actually succeed."

#### THE NEW SCHOOL LEGISLATION.

Teachers of all ranks will have read with interest the discussion in the Ontario Legislature on Thursday last, on the motion of the Minister of Education for the second reading of his Departmental and School bills. The debate, though by no means so searching and exhaustive as it should have been, called attention to several points worthy of note.

It could scarcely be otherwise than true, as pointed out by several speakers, that the County Model Schools have more or less disorganized the schools to which they are appended. The same effect must ensue, to a still greater extent, from the connection of the proposed Training Schools with the High Schools and Collegiate Institutes. One thing at a time is about as much as any man, or any Educational institution, can do well. The proper work of the Public or High School is one thing, that of the Model, or Normal School, is another, and a very distinct one. To require of the same teacher, or staff of teachers, to do both is to put it out of their power to do either in the most efficient manner. The true aim of the Education Department should be to make teaching a distinct and universally recognized profession. The minister professes that aim. How is it to be reached? Surely not by the multiplication of petty normal and model schools, as mere secondary adjuncts of the Public or High Schools all over the country. As a temporary expedient, pending the establishment of a higher standard and the introduction of a better system, they might be allowable. But surely, if teaching is a high and honorable profession demanding the best talent and culture, the teaching of teachers is worthy of being made a distinct work and study. The success of the County Model Schools is pleaded as the strongest argument in favor of the extension of the system. But what is the nature of that success? It is, of course, better that a young man or woman should have a little training and a little practice, before taking charge of a school than none at all. But if the profession is ever to be raised to its proper level it is evident nothing short of a culture and a training, at least equivalent to those required for entry into other professions, must be demanded. Does the adoption of these cheap Normal and Model School expedients hasten the attainment of this great object? Does it not rather retard it, and tend to

perpetuate the impression that no great amount of knowledge or skill is required for the ordinary Public School work?

There is much force in the contention of several of the speakers that the Legislative grant should be divided more equally amongst the schools, or rather should regard rather the amount of the teaching done than the attendance. One of the strongest arguments in favour of such grants is the necessity for aiding the schools in the poor and sparsely settled districts. Good and efficient teachers are just as necessary in such schools as in those of more populous and wealthy sections. Larger inducements, too should be held out for the employment of assistant teachers in the larger schools. It might be going too far to make the grant for each additional teacher fully equal to that given for the first, but certainly the disparity is now too great. Much loss of time and strength is caused by the failure in many places to employ a sufficient number of teachers, and the grants should be so apportioned as to help remedy the evil.

The injustice, to which we referred last week, of imposing increased obligations upon subscribers to the superannuation funds was pointed out by one or more of the speakers. The policy of doing away with the scheme was generally approved, but this should surely be done without prejudice to the rights of those who have already paid the fees for years. No justification, so far as we have observed, has been offered for this doubling of the amount of the annual payments.

It is evidently most desirable that the teachers themselves should have an opportunity to consider and pronounce upon the proposed changes. It is to be hoped that the independent press, at least, will join us in urging that the bill be allowed to stand over until next session.

### Special Articles.

#### LITERATURE IN THE HIGH SCHOOLS.

The following passage which we take from a paper read by Superintendent Carman, Union City, before the 34th session of the Michigan State Teachers' Association, and published in the *Moderator*, deals with an educational question of great interest and importance, and indicates that the trend of opinion in Michigan in regard to the place of English literature in the schools, is in the same direction as in Ontario:—

"I take it that the ancient classics have held and still hold the chief place in secondary schools, the world over, because they have ranked as the humanites, and have given direction and unity to all the work done. At a time when there was no English literature the Greek and Latin Classics were styled, and justly too, the humanites, because a taste for the literature of Greece and Rome, and a knowledge of their languages and history were most humanizing in their effects, and it is the main end of education to humanize. So far as colleges and universities are concerned, the ancient classics may still be among the humanites, but no one would venture the claim that, as taught in high schools, they are entitled to rank as such. Have we any humanites for our high schools? If so, all will agree that there is need of their being placed there. In order to give unity to any course of study, there should be some central line of work to which a good share of the

time of each pupil is given. Is there some central study for our high schools? The fact that Latin has so well served this end explains why the best secondary schools have been Latin schools. To-day through the medium of the English language there is open to our high school pupils a field of study in literature, history and English which may justly claim to rank as the humanities, and which may properly serve as the central study of all high school pupils. To the mathematics which at present constitutes about all the work required in all courses in our high schools, I would add literature, history and English, which last should include grammar, composition and rhetoric. I would expect all pupils to engage in these required studies simultaneously, taking in addition such other work in foreign languages or science as their needs and capacities may seem to justify. If literature, history, and English, taught with reference to one another, be required as the central study in our high schools, other studies may be safely left to the demands made upon the schools from all directions. \* \* \*

I am convinced that a good education depends as much on a cultivated taste as upon mental power or a knowledge of important facts. A cultivated taste does not necessarily presuppose a college education. I believe with Whittier that ours

\* \* \* Should be the homesteads of a land  
Where whoso wisely wills and acts may dwell  
As king and law-giver in broad-aced state  
With beauty, art, taste, culture, books, to make  
His hour of leisure, richer than a life  
Of five score to the barons of old time.  
Our yeoman should be equal to his home  
Set in fair green valleys, purple-walled,  
A man to match his mountains, not to creep  
Dwarfed and abashed below them. I would fain  
Invite the eye to see and heart to feel  
The beauty and the joy within their reach.

O Golden Age, whose light is of the dawn—  
And not of sunset, forward, not behind,  
Flood the new heavens and earth, and with thee bring  
All the old virtues, whatsoever things  
Are pure and honest, and of good repute,  
But add thereto whatever bard has sung  
Or seer has told of when in trance and dream  
They saw the Happy Isles of Prophecy!

Through the medium of the English language the greater part of "Whatever bard has sung or seer has told of" is within the reach of our pupils. "In the education of youth" says Blair, "no object has in every age appeared more important to wise men than to tincture them with a relish for the entertainment of taste. Good hopes may be entertained of those whose minds have this liberal and elegant turn. \* \* \* Literature as no other study cultivates the taste. \* \* \* Taste is the most improveable faculty. \* \* \* In taste exercise is the chief source of improvement."

After the pupil has learned how to read, it is quite as important that he use this acquirement in cultivating his taste as in acquiring information. One who has learned to read the English language has laid open before himself one of the richest fields of literature in existence. For him who has no taste for good literature, it may as well never have existed. While the student is providing himself with text-books, may he not be allowed to have one book that he will look at after he leaves school? one book that was not written to sell? one book that will answer for his library? While he is strengthening his mind with the "mental gymnastics" of the ancient languages, wouldn't it be well to give him a little "mental diet" in the shape of an English Classic? While a boy is learning practical arithmetic so that he may keep his accounts, may he not be acquiring a taste for that which will fill his leisure hours with enjoyment and profit? While the girl is acquiring that informa-

tion which will enable her to get a third grade certificate and teach a district school, may she not with profit become familiar with at least one English masterpiece? There is but one answer to such questions as these, and now the publishers of standard authors are finding that their books are running opposition to the books of the educational publishers and they are vying with one another in issuing these books in forms suited for use in the public schools. That it is right to teach our pupils to read the best authors is decided in the affirmative. The questions of how much and in what way are now in order. I have not been able to ascertain why it is good to open the door and lead some of our pupils into the fields of literature and not others. It is needed as much in one course as in another, as much by the boy who is to follow the plow as by the one who enters college. It ought to be in the ninth grade, pupils of the tenth need it, those of the eleventh want it while those of the twelfth must have it. That English literature found no place in the schools when there was no English literature, or when the English classics were becoming established as such, was inevitable, but now when English literature is not only unsurpassed by any in existence, but has been made to tower above all others through the genius of Shakespeare, there is no reason why it should not hold the first place in the curricula of our schools. The study of literature is calculated to lead the mind up to the plain upon which intellectual pursuits are most advantageously engaged in. It furnishes that inspiration which carries one through the drudgery of the most difficult studies."

### THE OLD READING CLASS.

BY WILL CARLETON.

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

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

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

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

And Jasper Jencks, whose tears would flow at each pathetic word (He's in the prize fight business now; and hits them hard, I've heard):

And Benny Bayne, whose every tone he murdered as in fear (His tongue is not so timid now; he is an auctioneer):  
And Lanty Wood, whose voice was just endeavoring to change.  
And leaped from hoarse to fiercely shrill with most surprising range;

Also his sister Mary, so full of prudish glee.  
Alas! they're both in higher schools than District Number Three.

So back these various voices come, though long the years have grown,

And sound uncommonly distinct through Memory's telephone.  
And some are full of melody, and bring a sense of cheer,  
And some can smite the rock of time, and summon forth a tear;  
But one sweet voice comes back to me, when-ever sad I grieve,  
And sings a song, and that is yours, O peerless Genevieve!  
It brightens up the olden times, and throws a smile at me—  
A silver star amid the clouds of District Number Three.

Examination Questions.

EDUCATION DEPARTMENT, ONTARIO.—DECEMBER EXAMINATIONS, 1884.—ADMISSION TO HIGH SCHOOLS.

ENGLISH GRAMMAR.

EXAMINER—JOHN SEATH, B.A.

1. Having soon fallen under the King's displeasure for refusing to comply with his desire, the aged chancellor at once resigned his office and its many emoluments.

- (a). Analyze the above sentence.
- (b). Parse the words printed in italics.

2. Explain and illustrate the meaning of the following terms:—Part of Speech, Conjugation, Phrase, clause.

3. Construct sentences to show that each of the following words may be used as different parts of speech:—dream, Canadian, what, more.

4. Give all the inflected forms of each of the following:—man, he, this, love.

5. Change, when possible, the form of each of the following adjectives, so as to express different degrees of the quality:—cruel, white, dry, proper, gay, admirable.

6. Define "Transitive Verb," and show that, according to your definition, the verb in each of the following is transitive:—James struck John, John was struck by James, and The tree was struck.

7. Give the other principal parts of spell, burst, froze, spread, lay. Why are they called "principal"?

8. Distinguish the meanings of—I wrote the letter, I have written the letter, and I had written the letter; I will go to-morrow, and I shall go to-morrow; He came late, and he came lately.

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

- (a). It is long since I have spoke my mind.
- (b). I heard the man and woman's voice.
- (c). James is taller than me and you.
- (d). Dont he look the ugliest of his three brothers?
- (e). Safety-matches will only take fire upon the box.
- (f). Can I go to-morrow?
- (g). Sit quiet in your seats.
- (h). The School-board was in the room.
- (i). Neither of us was there.
- (j). The river has overflown its banks.
- (k). He hadn't ought to do it.
- (l). He feels some better.

ARITHMETIC.

EXAMINER—J. E. HODGSON, M.A.

- 1. Of what number is 8967 both divisor and quotient?
- 2. Find the greatest number that will divide 11067 and 35602, leaving as remainders respectively 17 and 21.

3. Find the amount of the following bill—12½ yds. cassimere, at \$2.75 per yd.; 18½ yds. silk, at \$1.17; 23½ yds. flannel, at 37½c.; 112 yds. print, at 9½c.; 55 yds. shirting, at 17½c.; 87½ yds. tweed, at \$1.12½.

4. Simplify

(a).  $5\frac{1}{2} + 2\frac{3}{4} + 11\frac{3}{4} \times 7\frac{1}{2} + \frac{\$18.64}{\$1.16\frac{1}{2}}$

(b).  $\left\{ \frac{1}{2} \times \frac{1}{11} \times 0.02 \times 0.456 \right\} + \left\{ 1\frac{1}{2} \text{ of } \frac{2}{3} \right\}$

5. The cost of carpeting a room 15 ft. long, with carpet 27 in. wide, costing 90c. a yard, is \$22.50. What is the width of the room?

6. A boy can do a piece of work in 4½ days, and a man can do the same in ¾ of the time. How many days will both working together require, to do five times the amount of work?

7. How much water must be added to 92 gallons of brandy, worth \$4.60 a gallon, in order that the mixture may be worth only \$3.60 a gallon?

8. Find the simple interest on \$275.60 from 18th July, 1883, till 13th September, 1884, at 6% per annum.

9. At what time are the hands of a clock exactly two minute spaces apart between four and five o'clock?

DICTIONARY.

EXAMINER—J. E. HODGSON, M.A.

After several days' journey, the army reaches a country where slaves may be caught, and disperses itself to the several cities and villages. Sometimes the people defend themselves heroically with their bows and arrows; flying to the summits of rocks, and selling their liberty dearly. Often, however, they are surprised while they are preparing their meals, or dancing, or celebrating a bridal-feast; and then the enemy rush in, seize them, chain, and bear them unresistingly away. If the hamlet be girt with stockades, a garrison of expert archers may occasionally drive back the forlorn-hope of the slave-hunters; but a second assault is victorious, and the dwellings are left level with the earth.

ALGEBRA.

A paper set by Mr. A. C. Smith, Mathematician. Master Morrisburg High school, for Feb. 1885.

- I. Factor (1)  $(a^2 + b^2)^2 - (a^2 - b^2)^2 - (a^2 + b^2 - c^2)^2$ .
- (2)  $(x^2 + y^2 + z^2 - 2xy - 2yz + 2xz) - (y + z)^2$ .
- (3)  $(a^2 - b^2 + c^2 - d^2)^2 - (2ac - 2bd)^2$ .
- (4)  $(a + b + c)(ab + bc + ac) - abc$ .

II. Show that  $(ax + by)^2 + a^2y^2 + b^2x^2 = 3abxy(ax + by)$  when  $(a + b)(x + y) = 0$ .

III. Show that  $(2a + b + c)(2b + c + a)(2c + a + b) - 2(a + b + c)(a + b)(b + c) + (b + c)(c + a) + (c + a)(a + b) = -(a + b)(b + c)(c + a)$ .

IV. Factor  $(x + y)^2 - x^2 - y^2$ , and from the result deduce the factors of  $(a - b)^2 + (b - c)^2 + (c - a)^2$ .

V. What does  $x^2 - y^6 + z^6 + 3z^2y^2z^2$  become when  $x^2 - y^2 + z^2 = 0$ ?

VI. Find the value of  $(a + b + c)^2 - (a^2 + b^2 + c^2)$  when  $(a + b) = 0$ . What other relations will give the same value?

COUNTY OF PRINCE EDWARD PROMOTION EXAMINATIONS, DECEMBER, 1884.

READING.

ENTRANCE TO THIRD CLASS.

Old Second Book, pages 123-7 (one page,) or Gage's Second Book pages 126-135 (one page.) (Value 50 marks.)

SPELLING AND DEFINITION.

Spell and define on paper, to dictation:—desire our friends and neighbours—giving them the same caution—a couple of good sickles ready—she became quite serious—a hare and a tortoise set off together—steadily perseveres—not accustomed to be disobeyed—whom all England delighted to honor—neither to be frightened nor bribed—the brave old warrior was greatly pleased. (3 marks off for each error.) (50 each.)

## COMPOSITION AND WRITING.

The teacher will read the story of "The two Kind Goats," page 55, and ask the pupils to reproduce it in their own words. (25 each.)

## GEOGRAPHY.

1. In going by land from Long Point to Weller's Bay, what townships would you pass through, and near what villages and lakes?
2. In sailing around this county, near which islands, points, towns, villages and city, and through what waters would you pass?
3. In what way are we connected with England, the States, Newfoundland, Manitoba and California?
4. How would you go from Picton to Toronto, Montreal, Oswego, Niagara Falls and Ottawa?
5. Make a map of the Bay of Quinte. (25 marks.)

## ARITHMETIC.

1. Divide the product of 3849 and 846 by three times 79.
  2. John takes 104 marbles from a box—James takes 16 less than John—Tom takes half as many as the other two, and there are 84 left. How many in the box at first?
  3. A man sells his load of barley at 54 cents a bushel, and with half the proceeds he buys 22 yards of cloth, at half a dollar per yard, and has 34 cents left. How many bushels in his load?
  4. Take the sum of 30648, 2935 and 11846 from the product of 264 and 375.
  5. A horse goes 15 miles in two hours; how far would he go from noon to 6 p. m.
  6. I bought 17 yards print @ 12 cts.  
24 " cotton @ 8 "  
12 " flannel @ 34 "  
4 gals. coal oil @ 28 "
- Paid three five-dollar bills; how much change is coming to me. (10 marks to each question.) (Full work required.)

## ENTRANCE TO FOURTH CLASS.

## READING.

Old Third Book, page 87-9, (four stanzas,) or Gage's Third Book, page 170-8, one page. (50 marks.)

## SPELLING AND DEFINITION.

Spell and define the following:—"Glancing through that covert green"—the crags repeat the raven's croak—that enormous barrier holds it fast—not free from boding thoughts—the appalled discoverer—a lasting monument of words—ill-fated traveller—how nourished there—above all human estimate. (Four marks off for each error.) (50 each.)

## COMPOSITION AND WRITING.

1. Write out in prose the story of the Reading Lesson. ("Fidelity.")
2. Write a letter to your teacher explaining the benefit you expect to derive from your studies at school. (50 each.)

## GEOGRAPHY.

1. Name with capitals the principal countries of Europe and America that touch the Atlantic ocean.
2. Name each county of Ontario that is bounded on one side by a river.
3. Explain particularly the different ways of going from Quebec to Sarnia and name the cities passed in each route.
4. Give five or more articles of export and import for Prince Edward, and name the destination of the former, and source of the latter.
5. What are the results of the earth's motions? State some differences between the sun and moon. (10 marks to each question.)

## GRAMMAR.

1. Define the several parts of speech, and give two examples of each.
2. Form sentences containing, (a) two proper nouns—(b) two nouns in the possessive case—(c) two nouns in the objective case—(d) four adjectives—(e) two pronouns, an adverb and a preposition.
3. Write sentences using each of these words properly:—*disperse, occupy, briefly, previous, earnestly*
4. Analyze and parse:—"A barking sound the shepherd hears."

## 5. Correct all mistakes:

He shook my hand hearty and sot down.  
Him and me had saw them in napanee.  
John and his wife was there after wo had went away.  
I can do that sum easy without nobody learning me.  
He haunt got no pencil, he forgot it to home.  
(10 marks to each question.)

## ARITHMETIC.

1. Divide the product of 6387 and 4046 by one-third of 2277.
2. Find the value of 23½ barrels of when seven barrels cost thirty-one dollars and a half.
3. Sold 94 eggs at 18 cts. per dozen, and 26 lbs. 12 oz. of butter at 25 cts. per pound. What is the proceeds.
4. A man walks 4 miles an hour; he leaves home at half-past 8 a. m., stops one hour for dinner and reaches his destination a quarter past seven. How far is he from home?
4. If 2½ yards of cloth cost \$7, how much can be bought for \$26.40?
6. If 4 horses eat 7 tons of hay in 6 months, how much would one horse eat in a year and a half. (10 marks to each question. Full work required.)

## Practical Department.

## ENTRANCE LITERATURE.

(Edited for the CANADA SCHOOL JOURNAL by Messrs H. Ray Coleman, Principal Peterboro Public Schools, and J. A. McIlmoyle, Principal Peterboro' Separate Schools.)

## THE SHIP-BUILDERS.—PAGE 67.

*Ruddy.*—From the root of "red," pronounce in short.  
*Spectral.*—(From the root, "specio" to see)—ghostlike.  
*Knotted.*—Knotty, from the old English Grammar, a hard knot in a tree.

*Are fading with the stars.*—It is early morning, and the sparks still shine; but as the sun rises, the light of both sparks and stars disappear before the stronger light of the sun.

*Forge, Scourge.*—Scourge does not rhyme with forge. Scourge pronounced skürg.

*Groaning awail.*—(Fig. of speech.) Onomatopoeia, or Imitative Harmony.

*Their island barges steer.*—Refers to the large rafts of timber the lumbermen float down the rivers.

*For us the century-circled oak.*—A horizontal section of a tree exhibits a number of rings, this indicates the age of the tree. Every year a new ring is formed between the bark and the wood. The poet does not mean that the tree is just one hundred years old, but the term is used to mean very old.

*Up! Up!*—Epizeuxis, a figure of speech used for the sake of emphasis by the immediate repetition of some word.

*We make of nature's giant powers, etc.*—The wind, one of nature's giant powers; that—the ship is referred to.

*Tree-nails.*—Wooden pins used by the ship carpenters for fastening the planks in wooden vessels. Ship-builders pronounce the word tñnnels.

*Shall tempt the searching sea.*—The water will soon find out any defective seams or joints—hence the sea searches every part as it were for these defects.

*Spars shall drip with salt-spray caught below.*—During storms the ship at times reels over so much that the outer timbers and sails touch the water.

*Reeling deck.*—Sailors soon become accustomed to the oscillation of the vessel, but the peculiar gait they thus acquire sticks to them for a while after they go on shore, and they walk with a reeling motion.

*The vulture beak of northern ice.*—Here the sharp edges of the icebergs are compared to the beak of the vulture.

*Coral peak make grate.*—Coral reefs are very dangerous to ships as they rise often within a few feet of the surface of the water without being seen. Most of the islands of the Pacific Ocean are of coral formation.



*Painted shell.*—The ship. Ship means anything scooped or dug out, hence like a shell. Nautically speaking, a ship is a vessel having three masts, with top and yards to each, it also has other meanings.

*The sailor's citadel.*—Citadel, a fortress or stronghold; hence a place of safety.

How is a ship a bride of the sea? Is not a ship more a child of the sea than a bride? Ships on being launched are given a name. The usual method is to break a bottle of wine on the ship, as it slides into the water, naming it at the same time.

*Adown.*—Prosthesis, prefixing a letter to the beginning of a word.

*Grooves.*—The usual and a better word is "ways."

*Snowy-wing.*—Sails, a euphemism.

*Hebrides.*—Islands west of Scotland. The principal ones of the group are Lewis, North and South Uist and Barra. They are separated from Scotland by two bodies of water called the Minch and Little Minch. As they are under the influence of the gulf stream, the climate is mild, and they should scarcely be termed "frozen Hebrides," although they have occasional frosts in winter.

*Hindustan.*—The country of the Hindoos as the word signifies. Its area equals a square of 1,180 miles. Its population is over 200,000,000. It is the most valuable dependency of Britain. Its commercial products are rich and varied. It extends from Beloochistan to Birmah, and from the Himalaya mountains to the Indian Ocean. In religion the natives are mostly Brahmins, Buddhists or Mohanmedans.

*Silken chain.*—Commerce—as silk is soft to the touch, so are the arts of peace. An iron chain would represent war.

*No groaning cargo of despair.*—Referring to the slave trade from Africa to the United States before the American Civil war, which set free the slaves. They were carried much like merchandise in the hold of the vessel, and never allowed on deck. Their sufferings and despair were terrible.

*Lethan drug.*—Letha was one of the rivers of hell, in ancient mythology, said to cause forgetfulness of the past to all who drank of its waters. It here refers to the opium trade with China and the East. The opium trade has been the cause of two wars between England, France and China. The use of this drug has a most pernicious effect on the human system, even more so than alcohol.

*No poison draught for ours.*—Intoxicating drinks, such as brandy, whiskey, wine and beer. The excessive use of these cause more misery and crime than all other causes put together.

*Honest fruits.*—All articles made by mankind that are beneficial and useful. (Make out a list.)

*Be hers.*—Subjunctive mood.

*Golden grain, etc.*—Golden grain is not confined to the prairie's.

*The desert's golden sand.*—Gold is generally found in poor rocky and sandy districts—when found in sand it is generally in grains.

*Clustered fruits.*—Grapes.

*The spice of morning land.*—The eastern countries of Asia are referred to—and the various spices are found in the islands forming the East India archipelago, and a few others in different parts of the world.

"Ho! strike away, etc." "God bless her! whereso'er the breeze, etc." "Speed on the ships!"—These are examples of the fig. of speech, Euphonesis, an animated exclamation.

The measure of this poem is Iambic, Tetrameter and Trimeter alternately. Scan the lines.

Accountuate and mark the vowel sounds of the following words:—Spectral, measured, grating, gnarled, sooty, forge, scourge,

barges, plough, coral, citadel, grooves, beauty, main, lethean, prairie, desert.

River-mist is made up of noun + noun. What are the following:—Measured, stroke, broad-axe, fire-sparks, far-off, century-circled, tree-mails.

Memorize the poem.

Transpose the first verse.

Parse and analyze the whole.

Write in your own words what the poem is about.

Which countries of the world possess the greatest ships?

John Green of Whittier (1807—); the Quaker American poet, worked when young at farming and shoemaking. He became editor of the "*American Manufacturer*" in 1829, and in 1830 editor of the "*New England Weekly Review*," in 1832 editor of the "*Haverhill Gazette*." For two years he was a member of the Massachusetts Legislature. He was made Secretary of the Anti-Slavery Society in 1836, and editor of the "*Pennsylvania Freeman*," of Philadelphia. He has made his home in Massachusetts since 1840. He became famous by his stirring verses against American slavery, and his speeches and writings in the cause of labor and freedom; is the most American of the poets of the New World; lyrical grace and moral earnestness pervade all his powers, his ballads are charming, fresh and simple. His best known poems are, "Maud Muller," "Songs of Labor," "Snow-Bound," "In War Time," "Child Life," "Mogg Megono," "Home Ballads," "National Lysis."

#### SCHOOL GOVERNMENT.—(Continued.)

FROM BALDWIN'S "ART OF SCHOOL GOVERNMENT."

II. ENERGY IS THE SECOND ELEMENT OF GOVERNING POWER.—Labor is genius. Energy is the magic wand to which all obstacles yield. System is the school completely planned and thoroughly organized; energy is the power that inspires its movements.

THE ENGINE.—With the miracle of steam throbbing its machinery within like a living soul, the engine becomes almost human in its wonderful power and adaptation to the wants of men. Now, the teacher personifies the steam-power in his mighty work. He is the one that inspires—that moves; and if this element be lacking, the school is a failure on his hands, and he is a pauper supported by the public funds.

1. *The Teacher should possess Boundless Energy.* Energy keeps the grounds, the house, the furniture, and the apparatus in the best possible condition. Energy prepares all available means of illustration, infuses the utmost life and vigor into the recitation, and meets and overcomes difficulties. Energy studies the disposition and capacity of each pupil, and adapts the management and work to each. Energy evokes and directs every power of every pupil. Indomitable energy compensates for many faults and almost compels success.

2. *A Lazy Teacher is an Intolerable Nuisance.* He keeps his seat through the livelong day. He prepares no lessons and gives no illustrations. In sleep-producing monotones he draws through the weary hours. Under his administration dullness or disorder reigns, mischief and meanness flourish. He may keep school, but he can never educate.

III. VIGILANCE IS THE THIRD ELEMENT OF GOVERNING POWER.—"Eternal vigilance is the price of victory." However perfect the engine, and however great the energy of steam, the constant vigilance of the engineer is indispensable. However systematic the organization, and however intense the energy of the teacher, no school can be successfully managed without untiring vigilance.

1. *The Teacher must Know his School,* and hence must use his eyes and ears. To govern well, he must know the feelings and purposes of the pupils. He must be able to see and hear in detail, to know just what happens. He will thus be able at once and effectually to correct disorder.



2. *Vigilance Prevents as well as Corrects Faults.* He governs best who anticipates and prevents offenses. Careless government fosters crime and renders its punishment barbarous. The eye of the wide-awake teacher incites to diligence, and dissuades from wrong.

3. *The worthy Teacher watches to Encourage and Train.* The eye of the loving Father never slumbers. The tender parent watches over all the goings of a darling child. Marshal Ney, when about to make one of his invincible charges, would say, "Soldiers, the eye of your beloved commander is upon you. Napoleon expects each one to do his duty." So the kindly eye of the faithful teacher is ever upon his school, not to detect and punish, but to cheer, to assist, to prevent.

**FAULT-FINDING.**—"Seldom reprove" is a safe rule. The vigilant teacher does not seem to notice a thousand trivial faults; but if attention has once been called to a fault, the teacher should never allow the same thing to occur a second time without a reproof; nor should a violation of principle ever be allowed to pass. But the attempt to correct every little fault must result in ignominious failure. Few things so utterly demoralize a school as the shrill, croaking voice of the continual fault-finder. Such nuisances should be abated at any cost, whether found in the state, the church, or the school.

(To be continued.)

#### SPELLING BY SOUND.

A rite suite little buoy, the sun of a grate kernel, with a rough about his neck, flue up the rode swift as a deer. After a thyme he stopped at a gnu house and wrung the belle. His tow hurt hymn and he kneaded wrest. He was two tired to raze his fare, pail face. A feint mown of pane rows from his lips. The made who herd the belle was about to pear a pair, but she through it down and ran with awl her mite, for fear her guessed wood knot weight. Butt, when she saw the little won, tiers stood in her eyes at the site. "Ewe poor deer! Why doe you lye hear? Are yew dyeing?" "Know," he said, "I am feint to the corps." She boar him in her arms, as she aught, too a rheum where he mite be quiet, gave him bred and meet, held cent under his knows, tide his choler, rapped him warmly, gave hymn some suite drachms from a voil, till at last he came fourth hail as a young horse. His I shown, his cheek was as read as a flour, and he gambled for a hole our.—*American Journal of Ed.*

#### PRIMARY DRAWING—HINTS AND DEFINITIONS.

(From Professor Walter Smith's *Teacher's Manual*.)

##### A HORIZONTAL LINE.

It has already been said that there are three kinds of straight lines,—horizontal, vertical, and oblique.

**A Horizontal Line.**—*A horizontal line is a straight line which inclines neither up nor down.*

A line is said to be horizontal when every part of it has the same level. The floor of the school-room is horizontal; that is, level. A line either straight or crooked, drawn in any direction on a level floor, is horizontal in an absolute sense, because the floor on which it is drawn is horizontal. But in general usage, and in drawing, the terms horizontal, vertical, oblique, are applied only to straight lines as drawn on an upright even surface, like that of a blackboard, against the wall of the school-room.

Therefore, when drawing in the drawing-book, imagine it to be in the position, not of the floor, but of an upright blackboard. A line on the blackboard is said to be horizontal when it runs right and left, keeping the same level throughout its whole length. A

line in the drawing-book is said to be horizontal when it has the same direction as the upper edge of the book.

Lines may usually be regarded and described in four ways. 1. According to their general appearance they are straight, curved, broken, continuous, or discontinuous. 2. According to the relation they bear to one another they are perpendicular, oblique, or parallel. 3. According to their position with reference to the centre of the earth they are horizontal, vertical, or oblique. 4. The definitions may be modified somewhat, according to the surface upon which the lines are drawn.

##### HORIZONTAL LINES.

**Directions.**—Here we have six horizontal lines to be drawn in a given space, and at the same distance apart. On the left-hand side of the space, make six dots, just large enough to be seen, to indicate the left ends of the required lines. Since all the lines are to be drawn horizontal and parallel, no points are needed at the right. Beginning at the points on the left, first draw faint trial lines. When these faint lines have been got in the right position, and of the right length, line them in. Do not wet the pencil, else the lines, which should be gray, will be too black. Endeavor to make the lines of uniform thickness.

These horizontal lines cannot be drawn to fill the allotted space in the drawing-book by the use of the fingers alone. To draw them with ease, the smaller pupils will need to use the forearm; and all will need to move the hand.

The teacher should draw on the blackboard to illustrate, while the pupils draw in the books.

When drawing horizontal lines, hold the pencil as a pen is usually held, with the arm close to the side of the body. When finishing a line, hold the pencil more nearly upright than when first drawing the line faintly. In this way uniform thickness can be more readily secured. See that the line is firm and bold. As the pencil-point grows blunt, making the last lines thicker than the first, rub the sides of the lead point on a piece of paper, which should always be kept at hand for this purpose.

(To be continued.)

The nearer the teacher gets to the pupil the more successful will be the work. He cannot sit in chilling eminence and dictate; he must raise the pupil to his own level, and this requires tact and skill. Make the pupil feel that his interests are yours, that he is an object of solicitude for his own sake, and he will prosper astonishingly. By personal magnetism, by manner, by hard work, the instructor must win the child's confidence and respect. That being obtained the rest is an easy matter. How often do we hear the remark usually made by pert Misses, who teach for no higher purpose than a seal sacque, "I do not teach for love, I teach for money," Poor, misguided thing! You do not teach at all, you simply worry through a given amount of work, happy only when the hour comes that releases you from toil. Such mercenary teachers cannot expect success in the work. Personal mannerisms must be studied. How to get at him; how to treat him, should be the constant thought with reference to the pupil. The successful gardener is the one who observes carefully the characteristic of his plants. Some need much light, others need more or less moisture, some require protection, others more or less heat. So with the pupils. Some need encouragement, others to be apparently let alone. Some need firm rigid discipline, while others require simply a word or a look. The wise teacher is the one who quietly notes all of these points, and then applies his knowledge. His school will grow, his pupils will progress. He will be doing what may be called in the true and best sense *teaching*.—*New York Central School Journal*.

**EXERCISE IN ENUNCIATION.**—Practice pupils upon the following sentences until they can pronounce them with perfect distinctness at their ordinary rate of speech:—

1. What an ocean that is.
2. What a notion what is.
3. If wisdom send you, seek no more.
4. If wisdom's end you seek, no more.
5. Botter late than never.
6. Botter late than over.
7. Soft heart shall have no place.
8. Soft tart shall have no place.
9. Go you and he, and die.
10. Go you, and he, and I.
11. He's tough, ma'am, he's tough.
12. He's stuff, ma'am, he's stuff.

"And when you stick on conversation's burrs,  
Don't strow your pathway with those dreadful urs.

—*Wisconsin Journal of Education.*

### Educational Notes and News.

The Public School Teachers Association of Toronto, held a very enjoyable conversation in the Normal School Building, the other evening. The audience was large and the musical programme varied and attractive. A very pleasing part of the exercises was the presentation to Inspector Hughes of a valuable gold watch and chain. Mr. McAllister made the presentation on behalf of the city teachers. Mr. Hughes thanked the donors very warmly for the gift, and trusted that the watch would typify the enduring character of the friendship that existed between the teachers and himself.

A special committee of inquiry into the work of the British Education Department, has recommended the appointment of a Minister of Education. The *Schoolmaster* is in favour and argues that the Minister's Jurisdiction should stretch over the British Isles. It admits that it may be well to exclude Ireland, from the common calculation for the present but adds "For its own welfare, however, it will be a happy day for the Sister Isle when its educational affairs can be controlled by the hands which hold the reins for England, and Scotland."

The decision of the Judge in the Roger's Park School case in Chicago, practically rules that, under the law, no reading of the Scriptures, and no religious exercises of any sort are allowable in the Public Schools of the State, if any one objects.

A correspondent of the *London "Schoolmaster"* describes the way in which in two cases within his knowledge, the "excellent" merit grant is obtained. In one the assistants are required to be present at 8.40 a.m., and work at high pressure, without a moment's recreation till 12.45; reassemble at 2 and work in summer, till 5.45. In the other case the school goes on invariably till a few minutes before six, and backward scholars are requested to return in the evening, when they work till 9 p.m. Such is "high pressure."

The citizens of Georgetown are considering the propriety of establishing a High School.

The old log school house is fast disappearing in this province. In 1870 there were 1,406 schools of this description, but these relics of the past now number only 617.—*Brantford Expositor.*

There is a gentleman attending the Collingwood Collegiate Institute who is over 60 years of age. He is making a start at Latin. From what we could gather in a short interview, he intends to prepare for the junior matriculation. It is unnecessary to state that the gentleman is Irish.—*Clarksburg Times.*

At the Department Examinations for 1884, the Morrisburg High School was successful in passing 13 intermediates, 6 Third-Class, 12 Second-Class Grade B, 6 Second-Class Grade A, and 1 First-Class Grade C.

### QUEBEC.

**PROTESTANT COMMITTEE.**—At the regular quarterly meeting of the Protestant Committee, of the Council of Public Instruction held on February 25th, some very important questions came up for consideration. Among other things, the report of the sub-com-

mittee appointed to examine the new form of the school law as contained in the second volume of the Revised Statutes. The examination revealed certain apparent anomalies, and a deputation was appointed to wait upon the Government and ask that the Revised Statutes containing the School Law be not submitted during the present session of the Legislature, but the Premier informed the deputation that it is the intention of the Government to take up the educational laws during the present session. The educational authorities are therefore likely to have a great amount of work to do in connection with the progress of the Revised Statutes through the Legislature. The complicated nature of the School Laws has evidently proved too much for the learned codifier, and the result is that the Revised Statutes are in several important points inconsistent with accepted interpretation and present practice of the School Laws. The task of revising and the revision will not be an easy one.

**TEXT BOOKS.**—The following books have been added to the authorized list for the Protestant schools of the Province: Gage's Practical Speller, Gage's Copy Books, Hughes' Canadian History, McLeas's Old and New Testament, Hutorus' School Bible, Bullion's School Grammar (Canadian Edition), Morell's Grammar for Academies, and the following have been struck off from the authorized list: The Canadian Speller, Payson, Drenlon & Scribner's Copy Books, and the Spencerian System of Penmanship.

**MCGILL'S NORMAL SCHOOL.**—Geo. W. Parmlee, Esq., of St. Francis College, Richmond, P.Q., has been nominated as H. J. Master of the Boys' Model School to replace the late F. W. Hicks. Mr. Parmlee has been very successful as instructor in Mathematics at St. Francis College, and the Normal School is fortunate in securing his services for the important work.

The Teachers' Association in connection with the McGill Normal School has held interesting successful meetings throughout the winter, and invitations have been issued for the Annual Conversation which takes place on the 20th inst.

**MCGILL UNIVERSITY.**—The vexed question of co-education which has been under the consideration of the Corporation for some time has at length received a practical solution. The results reached are due in a great measure to the magnificent gifts and encouragement of the Hon. D. A. Smith, in favour of separate classes for women. It has been decided to provide separate classes during the first and second years in all subjects. In the third and fourth years the ordinary subjects are divided into imperative and optional, and separate classes are provided for all imperative subjects, and for some of the optional subjects, so that female students will have the privilege of proceeding to the Degree Examination by attending only classes that are separate, and at the same time they may if willing to join mixed classes take any other of the optional subjects of the course. Women desirous of taking honor subjects must take the same lectures provided for male students.

The Annual Report of McGill University for 1884, just issued, shows that there are five hundred and six students in attendance upon the classes, with one hundred and fifty-one students and teachers in affiliated institutions. At the close of the last session there were granted seventy-four degrees, eighty-five teachers' certificates, and thirty-three certificates of Associates in Arts. The report refers, among other things, to the appointment of the Hon. James Ferrier as Chancellor in the place of the late Hon. Charles D. Day, LL.D., to the Honors conferred upon the Principal, to the visit of the British Association and the Gold Medal in the Faculty of Applied Science founded as a permanent memorial of the meeting, to the appointment of Professor Osler, M.D., to a chair in Philadelphia, and to the appointment of J. Mason Mulgan, B.A., Oxford, assistant to the Professor of Classics in McGill College.

### NOVA SCOTIA.

The speech of His Honor the Lieutenant Governor, at the opening of the legislative session promises a measure for the improvement of academical education.

The report of the Superintendent of Education for the past year furnishes evidence of the general progress of education in the Province. "Increases as reported in the number of schools, teachers, and pupils. In respect to schools and teachers the record is beyond that of any previous year, while the registration of pupils has been exceeded but once in the history of our educational system, and surpasses that of 1882-3 by 2,762." The Superintendent thinks that "it is not extravagant to claim that some degree of improvement is disclosed in all those features of our system of public in-

struction, which may fairly be appealed to as tests of its efficiency. The following is a brief epitome of some of the principal statistics contained in the report—:

|  |              |
|--|--------------|
| Total number of teachers for winter term.....                                  | 1,939        |
| “ “ “ for summer term.....   | 2,090        |
| “ “ of pupils for winter term.....   | 80,041       |
| “ “ “ for summer term.....   | 84,266       |
| “ “ of different pupils for year.....  | 101,069      |
| Proportion of population (410,572) at school during some part of the year..... | 1 in 4 3     |
| Total Government Expenditure for Education.....                                | \$191,123 58 |
| Paid in Grants to Teachers.....  | 153,694 00   |
| “ “ for Inspection.....  | 11,500 00    |
| “ “ Maintenance of Normal School.....  | 6,274 85     |
| “ County Academies.....  | 9,000 00     |
| “ Special Academies.....   | 4,000 00     |
| Total Local and County Expenditure in behalf of Education.....                 | 434,517 37   |

The report recommends certain alterations in the examination standards prescribed for candidates for teachers' licenses, and deals more or less fully with the subjects of Intermediate and Primary Education, Technical Education, Text Books, and the influence of the teachers' examinations in school studies generally.

It is understood that the negotiations in progress respecting the consolidation of the universities of King's and Dalhousie are being most satisfactorily conducted. The promoters of the movement are sanguine of ultimate success.

The report of the Superintendent of Education announces that the Faculties of the various Colleges in the Province, have agreed upon uniform matriculation standards in classics, to take effect in 1866.

### Personal.

Harry Forrester has been appointed Principal of Arkona Public School, *vice* D. R. McNeil resigned.

Messrs J. S. Jamieson, M.A., Head Master, and A. C. Smith, Assistant Master of the Morrisburg High School, have been engaged with increase of salary.

Rev. G. D. Bayne, M.A., has been appointed Classical Master of the Morrisburg High School.

### Correspondence.

To the Editor of the CANADA SCHOOL JOURNAL.

SIR, — In the JOURNAL of the 26th of February, appears a letter over the signature "Another Teacher," in which an effort is made to show that the end for which I contend cannot be attained by the means proposed. The writer's arguments—if such they can be called—are either irrelevant or fall altogether too wide of the mark. He says that legislation could not influence those teachers who are glad to get schools on any condition, as they might still engage, as now, in defiance of any such regulation, while teachers of ability observing it, would be placed in a worse plight than now. I think my sympathizing friend has gone a trifle too far just here. He assumes that those teachers, who are glad to get schools on any conditions, are not teachers of ability. This my former letter neither expresses nor implies. But this is not what we are discussing. Will "Another Teacher" show how the mere possibility, that they might hire as now, proves that they would do so? Will he show that removing an admitted burden, under which teachers have labored for years, would not be of considerable benefit to them? I am satisfied that the great majority of the teachers of Ontario would heartily welcome the experiment, and wait patiently to see what its influence might be. My friend must considerably labor his other assertions before he can make it plain that the dreadful consequences he sees looming up before him, will really follow. He says, "no teacher of real merit would engage with a Board who paid him only through dread of the law." If the writer of this sentence will take the trouble to inform himself, by consulting our school law, he will find that, under existing regulations, teachers are enjoying very many privileges and blessings that they could never hope to enjoy were it not for legislative enactments. Again he says, "such an amendment in the law would put a pre-

mium on laxity by removing the incentive to emulation, and giving the laggard the same reward as the earnest worker." This must be very refreshing to many of the readers of the JOURNAL, who may have been ignorant of the incentives to emulation made use of in the Penetanguishene district. I am not aware of any incentive to emulation the quarterly payment of teachers would remove; but this I know it would be a blessing which the great majority would welcome joyfully. His statement about other trades and professions seeking similar protection is nonsense, for there is no trade or profession in Ontario, whose members are so peculiarly situated as teachers, or who suffer, in respect to the cause of complaint, as they do. If necessary, it could easily be shown that there is no parallelism between masters and servants in this matter, and teachers. But this is not necessary, and I, with thanks for space, subscribe myself,

Yours fraternally,

TEACHER.

Wellington County, March 7, 1865

### Literary Chat-Chat.

Mr. Alfred H. Guernsey, who for a number of years was editor of *Harper's Magazine*, and later one of the office editors of Appleton's *Cyclopaedia*, is now associated with the *Library Magazine*, John B. Alden, Publisher, New York.

"A Girton Girl," the new story by Mrs. Edwards, which has just commenced publication in *The Novelist* (John B. Alden, Publisher, New York,) is pronounced by high authority to be the best story she has written.

The *India Journal* reports that a magazine, started twenty years ago in the interest of female education, has the last number entirely written by Parsee ladies, and contains valuable scientific and literary articles.

Music in the United States has met with a great loss in the death of Dr. Leopold Damrosch, who came from Europe thirteen years ago, on the invitation of the Arion Society of New York, and who has since that time done much for the cultivation of choral music in and around that city.

The new Easter Anthem, "Christ our Passover," written expressly for and published in the February issue of the *Boston Musical Herald*, by Mr. George E. Whiting, the well-known organist, teacher, and composer, is now republished in neat form, with tasteful cover.

The New York Book Buyer thinks that there still lives in the heart of the average British critic some remnant of the respect which the title of Lord in former days was wont to inspire, for though the *Times*, *Spectator*, *Academy*, *Pall Mall Gazette*, *Literary World*, and other journals all review Lord Tennyson's new drama, "Becket," it is impossible "to gather from the review in a single journal a definite idea as to whether or not the critic liked "Becket."

A biographical memoir of Samuel Taylor Coleridge, is being prepared by his grandson, Mr. Ernest Hartley Coleridge.

John Habberton, author of "Helen's Babies," contributes to the *Current*, of March 14, the ninth paper in that journal's "American Type" series. Mr. Habberton believes that self-reliance is the strongest trait to be found in the best American character, and submits many facts from American life in illustration.

General Alvin P. Hovey, one of the most distinguished soldiers of the war, presents a paper in the *Current* of March 14, entitled "Purifying the Ballot." It is an earnest and patriotic protest against political bribery and corruption.

The English translation of Lola's last story bears the title "Piping Hot."

The first volume of Mr. Leslie Stephen's "Dictionary of National Biography," has been well received in England. The whole work will require twelve or thirteen years for its completion.

It has been discovered much to the surprise of literary people, that the powerful and original writer under the *nom de plume* of Charles Egbert Craddock, is a Miss Murfree, of Murfreesboro', Tenn. A story of Nova Scotian life called "Pilot Fortune," by Miss M. C. L. Reeves and Emily Read, will shortly be issued by Houghton, Mifflin & Co.

The Mazurin Bible, the earliest book printed from metal types, was sold at a recent library sale in London, for £3,900. It is dated 1450-55.

## Miscellaneous.

## CHARLES LAMB.

One morning, in the year 1792, a young clerk took his place in the office of the East India Company, in London, and there, day after day, for thirty-three years, he might have been seen at his post. He was a timid, thoughtful man, rendered more timid by incurable stuttering. This clerk was Charles Lamb. He was seventeen years old when he took his place in the East India Company's office. When he was twenty-one, he began a life of cheerful, loving self-sacrifice. His sister Mary had become insane, and one day had snatched a knife from the dinner-table, and had given her mother a blow with it, which killed her. After his father's death, Charles took his poor sister from the asylum in which she had been placed made a home for her, and devoted his life to her comfort. She recovered her reason, but she was insane several times again during her life. Charles watched over her with the tenderest care.

He gave his leisure moments to writing. He wrote some essays, and signed them with the name of "Elia." They are called the "Elia Essays," and are admired by all who love whatever is simple and truthful in man and in books. His name stands first among those of English humorists.

With a sister mournfully afflicted, with a small salary, with a life of drudgery, Charles Lamb bore a gentle, cheerful heart. His wit made him famous. He was a Londoner, and he loved the streets of London, as other men love the forest and the mountain. He studied the men and women that thronged those crowded streets, and found in them material for beautiful thought, and gave to them warm and gentle sympathies. His kindly heart won for him many warm friends.

No one who saw that silent clerk, patiently doing his monotonous work would have thought that he was one of England's men of genius. No one who met him taking his daily walk in the streets of London, would have thought that under his worn coat beat one of England's most noble hearts—a heart full of the glory of self-sacrifice.

When Charles Lamb was fifty years old, he received a pension which enabled him to leave the office where he had spent so many years. He could make his sister happier now by his constant presence. When he went home "for ever," as he said, he wrote to a friend that it was "like passing from time to eternity." From "*Personal Traits of British Authors.*"

## THE AFRICAN SLAVE TRADE.

What the slave trade in Africa really is, even at the present day, may be conceived from the following description given by Mr. Stanley in a lecture on the Lower Congo:—"In a small camp 300 fighting men kept in manacles and fetters, 2,500 naked women and children, their poor bodies incrustated with dirt, all emaciated and weary through much misery. Here was the net result of the burning of 118 villages, and the devastation of forty-three districts, to glut the avaricious soul of a man who had constituted himself chief of a district some 200 miles higher up. Though over seventy-five years old, here he was prosecuting his murderous business, having shed so much human blood in three months that, if collected in a tank, it might have sufficed to drown him and all his thirty wives and concubines. Those 2,500 slaves would have to be transported over 200 miles in canoes, and such as could not be fed would die, and perhaps 800—perhaps 900—of all the number would ever reach their destination."

## NEW DISCOVERIES.

Several more ruined cave and cliff cities have been discovered in Arizona by the Western Geological Survey. The most remarkable was a village of sixty-five underground dwellings situated near the summit of one of the volcanic foot-hills in the San Juan region. The surface stratum of the hill had become hardened by exposure, and formed the common roof for the entire community. The dwellings were all alike. They had no intercommunication beneath the surface, and were only accessible by means of square holes leading from the surface by a vertical shaft to the floor of the main room of the dwelling. Foot-rests—holes at convenient distance—along the sides of the shaft served the purposes of a stair-way. Descending the shaft, the explorers found themselves at the side of an oval-shaped, arched-roofed room, about twenty feet in its smallest diameter. At the ends in the side opposite the entrance, low doorways connected the main room with smaller rooms, the whole suit or dwelling consisting of four apartments. One of the smaller rooms had its floor excavated to a depth of two or three feet below those of the other rooms, and is supposed to have served the purpose of a store-room or cellar. A shaft about eighteen inches square, extending to the surface of the ground, formed the chimney. Many domestic utensils were found.—*Selected.*

John G. Saxe, the poet, lives at Albany with his eldest and only remaining son. For more than a year past he has not left his bed-chamber where he is confined by the sufferings of an accident received some years since. The poet receives no visitors, and no one is permitted to converse with him save his son and the faithful house-keeper who has been with him for a score of years.

A clever detective proved that a note was fraudulent in New York, the other day, by showing that the blank on which it was made bore the address 64 Nassau Street, whereas the printers who made the blank had not moved into that place at the time the note was dated. This recalls the case of an ancient deed of the time of George I. It was shown to be fraudulent by the fact that in legal phraseology it set forth the fact that it was executed "In the reign of George I." Of course that monarch was never known as "George I." until George II. ascended the throne.

## Question Drawer.

Another answer to clock question in JOURNAL, of Feb. 5:—

The hands must be 5 minutes space apart for the mistake to make 55 minutes difference in time. The hands will be together at 10 $\frac{1}{2}$  minutes after 2 o'clock. At 5 $\frac{1}{2}$  minutes previous the hands would be 5 minutes apart  $\therefore$  the time was 5 $\frac{1}{2}$  minutes after two o'clock.

JOHN MOSER.

Fay Falls, York County, N. B.

Mr. Moser also sends a solution of the labour question in the same number of the JOURNAL, but fails to make the steps of the process clear enough for our purpose.—Ed.

## A DISCOVERY.

Suppose we have a right angled triangle whose base is 2 and perpendicular 1. I have, to-day the 5th of March, proved that a quantity can be found, (indeed I have found it) such, that if it be added to the base and to the perpendicular, the new hypotenuse will be rational; also, if the same quantity be subtracted from the base and from the perpendicular, the second new hypotenuse will be rational.

Briefly,  $(2+z)^2 + (1+z)^2 = q^2 / (2-z)^2 + (1-z)^2 = q^2$ .

My work is large and extremely difficult, but I am quite pleased with my success. I will exchange solutions if any one should work it out.

JOHN IRELAND, Fergus.

## Teachers' Associations.

**STORMONT.** Teachers' Association. The Sixteenth Half-yearly meeting of this association convened in the Public School Building, Cornwall, on Monday, March 2nd. The first session was opened by Mr. Smith, A.M., retiring President. The business of the Association was first disposed of; the election of officers resulting as follows. President, Mr. McNaughton I.P.S.; Vice-president, Miss Ogle; Secy-Treas., Geo. Bigelow; Man-Com., Messrs. Bowen, McEwen, and Cook, and Misses Gillis and Brown. Auditors, Messrs. Baker and Relyea.

The Auditors' report showed an income of \$113.58, an expenditure of \$67.50, with a balance on hand of \$46.08.

Messrs. Holmes and Kennedy, Agent and Business Manager of the *Ed. Weekly* and CANADA SCHOOL JOURNAL respectively, being present were invited to speak with regard to nature, object, and terms of the periodicals they represented. Full explanations were given.

A resolution was passed raising the membership fee to one dollar. The payment of this fee to entitle each member to his choice of either the CANADA SCHOOL JOURNAL, or *Ed. Weekly* at the expense of the Association.

As the meeting progressed clubs were formed for each publication.

Mr. Tilley explained the changes in the Regulations affecting Teachers' Associations and the arrangements for conducting Institute Exercises.

A paper on Composition was then read by Mr. Tilley, replete with useful instruction and practical suggestions, exceedingly helpful to those endeavoring to teach the difficult art of expressing ideas clearly.

In the evening a select and appreciative audience assembled to hear Mr. Tilley's Lecture. "The Relation of Education to the State."

At the close of the Lecture, Mr. Kennedy by request gave a recitation, beautiful itself and rendered with indescribable pathos and telling effect.

Rev. Mr. Hastie spoke in highly complimentary terms of Mr. Tilley's lecture and then urged the necessity of religious instruction in the Public Schools.

Mr. Brown I.P.S., for Dundas, congratulated the Town of Cornwall on its fine School Building, and expressed his appreciation of Mr. Tilley's work.

The thanks of the audience were voted to Mr. Tilley and also to Mr. Kennedy.

On Tuesday Morning Mr. Nugent took up the Subject of Algebra. Commencing with very simple illustrations, in factoring he proceeded to deal with the most simple and complicated forms making every process plain and easy of comprehension. The whole exercise was planned and executed in a manner calculated to afford the greatest possible amount of instruction and benefit to the teachers present.

Mr. Tilley taught a class in fractions, giving practical illustrations of the theory he advanced.

In the afternoon Mr. Talbot treated the Subject of Mensuration. Starting with a horizontal line he explained the construction of the various Geometrical figures, illustrating by means of paper forms, the methods of finding areas and showing very plainly the manner of deducing the formulas so often used and so imperfectly understood. The teachers who listened to the exercise could not but be very materially helped in their efforts to bring this subject within the compass of the average school pupil's comprehension. Mr. Tilley followed with a lecture on "The Relation of the Teacher to his work."

At the close of this Lecture the special thanks of the teachers were proffered Mr. Tilley not only for his lectures but for the valuable assistance he had given in every department of the work of the Association.

A great deal of the success that attended the Meetings throughout was felt to be due to his efforts, and the teachers present were not slow to appreciate the benefits received therefrom. Geo. Bigelow, Secy.

**LANARK.** The annual meeting of this association was held in the Convocation Hall of the Perth Collegiate Institute on Thursday and Friday, March 5th and 6th. The chair, throughout the meeting was occupied by the President, F. L. Mitchell, M.A., I.P.S. After the reading of the minutes and the appointment of committees, the President gave an excellent address on "Reading," dwelling particularly on the defects usually met with in the teaching of this subject in our schools, and suggesting practical remedies for their correction.

Mr. Holmes agent for the *Educational Weekly*, and Mr. Kennedy Business Manager CANADA SCHOOL JOURNAL, were then heard before the Association regarding the merits of their respective papers, and the matter referred to the committee on educational periodicals.

The afternoon session was opened by Mr. Jacques, of the Perth Model School, who, by blackboard illustrations, showed how he would teach the simple rules of arithmetic. His methods received the general approval of the teachers present.

After congratulating the Association on the large attendance and explaining the reasons for the recent changes in the regulations concerning Teachers' Associations, Mr. J. J. Tilley Model School Inspector, read an eminently comprehensive and practical paper on Composition, in

which he dwelt upon the importance of the subject, and the best methods of teaching it in the several classes of the Public Schools.

"English in Schools" was then taken up by Mr. D. E. Sheppard, of the Carleton Place H. S. His treatment of the subject was excellent, and well deserved the commendation which it received.

In the evening an able and instructive lecture on the "Relation of Education to the State," was delivered by Mr. J. J. Tilley, I.M.S., to a very large audience in the Town Hall. Musical selections by teachers, pupils of the Public School and others, together with recitations by Mr. J. M. Kennedy, Business Manager of the CANADA SCHOOL JOURNAL, varied the programme.

On Friday Morning the report of the Committee on Educational Periodicals, recommending that part of the funds of the Association be employed in assisting to provide members with school papers, was adopted. The report of the Committee, which recommended that the next annual meeting be held in Almonte was also adopted. Resolutions appointing the Inspector a delegate to the Ontario Teachers' Association, and approving of the action of the Minister of Education, in appointing Directors of Teachers' Associations, were unanimously carried. The following officers were elected for the ensuing year:—President, P. C. McGregor, B.A., Almonte; Vice-President, J. C. Hamilton, Smith's Falls; Secy-Treas., H. Bewell, Carleton Place; Management Committee N. Robertson, B.A., J. R. Johnston, B.A., J. T. Noonan, John Rabb and Miss Steadman; Auditors, J. A. Goth and T. J. Walrond.

A cordial vote of thanks was tendered to the retiring President, F. L. Mitchell, M.A., for the efficient manner in which he discharged the duties of the chair during his incumbency. The retiring Secy-Treas., H. S. Robertson, also received a vote of thanks and was presented by the Association with a copy of Chambers' Encyclopaedia, as a token of its appreciation of his services during the last three years.

Mr. Tilley then gave a first lesson in fractions to a class from the Perth Public School. This lesson, both from its practical character and the skilful manner in which it was conducted, could not fail to impart a better knowledge of methods in this portion of arithmetic.

Before leaving the Association, Mr. Tilley gave a brief but impressive address on the "Relation of the teacher to his work."

The afternoon session was very profitably occupied in the discussion of "Difficulties in School Routine," a subject ably introduced by Mr. H. Bewell, of Carleton Place.

A vote of thanks was given to the C. P. R. Co., for kindness in issuing tickets at reduced rates to teachers attending the Association, and also to the Perth Board of Education for the use of the Convocation Hall.

In point of attendance, manifestation of interest and character of subject matter presented, this meeting has not been surpassed by any yet held. The County of Lanark Teachers' Association, is among the best in the Province.

## Literary Review.

**SHOEMAKER'S DIALOGUES**, designed for School and Social Entertainment, entirely new and original: edited by Mrs. J. W. Shoemaker. Published by the National School of Elocution and Oratory, Philadelphia.

This book contains a variety of topics, characters and conditions, and so aims to meet the wants of the little folks, as well as the older boys and girls. It seems to be free from the approach to coarseness which is characteristic of too much of this class of literature, and will no doubt meet with a ready market.

We have received the first number of *Mind in Nature*, a new Journal published by the Cosmic Publishing Co., 171 West Washington St., Chicago, Ill. The object of this Journal is to furnish in a popular manner information regarding psychical questions, the relations of the mind to the body, and their reciprocal actions. It proposes to give a full *resume* of all the investigations and reports of the English and American Societies for Psychical Research, and one of its aims will be to gather from original and trustworthy sources, valuable information in aid of investigations of psychical phenomena.

**LUDLOW'S CONCENTRIC CHART OF HISTORY**, by James M. Ludlow D.D. Funk & Wagnalls, Publishers. Nos. 10 and 12 Day Street, New York. This is something decidedly new in book-making. It consists of 30 fan-shaped segments, 7 x 10 inches. These segments, turning on a common centre, can be closed so as to show only one segment; or two or more (any two) can be brought to view, and as the *century circles* on each are the same, by tracing one circle around several segments, the contemporaneous history of each of the countries so exposed, is at once brought before the eye. The Chart contains a vast mass of historical facts in regard to all the countries of the world, and from the earliest time. Its peculiar shape and arrangement will make it most convenient for reference in regard to facts, dates, contemporary events etc. Price \$2.00.