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# The Canada School Journal.

## AND WEEKLY REVIEW.

VOL. X.

TORONTO, FEBRUARY 26, 1885.

No 8.

### Table of Contents.

	PAGE.
<b>EDITORIAL:—</b>	
The World.....	85
The School.....	87
The Week's News.....	89
<b>SPECIAL ARTICLES:—</b>	
Circular Letter.....	89
<b>EXAMINATION QUESTIONS</b> .....	90
<b>PRACTICAL DEPARTMENT</b> .....	91
<b>EDUCATIONAL NOTES AND NEWS</b> .....	93
<b>PERSONAL</b> .....	94
<b>CORRESPONDENCE</b> .....	95
<b>CONTEMPORARY OPINION</b> .....	95
<b>MISCELLANEOUS</b> .....	95
<b>LIBRARY REVIEW</b> .....	96

### 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 \$2.00 per annum, strictly in advance.

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### The World.

The German protectorate established over the Samoan Islands is, it is said, to be administered by a Council of State, consisting of the German Consul, two Samoans, and two Germans. A German officer is to act as adviser of the King and judge in all penal matters in which Germans are concerned. Whether Lord Granville has interposed any objections, or made serious remonstrances, does not yet appear. It may be that the British Government sees no reason why Germany should not be free as herself to establish colonies in the interests of her subjects.

The Egyptian embroglio is not the only trouble looming before the eyes of British statesmen. The approach of the Russian army to within forty miles of Herat, on the borders of Afghanistan is, it may be feared, ominous of a still greater difficulty. The joint commission which was to settle the boundaries of the Afghan frontier failed on account of the alleged illness of the Russian Commissioner, but the Russian army moves on all the same. Meanwhile the British Government maintains a suggestive silence with reference to the progress of negotiations between the two empires

The more the project of Imperial Federation is discussed the larger loom the practical difficulties which beset it. The plan of a great council composed of representatives of England and her colonies, seems utterly impracticable. As the *Week* points out in such a council the Colonial members would represent each a different country with distinct and often, it might be, clashing interests. The colonies would never submit to any larger measure of interference with their local affairs than at present obtains, and yet without large powers of direction and control by a central authority any confederation would be but a rope of sand. Meanwhile late despatches show such a state of feeling in Australia, in consequence of the German annexation of the Samoan Islands as may speedily develop into a movement towards independence.

Socialism and Communism seem to be making rapid progress in the United States. The state of affairs in some of the large cities is calling forth strong and even sensational articles from some of the leading journals, which are ordinarily not alarmist. Communistic societies are increasing in numbers and in out-spokenness. Not only are doctrines boldly advocated every week whose legitimate fruits would be wholesale massacre and pillage, but men are actually being armed and drilled by the hundred with the avowed object of being ready to head the revolution when it comes. In times of general prosperity little heed need be given to such ulcerations of the body politic, but at a time of great depression, when men are out of employment by thousands and tens of thousands, and hunger is driving them to despair such threats are not to be despised. It may be that the abundant vent of free speech and a free press may prevent more serious explosion, but it is possible, on the other hand, that the current year, before its close, may usher in scenes surpassing in horror any social struggle of ancient days.

It seems too bad that the carrying out of a great national project, such as the building of the Canadian Pacific Railway, should have become so inextricably interwoven with party politics, that any question arising in connection with it is sure to be regarded from the point of view of its bearing upon Grit or Tory, rather than Canadian, interests. From the numerous rumours afloat, it would seem that the company is again out of funds, and is asking the Government to supply them this time by repurchasing a large quantity of the lands given to the company by way of subsidy. This would seem to be a good arrangement were it not that those lands are already held by the Government, as security for the loan of last session. In any case, to let the road now stop short of completion would be little less than a national calamity. It would give Canadian credit a shock, from which it would not soon recover. Whether the contract with the company was wise or otherwise, and whether its business so far has been wisely and economically

managed, or the opposite, the enterprise must now be carried on to speedy completion either by the company, or by the Government. The course of negotiations will be watched with interest.

The events of the next few weeks will probably determine whether Gen. Wolseley's name shall go down to posterity amongst those of England's greatest generals, or whether the brilliant reputation already achieved shall be shattered. The event will very likely be determined by circumstances beyond his control, or that of any man, not by merit. In any case he will have deserved well of his country for his agency in helping on some valuable reforms in the British army. Perhaps not least of the services will be that he has already performed in demonstrating that strong liquors are not indispensable to soldiers and men forced to endure great hardships or great extremes of heat and cold, as was so long absurdly supposed. Wolseley is an utter disbeliever in the sovereign virtues of the grog ration. He carried through the Manitoba expedition on cold coffee. The following extract from a speech by Mr. Caine, the new Civil Lord of the British Admiralty shows that the abstinence policy has been adopted with equal success in the Egyptian campaign. Mr. Caine said:

"It had been demonstrated that the greatest hardships of the severest campaigns could be better borne without the use of intoxicating drink than with it. The recent desert march in Egypt had been done upon water. The most brilliant infantry charge of modern times—that of Tel-el-Kebir—was carried through on cold tea. Every day he said, was proving that the blue jackets, of whom there were twelve thousand abstainers, could do their work—whether amid the heat of Suakim or the cold of Skye—better without grog than with it."

The memorials presented to the Dominion Government on the 19th inst., by representatives of the Licensed Victuallers and others interests affected by the Scott Act, are worthy of careful reading by friends as well as opponents of prohibition. It is to the credit of the latter thus to adopt the appeal to fact and argument, rather than to the more questionable measures which are too often resorted to in support of their views. While no mere business interests or financial considerations of any kind should be allowed to block the way of a great moral movement, the claim of those whose means of livelihood are cut off by change of long standing legislation to compensation has much to be said in its favour and may be founded in justice. If there were any reason to hope that the Royal Commission asked for could really be relied on for a fuller and more trustworthy report than any yet had, on the workings of prohibition, truth seeking men would be glad to have it, though the advocates of prohibition might well refuse to have the merits of the measure judged by the results of the first struggles, in the face of the most formidable obstacles and the bitterest opposition, to enforce it. If those whose occupation is injured or destroyed can establish an equitable claim to compensation it should be promptly given on the ground of paramount justice. At the same time, if, by fair and generous dealing, the prohibitionists could enlist the more honourable

of those who have been engaged in the traffic, on the side of enforcing the law, the policy of compensation might be found eventually cheapest and best as well as just.

The latest news from the Soudan is of the very gravest character. Not for many years has England been brought face to face with so serious a problem, or threatened with so terrible a disaster. Burnaby, Stewart, Earle, Gordon and many other officers and men as brave, if not as famous, have left their bones on the burning sands of the great desert. Brackenbury, with Earle's old command of perhaps 900 men is in the vicinity of Berber, and, it is said, under orders to take and hold that place, though Osman Digna with 40,000 men is there or in the neighbourhood. Buller, with Stewart's force of 1,600, attempting to make good his retreat from Gubart to Korti, is at last accounts surrounded by immense numbers of the Mahdi's warriors at Abu Klea, the scene of Stewart's victory and fatal wound. Wolseley himself is at Korti with the balance of the British force, not more perhaps than 25,000 strong, and his delay in making any forward movement, even for the relief of Buller, seems to argue strongly that his own position is not too secure, and that an advance would be attended with too great risk to be justifiable. In such circumstances there is, of course, a tendency on the part of the press and public to exaggeration. Buller himself is reported as saying that he can hold out against a force even stronger than that being brought against him. At the same time the action of the British Government, which is probably in possession of fuller information than that given to the public, in the transfer of officers from the regular army to the reserves, has a very serious look. We still have faith in the pluck and endurance of the British troops, but the odds against them is fearful, and it is amongst the dreadful possibilities that Buller's little band of heroes may any day share the fate of Hicks Pasha's of a few years ago. There is no longer any hesitation, troops are being pushed forward as rapidly as possible, and the final issue of the conflict can scarcely be doubtful. But the difficulties in the way of both the Nile and the desert routes are fearful, and the cost in blood and treasure of crushing the Mahdi will be immense.

Alas for political fame! If "uneasy lies the head which wears a crown," still more uneasy must be that of the leader of a popular Government in a crisis such as that through which England is just now passing. The huzzas with which the people were wont to greet the "grand old man," their own William, are swiftly changing to execrations. The press is almost a unit in denouncing Gladstone and his cabinet as the authors of national humiliation and danger. We have been accustomed to expect a balance of judgment and moderation of tone on the part of the great English dailies for which we now look in vain. Had Wolseley's expedition succeeded, as there seemed every reason to hope but a week or two since it would succeed, had Khartoum and Gordon not fallen through treachery, the proudest of victory would have been intermingled with praises of Gladstone's policy and far-seeing statesmanship. As matters have turned out a motion of censure is hanging over his head

in the Commons, and there are very few left in Parliament or out to do him reverence. And yet his share in the transaction would have been precisely the same in the one case as in the other. So true it is that success and failure, not true merit, are the standards of the popular judgment. But whatever the outcome of the present difficulties the sober second thought of the British people will do Gladstone and his cabinet justice. They may have hesitated a little too long, but if so, the very hesitation arose from motives which do them vastly greater honour than a more Jingoistic unscrupulousness could have done. They may have erred in allowing themselves and the nation to become involved in the Egyptian and Soudan embroglios in the first place, but if so, they erred in deference to public opinion, inflamed by Jingo harangues, the very public opinion that is now foremost in condemning them. But it is highly probable that the calm verdict of common sense and future history will be that to have sent the army earlier into the desert would have been to send it to death. Moreover, there is no evidence that its arrival two or three weeks earlier would have made any difference in the result, a fact which is entirely overlooked amidst the general excitement.

### The School.

Dr. T. H. Rand, late Chief Superintendent of Education in New Brunswick, and now Professor of Pedagogy in Acadia College, Nova Scotia, has been invited to attend the International Congress of Educators which meets at New Orleans this week, and deliver an address. Dr. Rand is well known as an able and enthusiastic educator, and it is to be hoped he may be able to attend as a representative of the profession in the Maritime Provinces.

Surely the tactics to which the United States are forced to resort in their efforts to exclude the Chinese, are unworthy of a great nation. What, for instance, can be narrower in the way of national legislation, than the bill recently passed by the Senate, making it a misdemeanour for any man or corporation to employ any alien or foreigner, who may come to the United States without the fixed purpose of becoming a citizen and acquiring a permanent residence? The bill seems aimed against lower Canadian factory workers as well as Chinese navvies and laundry men.

The Chairman of the Finance Committee of London School Board, asks merely for the trifling sum of £1,106,238 2s. 10d., or about five and a half millions of dollars as the year's appropriation for the work of the Board. This sum, which almost takes away the breath of the *School Guardian*, is rendered necessary by the gigantic proportions which the work of the Board has now assumed. As the *Guardian* says 10d. in the pound must be a serious matter to the struggling classes—"the classes just above poverty, but scarcely abreast of prosperity." Probably we need not explain that the references are not to the city on the Canadian Thames, but to its namesake across the water.

If correctly reported, a recent case in a Chicago school shows that some of the teachers in that city need that some one should teach them the first principles of religious liberty. According to the report a pupil refused to take part in certain religious exercises prescribed at the opening of the school, but sat in a quiet, orderly manner disturbing no one. For this he was dismissed from the school, and is now bringing suit to compel his re-admission. The teacher who would thus seek to compel a pupil to take part in an act of religious worship, cannot have studied either the constitution of the United States, or his New Testament to much purpose.

He was a wise man who wished to know what his enemies were saying about him, realizing that their criticisms would be more helpful in correcting faults and otherwise improving character than any praises of friends. While we are thankful for words of appreciation we shall also be glad to receive criticism and suggestion. We give a standing invitation to teachers to tell us what in their opinion, we can do to improve the SCHOOL JOURNAL, to make it more helpful, practical and indispensable to those engaged in the actual work of the school room. Let us hear your opinions, friends and patrons. Anything in the way of practical and practicable suggestion shall receive our best attention.

Many very kind letters are received from subscribers in different parts of the Dominion. The following from Inspector MacKenzie, of Parrsboro', N.S., is to the point.

"The inducements offered subscribers are very liberal, but aside from this, the JOURNAL is of great value to practical teachers and it can be traced in the schools whose teachers have taken it. I will get as many subscribers as I can."

Dr. Rand, Professor of Pedagogy in Acadia College, Nova Scotia, says: "I think you are making a good thing of the JOURNAL. It is bright and interesting."

A teacher writes "I find the JOURNAL a valuable paper and consider it one that no teacher should be without," and so on.

There is great reason to fear that many teachers have too belittling an opinion of the dignity and value of their profession, and that many others are content to jog on from year to year in the same monotonous round of study and routine. Francis W. Parker in the "Practical Teacher," says well:—

"The possibilities for our improvement as teachers are unlimited. In this blessed year, 1885, there is not one of us who may not double his teaching power. Every day that passes could bring precious revelations of truth into our hearts, if our hearts were ready to receive them. Every fresh discovery would bring with it a renewed sense of our personal poverty, indicating the immensity that remains unknown. Other vocations may be confined—that of teaching, never. The way reaches upward to the Infinite."

A movement is on foot to found a Canadian Chautauqua on the banks of the Niagara River. Most of our readers are doubtless more or less familiar with the history of the Chautauqua Literary and Scientific Circle, organized some seven or eight years ago and already numbering more than fifty thousand students on its roll. Many hundreds of these are to be found

in Ontario and other provinces of Canada. The idea of combining in this way the seemingly unrelated if not incompatible notions of a summer pleasure resort and a school for higher education was one worthy of the 19th century and the Yankee nation. The fact that the original institution has been so far successful in bringing the advantages of a course of solid reading and study within the reach of many thousands who could never otherwise have aspired to it, is a sufficient reason why Canadians should follow the good example and make the most of it. It is to be hoped that the promoters of the scheme may meet the success they deserve.

Principal Goggin, of the Winnipeg Normal School, being asked the other day by a *Times* reporter what was the largest number of pupils one teacher could successfully manage in a school, replied "Forty." This limit is certainly wide enough to test the ablest teacher's capacity for organization, government and hard work. And yet, if we are not misinformed, it would not be difficult to find in each of the older provinces numerous instances in which the forces of a solitary teacher are pitted against nearly twice that number of restless, nervous, electrical units. Much of course depends upon the previous training and advancement of the pupils, but to us it seems extremely doubtful whether, in an average case, the best results can be attained with much more than half the number mentioned by Mr. Goggin. We profoundly pity both master and children in those districts in which, through mistaken economy, one poor mortal has to keep up the weary warfare day after day against a host of three or four score. Not only is the strain on the brain and nerve of the teacher who strives to do his whole duty too great for endurance, but it is impossible that the time of the pupils can be economically employed or their studies wisely directed. There is, in short, an enormous waste of both time and mind power on the part of all concerned, and we have no doubt that in hundreds of such cases, the employment of a competent assistant would pay from the very lowest point of view, that of saving money, to say nothing of other and higher considerations.

There is no question of detail in connection with the proposed University Confederation of more importance, or beset with greater difficulties, than that of the appointment of the University examiners. The qualifications for such a position are so high, and their combination in the same individual so rare, that the choice is at once limited within a very narrow range. The scholarship of the examiner should be above suspicion, his judgment sound and mature, and his professional experience large. The practice of appointing young men, fresh from graduation, which has too often prevailed in the past has many objections, obvious to students and teachers, if not to others. On the other hand, to select the Board of Examiners from the ranks of the professors in the Confederated Colleges, which seems to be contemplated in the report of the promoters of the scheme of federation, would not only be a task dangerous by reason of its delicacy, but would almost inevitably have a tendency to lower the standard of scholarship, a danger to be avoided at all cost. Each examining

professor would, in spite of his best efforts at fairness, be unconsciously influenced both by his own peculiar methods of teaching, and by his knowledge of the strong and weak points of individual students in his own college. The best, if not the only satisfactory solution of the problem would be the appointment of men eminent in their special departments, from the professorial staffs of other leading Canadian and American Universities, and in order to secure these provision would have to be made for payment of examiners on a much more liberal scale than hitherto.

"The troubles of the half-timers" have for some time past occupied a large share of attention in "The Schoolmaster" and other English journals. The provision for half-time pupils is made especially in the interests of the poor in the factory districts. The idea seems in itself to be a good one. To very many struggling poor the earnings of their children in the factories is a very great help in keeping the wolf from the door. On the other hand due consideration for both the intelligence and the physical health of the growing children forbids that they should be allowed to grow up in ignorance, or to be kept at unremitting toil during the tender years. Again the experience of many teachers will, we believe, have convinced them that six hours a day is a longer time than the young child can be kept with advantage at his books. One hour of close application, and real, downright brain-work is worth more, as every teacher knows, than three or four of dawdling and yawning over book or slate after the power of attention is exhausted. In many cases too the number of pupils falling to the care of a single teacher is much larger than he can instruct with advantage; and it is questionable sometimes whether as much or more real progress might not be made were the school divided into two sections, each attending half the day. But the half-time system as carried out thus far in Yorkshire and Lancashire may well vex the soul of teacher and inspector. The first condition imposed, one would expect to be regularity in the distribution of the half-time school hours. To permit some children to come in the mornings or afternoons only, others to come one day and remain away the next, and others even to come one day one week and four or five the next as convenience or caprice may dictate is surely to foredoom the system to failure. Yet this is what seems to be done while at the same time no relaxation of the code is made in favour of the half-time school. To expect the teacher many of whose pupils are not only absent half the time, but whose days and hours of absence are arranged in the most irregular and haphazard manner, to show as good results as his neighbour in a full-time school, would seem to be the height of injustice and absurdity. It is no wonder loud protests are being uttered.

Parent (angry)—"You have been in the water! You were fishing!" Son—"Yes, ma'am; I was in the water, but I got a boy out who might have been drowned." Parent—"Indeed, who was he?" Son—"Myself."

An Irish agricultural journal advertised a new washing machine under the heading, "Every man his own washerwoman," and in its culinary department says that "potatoes should always be boiled in cold water."

## The Week's News.

The slave trade is being revived in all its horrors in Zanzibar.

The Nova Scotia Legislature was opened on Thursday, the 19th inst.

On the 1st inst., the public debt of Canada amounted to \$255,-966,416.

General Stewart died of his wound on the 16th inst. He was buried at Gadkul.

Scott Act organizations are now at work in every constituency in Ontario, five excepted.

It is announced that the revised version of the Old Testament will be published at Easter.

Mrs. Lowell, wife of James Russell Lowell, the American Minister in England, is dead.

The Michigan House of Representatives has agreed to the constitutional amendment prohibiting the liquor traffic.

The Republic of Colombia is in a state of anarchy. Reports of severe fighting with heavy losses on both sides have been received at Panama.

Sir Stafford Northcote, in the Commons, has moved a vote of censure on Gladstone's administration. The debate commenced on Monday last.

It is proposed that a combined scientific and sporting expedition shall leave Quebec, in June, for the unknown region of the great Lake Mistassini.

General Buller's retreat has been intercepted by the Arabs at Abu Klea, where he is now entrenched, surrounded by the enemy. His situation is very critical.

The offer of New South Wales to send volunteers to aid the British in Egypt, and to defray their entire expenses, has been accepted by the British Government.

The Queen has issued a message suspending the transfer of soldiers from the active to the reserve force on account of the necessity for protecting the interests of the empire in Egypt.

An imbecile negro, named Joseph Nadine, has confessed that he set fire to the Philadelphia Insane Asylum, and says that the act was instigated by Peter J. Schroeder, one of the chief attendants.

The Royal Tomplers of Manitoba have presented a petition to the Dominion Government, deprecating strongly any changes in the Scott Act in the direction of those asked for by the opponents of the Act.

The Canadian voyagers left London on the 20th inst., by the steamer Hanoverian for home. Their numbers are lessened by fourteen of whom ten were drowned in the Nile, two died of fever and two were killed on the railway at Cairo.

## Contemporary Opinion.

THE CANADA SCHOOL JOURNAL is now ably edited by Prof. J. E. Wells, formerly Principal of the Baptist College here. Mr. Wells is a man of varied scholarship, and one of the best educationalists in this country. We are glad to see his talents employed in this province. We predict for his journal wide popularity among the teaching profession.—*Woodstock Sentinel-Review*.

THE CANADA SCHOOL JOURNAL is now being published weekly instead of semi-monthly as formerly. It is a very valuable paper for school teachers and to all who are interested in educational matters.—*Georgetown Herald*.

We this week, with pleasure, place the CANADA SCHOOL JOURNAL, published in Toronto, on our exchange list. It is a weekly of twelve pages, and is very useful to lovers of education, particularly the mathematical department. Price, \$2, per annum.—*Mitchell Advocate*.

## Special Articles.

## CIRCULAR-LETTER UPON "RECESS OR NO RECESS IN SCHOOLS."

(Published by Request.)

To the Public:—

A committee of the National Council of Education made to that body at its meeting held in Madison, Wis., July 10, 1884, a report upon "Recess or no Recess in Schools." After discussion, the subject was referred back to the Committee for further investigation, to be followed by another report in July, 1885. The subject is of vital importance touching as it does the welfare of pupils in the schools of the country; hence the investigation assumes the widest scope. The committee seeks facts of experience, as well as theories based upon experience; any fact that bears directly or indirectly upon the subject will be very acceptable.

The scope of the investigation is indicated by the following questions to which answers are solicited from superintendents of schools, principals, teachers, school officers, physicians, professional men of all classes, and parents. The first nine questions are directed especially to superintendents and teachers; the rest of the questions are also directed to any persons who can give any information upon the points raised. The name and address of persons, particularly physicians, who have given attention to this subject will be valuable aid; copies of reports or papers that discuss this subject are solicited. Send all communications to the sub-committee named below.

## QUESTIONS.

- I. Is the no-recess plan in operation in the schools under your supervision or instruction?
- II. If it is, has any proposition been made toward the establishment of the plan, and what arguments prevailed against the proposition to introduce it?
- III. Have you returned to the recess plan after a fair trial of the no-recess plan, and if so, what causes led to the change?
- IV. What condition existed in and about your schools that prompted the officials to abolish the recess and adopt the no-recess plan, and with whom did the proposition originate to establish in your schools the no-recess plan, with the superintendent and teachers, with the board of education, or with the patrons?
- V. How many hours of continuous confinement within the school-room are required daily, a. m. and p. m., of pupils in the several grades under your no-recess plan?
- VI. What are the precise duties and privileges of pupils that have been substituted for those of the recess in the several grades of your school?
- VII. Are physical exercises as a practical means of retaining and securing health in the school-room, an equivalent under your no-recess plans for the exercise afforded to pupils by an out-door recess?
- VIII. What effect has the no-recess plan upon the management and government of your schools, especially in the matter of the pupil's habits in conduct?
- IX. Is the no-recess plan extending among the schools in your vicinity?
- X. How is the health of pupils affected in the following particulars by the no-recess plan, so far as your observation and experience extend?

NOTE.—State explicitly the nature and character of the examinations instituted to arrive at the facts and opinions which you refer to in your answer to the questions asked under (a) to (e) below.

Special inquiry is made about those children that have inherited or have developed weaknesses in the points enumerated.

(a.) Does or does not the no-recess plan affect the duties and privileges of pupils in such a way as to develop or aggravate in any of them nervous irritation?—revealed by a tendency to or an absence from cerebral pains, inability to think or to act or to remember, weariness, coldness of extremities, want of blood in the brain, irritation of the sympathetic system of nerves—owing to continuous sedentary confinement in the school-room with its heated and perhaps vitiated air?

(b.) Does or does not the no-recess plan affect the pelvic organs?—revealed by a tendency to develop or aggravate irritation and disease of the kidneys, bladder, rectum, or by blood poisoning from retention of urine—owing to the failure of pupils to comply regularly with the physical necessities under which they rest, to a lack of those physical exercises which tend to keep in a healthy condition the organs enumerated, and to the continuous confinement upon the seats in the school-room?

(c.) Does or does not the no-recess plan affect the eye-sight?—revealed by developing or aggravating enfeebled powers of those organs, owing to deficiency of out-door exposure?

(d.) Does or does not the no-recess plan affect the nasal passages and lungs?—revealed by developing or aggravating catarrh or irritation of the lungs, owing to too continuous exposure to the dust, heat and air of the school-room?

(e.) How do the physical exercises substituted by the no-recess plan for those of the recess affect, relatively, the rapidity of the pulse of pupils when it is compared to the rapidity developed in the exercises of the out-door recess?

Very respectfully submitted,

J. H. HOOSE,

Sub-Committee on Hygiene in Education.

State Normal School,

Cortland, Cortland Co., N. Y., Jan. 7, 1885.

Examination Questions.

EDUCATION DEPARTMENT ONTARIO.—JULY EXAMINATIONS, 1884.

[FIRST-CLASS TEACHERS—GRADES A AND B.

ALGEBRA.

Examiner:—J. A. McLELLAN, LL.D.

1. Find all the rational factors of

- (1).  $x^4 + y^4 + (x+y)^4$ .
- (2).  $(a-b)(1-bc)(1+ca) + \text{anal.} + \text{anal.}$
- (3).  $(x+y+z)^5 - (x^5 + y^5 + z^5)$ .

Apply the result of (1)

(a) To prove

$$\{(a-b)^2 + (b-c)^2 + (c-a)^2\}^2 = \frac{1}{2}\{(a-b)^4 + (b-c)^4 + (c-a)^4\}.$$

(b) To solve the equation  $\frac{1+x^4}{(1+x)^4} = 3\frac{1}{2}$ .

2. If  $a, b, c$  are the roots of the equation  $x^3 - px^2 + qx - r = 0$ , determine the equation whose roots are  $a^2, b^2, c^2$ .

3. If any rational integral function of  $x$  of the  $n$ th degree vanishes for more than  $n$  different values of  $x$ , then each of the coefficients must vanish.

Expand  $a^x(1-x)$  in a series of ascending powers of  $x$

4. Assuming the truth of the Binomial Theorem for a positive integral index, prove it for a fractional index.

(1). Find the remainder after  $n$  terms of the expansion of  $(1-x)^{-2}$ .

(2). Sum to infinity the series

$$1 + \frac{1+x}{1 \cdot 2} + \frac{(1+x)(1+2x)}{1 \cdot 2 \cdot 3} + \frac{(1+x)(1+2x)(1+3x)}{1 \cdot 2 \cdot 3 \cdot 4} + \&c.$$

5. Find the co-efficient of  $x^4$  in the expansion of  $(1+x-2x^2)^{-3}$ , and the number of terms in the expansion of  $(a+b+c+d)^5$ .

6. If  $\frac{P_n}{q_n}$  be the  $n$ th convergent to a continued fraction, prove

$$P_n = a_n p_{n-1} + p_{n-2}$$

$$q_n = a_n q_{n-1} + q_{n-2}$$

(1). If  $\frac{p_1}{q_1}, \frac{p_2}{q_2}, \frac{p_3}{q_3}$  be successive convergents to a continued

fraction, then  $\frac{p_3 - p_1}{q_3 - q_1} = \frac{p_2}{q_2}$ .

- (2). Change  $\sqrt{n^2+1}$  into a continual fraction.
- (2). Approximately find root of  $x^2 - 24x - 3 = 0$ .

7. (1) Find the  $n$ th term, and the generating function of the series  $2+7x+25x^2+61x^3+337x^4+\&c.$

(2) And the general terms of the series  $x+x^2+x^4+x^7+x^{11}+\&c.$

8. Sum to  $n$  terms the series

- (1).  $1^4+2^4+3^4+\&c.$
- (2).  $1 \cdot 3 \cdot 5 + 2 \cdot 4 \cdot 6 + 3 \cdot 5 \cdot 7 + \&c.$
- (3).  $\frac{1}{1 \cdot 5 \cdot 9} + \frac{1}{5 \cdot 9 \cdot 13} + \frac{1}{9 \cdot 13 \cdot 17} + \&c.$

9. Shew that the value of a determinant is not altered if the rows are changed into corresponding columns, and vice versa.

Evaluate

- (1).  $\begin{vmatrix} (b+c)^2 & a^2 & a^2 \\ b^2 & (c+a)^2 & b^2 \\ c^2 & c^2 & (a+b)^2 \end{vmatrix}$
- (2).  $\begin{vmatrix} a & b & c \\ a & \beta & \tau \\ x & \tau & z \end{vmatrix} \times \begin{vmatrix} a' & b' & c' \\ a & \beta & \tau \\ x & y & z \end{vmatrix}$

10. Solve

- (1).  $\frac{1}{x+a} + \frac{1}{x+b} + \frac{1}{x+c} + \frac{1}{x+a+b-c} = 0$ .
- (2).  $x^2(1+x)^2 - y^2(1-x)^2 - z^2(1-x)^2 = 0$ .
- (3).  $\frac{1+x}{1-y} + \frac{1+y}{1-x} = a \frac{1+x}{1+y} + b \frac{1-y}{1-x}$ .

11. If  $s=a+b+c, \sigma=xy+yz, \tau=yz$ , then  $2\{s(ax+bx+cx)-s\sigma\} + 3\{s(bc+cy+az)-s\sigma\} + 3\{s(cx+ay+bz)-s\sigma\} = (3a-s)(3b-s)(3c-s)(3x-\sigma)(3y-\sigma)(3z-\sigma) + 27(a-b)(b-c)(c-a)(x-y)(y-z)(z-x)$ .

- 12. (1) If  $ax^2+bx+c=0$ , and  $a^2x^2+bx+c=0$ , prove  $(ac'-a^2c)^2 - (ab'-a^2b)(bc'-b^2c) = 0$ .
- (2) Eliminate  $x$  from  $\begin{cases} 2x^2-3x^2y+4xy^2-5z=0. \\ 3x^3-4x^2y+5xy^2-6z=0. \end{cases}$
- (3) Eliminate  $x, y, z$  from

$$\begin{cases} \left(\frac{a}{x}\right)^m + \left(\frac{b}{y}\right)^m + \left(\frac{c}{z}\right)^m = 1. \\ x^n + y^n + z^n = dn. \\ \frac{a^m}{x^{m+n}} = \frac{b^m}{y^{m+n}} = \frac{c^m}{z^{m+n}} \end{cases}$$

NOTE—Ten questions considered a full paper.

HINTS AND SOLUTIONS.

- 1. (1)  $(x^4+y^4)+(x+y)^4 = (x^2+y^2)^2 - x^2y^2 + (x+y)^4 - x^2y^2 = 2(x^2+xy+y^2)^2$ .
  - (2)  $(a-b)(1+bc)(1+ca) + \text{anal.} + \text{anal.} = (a-b)(b-c)(c-a)$ .
- See Solutions First Paper, CANADA SCHOOL JOURNAL 1884.
- (3) Put  $x+y=0$ , i. e.  $x=-y$ , i. e.  $x^2+y^2=0$  and the given expression becomes  $=0$ .  $\therefore (x+y)(y+z)(z+x)$  is a factor. There must be one other factor of two dimensions; hence put given expression  $= (x+y)(y+z)(z+x)\{Q(x^2+y^2+z^2)+R(zy+yz+zx)\}$ . This is true for all values,  $\therefore$  true when  $z=0$ . Hence we have on reduction  $5(x^2+y^2)+5(xy) = Q(x^2+a^2)+R'xy$ .  $\therefore Q=5=R$ , and whole expression  $= 5(x+y)(y+z)(z+x)(x^2+y^2+z^2+xy+yz+zx)$ . See *Teacher's Handbook of Algebra*, p. 229, and CANADA SCHOOL JOURNAL, p. 20, May No., 1884
  - (a) In the result of (1) write  $b-c$  for  $x, c-a$  for  $y$ , and therefore  $b-a$  for  $x+y$ . Transposing and arranging first we have  $(x^2+xy+y^2) = 2\{(x^2+y^2)^2 + x^2+y^2\} = \{x^4+y^4+(x+y)^4\} \frac{1}{2}$ .

Now substitute as above in last two members of this expression and  $\{(a-b)^2+(b-c)^2+(c-a)^2\}^2 = \frac{1}{4}\{(a-b)^4+(b-c)^4+(c-a)^4\}$ , since  $(b-a)^2=(a-b)^2$ . See *Teacher's Handbook*, p. 18.

$$(b) \frac{1+x^4+(1+x^4)}{(1+x)^4} = \frac{9}{2}$$

$$\therefore (x^2+x+1)^2 = \frac{9}{4}(1+x)^4$$

or  $x^2+x+1 = \pm \frac{3}{2}(1+x)^2$ , a common quadratic which gives four values for  $x$ .

2. Let  $p_2, q_2$  and  $r_2$  be the coeffs of equation II. Then we have given,  $\left. \begin{aligned} a+b+c &= p \\ ab+bc+ca &= q \\ abc &= r \end{aligned} \right\}$  and  $\left\{ \begin{aligned} a^2+b^2+c^2 &= -p_2 \\ a^2b^2+b^2c^2+c^2a^2 &= q_2 \\ a^2b^2c^2 &= -r_2 \end{aligned} \right.$

to find  $p_2, q_2$  and  $r_2$ . We easily get

$$\begin{aligned} a^2+b^2+c^2 &= p^2-2q = -p_2, \\ a^2b^2c^2 &= r^2 = -r_2, \text{ and} \\ a^2b^2+b^2c^2+c^2a^2 &= q^2-2pr = q_2. \end{aligned}$$

Hence the required equation is  $x^4-(p^2-2q)x^2+(q^2-2pr)x-r^2=0$ .

3. Book work. See *Handbook*, p. 243, Theorem III.

$$(b) a(1-x) = 1+x(A-1) + \frac{x^2}{1 \cdot 2}(A^2-2A) + \frac{x^3}{1 \cdot 2 \cdot 3}(A^3-6A) + \&c.$$

wh. n  $A=(a-1)-\frac{1}{2}(a-1)^2+\frac{1}{3}(a-1)^3-\&c.$  See Exponential Theorem in any text-book.

4. Book-work. (1)  $(1-x)^{-2} = 1+2x+3x^2+4x^3+\&c.$

The successive remainders by division are  $(2x-x^2), (3x^2-2x^3), (4x^3-3x^4)$  etc. for the 1st, 2nd, 3rd, etc., terms  $\therefore$  Final remainder  $=x^n(n+1)-nx^{n+1}$ . The same result may be obtained by taking (sum to inf.)-(sum of  $n$  terms).

10. (1) Add the 1st pair and the 2nd pair, and  $\frac{2x+a+b}{(x+a)(x+b)} + \frac{2x+a+b}{(x+c)(x+a+b-c)} = 0$

$$\begin{aligned} \therefore 2x+a+b &= 0 \text{ gives one solution.} \\ \text{Also } (x+a)(x+b) + (x+c)(x+a+b-c) &= 0, \text{ or} \\ 2x^2+2x(a+b) + (ab+bc+ca-c^2) &= 0, \text{ which gives two more} \\ \text{solutions.} \end{aligned}$$

(2) Transpose and cube by formula  $(a+b)^3 = a^3+b^3+3ab(a+b)$  and  $(1+x)^3 - (1-x)^3 = 3x(1-x)^2 = 1-x^2$   
 $\therefore 4x^2+4x-4=0$ , and  $2x+1 = \pm \sqrt{5}$  etc.

$$(3) \begin{cases} \{(1-x^2)+(1-y^2)\} \div (1-y)(1-x) = a, \\ \{(1-x^2)+(1-y^2)\} \div (1-y)(1-x) = b. \\ \therefore (1+y) \div (1-y) = a \div b \\ \therefore y = \frac{a-b}{a+b}, \text{ whence } x = \text{etc.} \end{cases}$$

11. If  $s=a+b+c; \sigma=x+y+z$ . To shew  $2\{3(ax+by+cz)-s\sigma\} \{3(bx+cy+az)-s\sigma\} \times \{3(cx+ay+bz)-s\sigma\} = (3a-s)(3b-s)(3c-s)(3x-\sigma)(3y-\sigma)(3z-\sigma) + 27(a-b)(b-c)(c-a)(x-y)(y-z)(z-x)$ ,

or to shew

$$\begin{aligned} \text{I. } & 2\{3(ax+by+cz)-s\sigma\} \{3(bx+cy+az)-s\sigma\} \{3(cx+ay+bz)-s\sigma\} - \\ & 27(a-b)(b-c)(c-a)(x-y)(y-z)(z-x) = \\ \text{II. } & (3a-s)(3b-s)(3c-s)(3x-\sigma)(3y-\sigma)(3z-\sigma). \end{aligned}$$

In I. Put  $3a=s+a+b+c \therefore a = \frac{b+c}{2}$ ;

I becomes :-

$$\begin{aligned} & 2 \left[ 3 \left\{ \frac{b-c}{2} \right\} (y-z) \times 3 \left\{ \frac{b-c}{2} \right\} (x-y) \times 3 \left\{ \frac{b-c}{2} \right\} (z-x) \right] - \\ & 27 \left[ \left\{ \frac{c-b}{2} \right\} (b-c) \left\{ \frac{c-b}{2} \right\} (x-y)(y-z)(z-x) \right] = \\ & 2 \times 27 \left\{ \frac{b-c}{2} \right\}^3 (x-y)(y-z)(z-x) - 2 \times 27 \left\{ \frac{b-c}{2} \right\}^3 \\ & \quad (x-y)(y-z)(z-x) = 0 \end{aligned}$$

3  $\therefore a-s$  is a factor, etc.

Judge (to witness): "Repeat the prisoner's statement to you exactly in his own words. Now, what did he say?" Witness: "My Lord, he said he stole the pig." Judge: "Impossible! He couldn't have used the third person." Witness: "My Lord, there was no third person." Judge: "Nonsense! I suppose you mean that he said 'I stole the pig.'" Witness (shocked): "O, my Lord! He never mentioned your Lordship's name!" Dismissed ignominiously.

## Practical Department.

### PRIMARY DRAWING—HINTS AND DEFINITIONS.

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

#### LINES OF DIFFERENT LENGTHS.

Length of line is a thing always to be considered. Long and short lines cannot be drawn with ease in the same manner; but it is impossible to indicate just the length of line that can be best drawn in one way, and just the length of line that can be best drawn in another way. This much may be said, however, with advantage to the learner:—

Draw the shortest lines with a movement of the fingers alone; the next longer with a movement of the hand at the wrist; the next with a movement of the forearm at the elbow; the next with a movement of the whole arm. When drawing very long horizontal lines on the blackboard, carry the body forward with the hand. When drawing vertical lines on the blackboard, stand far enough from the board to allow the extended arm to drop easily downwards. Thus we have five movements: the finger, hand, forearm, whole arm, and body movements. At the outset the pupils need to be instructed quite carefully in these movements: after a little they will employ, even without thought, just the right movement for each line.

#### TRIAL LINES.—SKETCHING.—LINING IN.—ERASING.

Commence to draw a line by making it so faint that it can just be seen. This trial line may be continuous or discontinuous. If it is found to be in the wrong position, then, without erasing, draw a second similar faint line, and a third, and a fourth, if necessary. When, at last, you have a trial line in the right position, finish it by going over it again and drawing it dark—not black, but gray—and of the required thickness. Now, and not before, erase the erroneous lines. Sometimes, however, when the lines are numerous, it is well to erase the erroneous ones in part, if not wholly, before finishing, or "lining in" as it is called. Again: if the trial lines have been made a little too dark, use the rubber freely before lining in, rendering the lines just visible, as the drawing can then be more readily and neatly finished.

If it is a combination of lines that is to be drawn, as in the case of a design, draw all the lines faint before making any one heavy, thus producing what is called a sketch. Having got a satisfactory sketch, line in, that is, finish the whole in a line of the requisite character. When this has been done, use the rubber freely, and thus give the drawing a clean appearance. With practice the pupils will consume less and less time in making the preliminary sketch, and, after a while, will often be able to execute their drawings without many erasures.

Teachers sometimes find, that, if they permit their pupils to erase erroneous lines, many will draw so heedlessly that they will consume a large part of their time in erasing. The result is, of course, very slow drawing, and not necessarily good. So they prohibit all erasing whatever, preferring to take the first line sketched; or, permitting a second to be sketched, have the better one lined in, with no erasure of the other line. The whole figure is left as thus drawn. If your pupils make an injudicious use of the rubber, give them this heroic treatment for a season, when they will learn that only thoughtful drawing can be rapid and good drawing.

If you permit erasing, always see that the rubber has a straight and clean edge before the lesson begins, and that the pupil does not moisten and soil this edge by holding the rubber in his hand while drawing. If he does, then he will make dirty work of his erasing. Look carefully after this matter.



## LATINISMS IN ENGLISH.

*From the Springfield Republican.*

"C. F. Adams, Jr., and D. H. Chamberlain have been carrying on a very pretty linguistic controversy in the Boston *Advertiser* over the influence of Latin upon English language, Mr. Adams claiming that it has spoiled the simple English of the old authors, of whom he mentioned Bunyan as one. Mr. Adams' critics in turn have no difficulty in showing that Bunyan, in fact, used a large per cent. of words of Latin origin, larger than some authors of to-day. Mr. Chamberlain quotes Mr. Adams's own Latinism against himself when he says, 'Expel Latinisms from your composition,' using three Latin words out of five. Mr. Lodge joins in and lays himself open to the same charge when he says, 'Practice a severe excision of Latin derivatives!' In this sentence five words out of seven are 'Latin derivatives.'

"The fact is that the English language owes its richness in words, in delicate shades of meaning, and turns of expression, to its highly composite nature. We cannot spare the Latin, the Greek, the Saxon, or any other component part. Each has its use and beauty, and altogether make the English tongue matchless in power, and its literature the great literature of modern life. Neither should any part of the language fall into neglect. The reporter who is disposed always to say 'commence' to the neglect of 'begin,' should study the use of synonyms and their proper selection, to make his language graphic, clear to the understanding, and rhythmical to the ear. Mr. Choate used, it is said, 'to practice the translation of Tacitus, searching for six different words to represent each word of the Latin, thus to enrich his stock of terms and enable him to express fine shades of meaning. Nothing can be spared from the English tongue as it has come down to us; nothing from the rich old English that smacks of the soil and may often be found best preserved in the regions least affected by change—some of it Anglo-Saxon, some Anglo-Norman. The Latin influence upon the English tongue is no modern event, but goes back to the discovery of Britain and the conversion of Britons to Christianity. Nor is its proper use weakening; it is invigorating. The language of the Romans was like their broadswords, and its compact phrases were 'short, sharp and decisive.' Old Hickory could not have sworn, 'By the eternal!' without it, nor Webster have uttered the inspiring periods which closed with—'Liberty and union, now and forever, one and inseparable.'"

## HOW TO TEACH "LANGUAGE" TO YOUNG PUPILS.

The teacher should remember that by "language teaching," we mean that training which shall result in a ready and correct use of language. She must also remember that language is used in two ways only: orally and in writing. Remembering also that children learn to talk by talking, and to write by writing, she is prepared to take the first step in language teaching intelligently.

1st. Give the pupils something to talk about. Tell them a good story and then let them, in turn, tell it to the class. One pupil can tell a little of it, and another may then take it up and carry it on until a third is ready to assist. In this way half a dozen, and even more, pupils may take part in telling the same story.

Other stories can be added from day to day until a sufficient stock has been accumulated for ordinary use. A list of these stories should be written upon the blackboard.

Daily, or whenever the pupils are weary of any class exercise, let the teacher say, "Now, children, let us tell stories. Who will tell the story about the 'monkey.'" Ned, and Annie and George tell this story in their own simple language. "Now, who will tell

the story about our dog, Carlo?" Three or four other children take part in this story. And so the story-telling goes on until it is time to resume the usual class exercises.

The children should be encouraged to tell these stories in their own words. Few, if any corrections should be made until the story has been fully told. Then the teacher asks if any one has noticed a mistake. Such mistakes as have been noticed will be commented upon by the teacher, but in such a way that the pupils will feel perfectly free to "take a hand" in the story-telling whenever they have a chance. The teacher should remember that most of the mistakes will disappear as the pupils become accustomed to talking.

These stories should be *told* and not *read* to the pupils, in the first place, by the teacher. Young children are very likely to catch the words of the book, and whenever they do so, the story telling, as a language lesson, is of little value.

When the children are old enough to write, these stories can be written upon the slates. Thus they may be trained in the use of *written* language. They should be encouraged to express themselves in writing just as they have expressed themselves when telling the story orally. Moreover, the teacher should neither talk herself nor allow anyone else to talk while this writing is going on. She may walk quietly among the scholars as they write and may take note of such errors as she would like to comment upon before the whole class, but the pupils should have at least ten minutes of uninterrupted time for writing.

The work thus briefly outlined should be carried on for four or five years, the stories being adapted to the ages or capacities of the pupils. If it be true that children learn to talk by talking, and to write by writing, surely we have a right to expect that at the end of five years of such training they will express themselves both readily and correctly in good language.

## OBJECT LESSON—THE DRAGON FLY.

BY N. A. CALKINS, SUPT. OF PRIMARY SCHOOL, NEW YORK CITY.

*Introduction by the Teacher.*

Most children are greatly frightened when they see a large insect flying about, which they call a "darning needle." They think that it can sting or bite them or get into their ears. Some older persons dread it also, so that it has many enemies and but few friends, now, before looking at this insect or its picture, let me assure you that there is no cause for either fear or dislike for this harmless creature, which is really very useful to us in destroying mosquitoes and flies. It cannot sting, or bite, or poison. •It is as harmless as a butterfly. When you have learned more about it, you will understand how useless are the fears which children have of it; and I hope you will learn to welcome its restless movements in pursuit of its prey, rather than scream and run away from it. Now, let us examine this dragon fly—that is its real name. What can you say of it?

*Children.*—It has four wings. It has a long, slender body. It has a large head. Its wings are oblong. Its wings are thin and transparent. The wings look something like net-work. It has ten rings around the body. It has two large eyes. It has two feelers.

*Teacher.*—Very well said. See its great head, large eyes, short neck, hunch back, and long slender body, two gauze-like wings, and its beautiful colors. It catches mosquitoes and flies with its feet, and devours them while flying. If a few dragon flies were shut up in a room a short time they would rid it of all mosquitoes.

*Eggs of the Dragon Fly.*—The dragon fly lights upon the stems of rushes and other water plants, deposits its eggs below the surface of the water. These eggs are hatched during the summer by the heat of the sun.

*The Larva or Grub.*—At first the larva resembles a bug with large eyes and six long legs. In this state it is very active, walking over the bottom of the pond or swimming in search of the larva of other insects, which it devours in great numbers. It thus aids in removing from the world swarms of blood-sucking insects.

*The Pupa.*—When the larva has outgrown the skin, this splits open at the back and the insect crawls out. It still continues to live in the water for some ten or twelve months. As before, its food is chiefly the larva of insects.

*The Dragon Fly.*—When the pupa has grown too large for its skin, and is about into the full formed dragon fly, it climbs up the stem of some plant near the surface of the water. While it remains there, the skin again splits at the back, and the insect slowly emerges. For an hour or two it remains quiet with its soft wings motionless. Soon the surface of the body dries and hardens, and at length, the full grown insect expands its wings, to live, henceforth, in a new world, though this existence lasts but a few weeks.

It is, by far, the most powerful flies among insects, and can fly in all directions, forward and backward, and sidewise, to the right or left. When it was an inhabitant of the water it devoured the young of mosquitoes, now it pursues the full grown mosquito on the wing. From the moment of its birth to the hour of its death, it riots upon baneful insects, and thus its whole life is a continued good to man.

*Teacher.*—Now I will write upon the board the names of the parts of the dragon fly and of the shape of each. Then I want you to describe the dragon fly telling all you can remember about it.

THE DRAGON FLY.

Parts.	Shape.	Facts.
Body,	Cylindrical,	Its food is mosquitoes and flies. Useful to man and perfectly harmless. It belongs to the insect tribe. Its body is divided into three parts.
Wings,	Oblong,	
Legs,	Crooked,	
Head,	Oblong,	
Eyes,	Oval,	
Feelers.	Curved.	

Now request the pupils to write a full account of the dragon fly. Ask them to watch its movements as it flies about. Let them each have a specimen to examine.—*Manual of Object Teaching.*

LANGUAGE LESSON.

DIRECTION.—Choose the right word.

1. They also serve who only stand and (wait, weight).—[Milton.]
2. The Lord shall (rein, rain, reign) forever.—[Bible.]
3. Beneath my (feet, feat) the (whirl, whorl)ing billows fly.—[Pope.]
4. He (pray, prey)eth, best who loveth best.—[Coleridge.]
5. The (pail, pale) light of the moon is reflected from the (sun, son).
6. The (waist, waste)ful man shall live to want.
7. A (vale, vail, veil,) of mist enveloped the mountain.
8. A willing (heart, hart) adds feather to the (heel, heal).—Joanna Baillie.
9. The (leaf, lief) supplies food for the (bury, berry.)
10. (Lead, led) is (won, one) of the (base, bass) metals.
11. The (meet, meat) of (fouls, fowls) is delicate.
12. Genoa was the (birth, berth) place of Columbus.
13. His (bare, bear)d (bows, boughs) were (beet, beat)en with storms.—[Spenser.]
14. The heaviest (ducs, dews) fall on clear (nights, knights.)
15. Take my (yolk, yoke) upon you.—[Bible.]
16. The (grown, groaning) ship (flew, flue) over the (sea, see.)
17. We are never (two, too, to) old (too, to, two) learn.

18. Eaten (bread, brea) is soon forgotten.—[Proverb.]
19. (Their, there,) at the foot of yonder nodding (beach, beech).—Gray.
20. Lovely (flowers, flours) are the smiles of God's goodness.—[Wilberforce.]

—[Reed's Word Lessons.]

The above will be found an excellent exercise. It may be written on the blackboard, and pupils asked to reproduce correctly on slate or paper.—Ed.

Educational Notes and News.

In the London West School the gold medal annually awarded by Colonel Peters to the best scholar in the school, was handed on Friday last to Minnie Giddens, and the silver medal given by the School Board to the best scholar in Miss Mitchell's room, to Mary Nixon. Are there any boys in the London West School?

A school of journalism is to be opened at the Chautauqua University, with Hamilton W. Mable, editor of the *Christian Union*, as the director.

Mr. Daniel P. Haragan, of Kinkora, now teacher in Pet-olia, has been successful in passing through the Civil Service examination, held in London last November. In qualifying, promotional and optional subjects, only four out of the total passed in options. Mr. Haragan was recently a pupil in the Stratford Collegiate Institute, and passed through the Model School under the superintendence of Mr. Chadwick.

Winchester is making advances in regard to the standing of teachers employed, the record this year showing 5 Normal 2nd class, and 4 non-professional 2nd class A certificates. This is in the right direction.

Dr. S. P. May, Superintendent of Art Schools and Mechanics' Institute, has issued a circular to the effect that one gold and two bronze medals will be offered for competition at the end of the present session. The gold medal will be open to competition for students of the Ontario School of Art, and all other institutions in affiliation therewith, and will be awarded on the following conditions:—1. Candidates must send to the Education Department, not later than 15th of April, the work done during the session on the following subjects:—(a). Studies of ornamental design illustrating the decoration of some leading features of architectural or industrial art; (b). Studies of outline and shading from the antique. 2. The candidates will also be submitted at the simultaneous examination to the following time studies; (c). Shaded drawing in chalk from an antique figure; (d). Original ornamental design, applicable to decorative or industrial art. If required, examples on these subjects will be loaned, so far as possible, from the educational museum. One bronze medal will be open to competition for students of Ontario School of Art, and all other institutions (except Mechanics' Institutes) in affiliation therewith. This medal will be awarded for the highest number of marks in the subjects embraced in elementary or primary grade A. A second bronze medal will be open to competition for students of Mechanics' Institutes. This medal will be awarded for the highest number of marks made, at spring examination, in the subjects embraced in elementary or primary grade B.

Mr. D. J. Goggin, Principal of the Winnipeg Normal School, in a recent interview with a *Times* reporter, stated the following facts in reference to his work. There are at present twenty-five students in attendance, which is the largest number since the school was established. They are practicing two hours daily as teachers in the city schools so that when they take a permanent engagement they are thoroughly posted as to the discipline of schools. After the first of April the Principal begins his perambulating tour through the Province, taking one session each month in each of the leading school districts outside of Winnipeg. The sessions through the country are for third-class teachers only. It was tried last year with the utmost success, and he has reason to believe, from the reports of inspectors and trustees of the districts that the Normal School system will commend itself to the people of this Province." Mr. Goggin thinks that the educational system of Manitoba is free from many of the faults of the systems in the eastern provinces, and that as a staff the Winnipeg teachers are fully equal to those found in any city he knows of.

The Columbia University of Washington, has decided to admit women to the study of medicine, with the same privileges accorded to men.

The Lurark County Teachers' Association meets in the Convocation Hall of the Perth Collegiate Institute, on Thursday and Friday, March 5th and 6th.

#### NOVA SCOTIA.

For some time past the affairs of the University of King's College (Windsor) have been prominently before the public. Unfortunate dissensions in the Faculty terminated in the dismissal by the Board of Regents of the Professor of Classics, Rev. W. Wilson, A.M. The dismissed Professor forthwith applied through counsel to the Supreme Court for a *mandamus* compelling his restoration to the dignities and emolument of the professorship. The case has been heard, but the decision of the judges has not yet been given. Rev. Mr. Neish, Curate of St. Paul's Church, Halifax, is temporarily filling the chair vacated by Prof. Wilson's dismissal. Prof. Wilson's application for *mandamus* was based on an alleged illegality of procedure by the Board of Regents. By the statutes of the University, a Professor can only be dismissed "for cause." The Professor contends that he was dismissed without being allowed the common law privileges of trial and defence. The affair has elicited considerable excitement, and a good deal of newspaper controversy.

The position of Teacher of Modern Languages in the Halifax High School, rendered vacant by the promotion of Mr. Leitch, to one of the McLeod professorships in Dalhousie College, is now filled by Mr. N. C. James, an honor graduate of the University of Toronto. Mr. James gives excellent satisfaction to the patrons of the High School.

T. H. Rand, Esq., D.C.L., Professor of Education in Acadia College, has been selected as one of the essayists for the Educational Exposition at New Orleans.

The Law School in connection with Dalhousie College is developing unexpected strength. The attendance for the second session now fairly under way is large, embracing many young men of great promise from all parts of the Maritime Provinces. In the Dean, Dr. Welden, the Governors of the College have evidently secured "the right man in the right place."

At the beginning of the current term some changes in the principalships of County Academies took place. The Academy at Lunenburg is now in charge of H. N. McIntosh, (Provincial Grade A), that at Guysboro of Mr. L. Langley, (A.M. Acadia College, and P. S. A.), that at Baddeck of Mr. F. Jones, (A.B., Dalhousie College, and P. S. A.), that at Shelburne of Mr. D. Murray, (A.B., Dalhousie College, and P. S. A.), that at Windsor of Mr. E. G. Torey, (A.B., Dalhousie College, and P. S. A.)

The readers of the CANADA SCHOOL JOURNAL are interested to note the progress of University Federation in Ontario, and some of them are surprised not to find their popular and eloquent fellow-provincialist, Dr. Grant, in favor of that movement. At the same time it is freely recognized that widely differing conditions obtain in Ontario and Nova Scotia. Among us, however, an apparently strong and genuine feeling has sprung up in favor of some sort of consolidation of the resources and educational energies of King's and Dalhousie Colleges. The promoters of the project embrace some very staunch and influential friends of both Universities. So far the progress of negotiations has not been disclosed to the public.

The Legislature meets on the 19th of February. It is not yet known whether any educational legislation of an important character is contemplated.

There are two hundred pupils in attendance at the Provincial Normal School.

#### LIST OF PAPERS FOR THE INTERNATIONAL CONGRESS OF EDUCATION AT NEW ORLEANS, FEB. 23-28, 1885.

1. Progress of Education in Ontario—an Historical Sketch. By J. George Hodgins, M.A., LL.D., Deputy Minister of Education for Ontario.
2. The University System of Ontario. By J. George Hodgins, M.A., LL.D., (on behalf of J. E. Bryant, Esq., M.A.)
3. The Collegiate Institutes and High Schools of Ontario. By D. C. McHenry, M.A., Head Master of the Collegiate Institute, Cobourg.

4. Religious and Moral Training in the Schools of Ontario. By J. E. Wells, M. A., Editor of the CANADA SCHOOL JOURNAL, Toronto.

5. Female Education in Ontario. By Rev. Alexander Burns, D.D., LL.D., Principal of the Wesleyan Ladies' College, Hamilton.

6. Public and other Libraries in Ontario. By John Hallam, Esq., ex-Chairman, Public Library Board, Toronto.

7. The Normal Schools and their Functions. By Joseph H. Smith, Esq., P.S.I., County of Wentworth.

8. The County Model Schools and their Work. By John J. Tilley, Esq., Inspector of County Model Schools.

9. Teachers' Institutes and their Purpose. By James L. Hughes, Esq., P.S.I., Toronto.

10. Simultaneous and Uniform Examinations. By Alex. Marling, LL.B., Secretary to the Education Department.

11. Promotion Examinations in the Public Schools. By D. J. McKinnon, Esq., P.S.I., Co. of Peel.

12. Value of Uniform Examinations. By Wm. Carlyle, Esq., P.S.I., Co. of Oxford.

13. School House Architecture in Ontario. By John Dearness, Esq., P.S.I., County of Middlesex, East.

14. School Hygiene in Ontario. By David Fotheringham, Esq., P.S.I., County of York, North.

15. The Kindergarten in Ontario. By James L. Hughes, Esq., P.S.I., Toronto.

16. Technical Education in Ontario.

17. Agricultural Education in Ontario. By Dr. Hodgins, (on behalf of James Mills, M.A., President of the Agricultural College, Guelph.

18. Theological Education in Ontario. By Rev. Albert N. Newman, LL.D., Professor of Church History, Baptist College, Toror

19. The Mechanics' Institutes in Ontario. By Otto Klotz, Esq., President, Association of Mechanics' Institutes.

20. Education of the Indians in the Dominion. By Samuel Woods, M.A., Principal of the Ladies' College, Ottawa, (aided by L. Vankoughnet, Esq., Deputy Superintendent General of Indian Affairs, Ottawa).

21. Condition of the Indian Schools in Ontario in 1884. By Dr. Hodgins, (Supplementary report).

22. Education of the Blind in Ontario. By A. H. Dymond, Esq., President of the Institute for the Blind, Branford.

23. Remedial and Reformatory Institutions in Ontario. By James Massie, Esq., Warden of the Central Prison, Toronto.

(A) Provision for Medical Education in Ontario.

(B) Provision for Legal Education in Ontario.

Note. Writers for these papers, and for one on the Literary and Intellectual Progress of Ontario, have not been obtained.

Letters of regret at not being able to prepare papers have been received from Very Rev. Principal Grant, Rev. Principal Caven, D.D., Rev. Principal Sheraton, Rev. President Jaques, Principals Buchan, Kirkland, MacCabe; Professors Reynar, Marshall, Galbraith, and Haanel; High School Inspectors Hodgson, and Seath; Head Masters McMurchy, Purslow, Spotton, and Dickson; Public School Inspectors Kelly, Boyle, Alexander, Mackintosh, Johnston, Glashan, Little, W. E. Tilley, and J. R. Miller; also from Rev. Dr. Davies, Rev. Dr. Bell (Queen's University), J. Antisell Allen, Esq., Kingston, Dr. McLellan, Dr. Barrett, Dr. Carlyle, Dr. O'Reilly, G. Mercer Adam, M.A., Geo. H. Robinson, M.A., J. Howard Hunter, M.A., W. Houston, M.A., Wm. Scott, M.A., W. H. Howland, Esq., and R. Mathison (D. & D. Institute, Belleville).

#### Personal.

Mr. C. B. Rao retains his position as Principal of the Cass Bridge School, Winchester. The school house has been rebuilt and refurbished, the lot enlarged and handsomely fenced, and the premises are now the finest in the township.

Mr. Wm. Brunton, Principal of the Winchester Springs School, has joined the army of benedicts. The school house in this section has been seated with improved desks, and the lot enlarged and fenced.

Mr. E. L. White retains his position as Principal of West Winchester Public School, with the same assistants as heretofore, Miss Beach and Miss Annable. The people are agitating for an increase of school accommodation.

Mr. W. H. Bean, teacher, Scarboro', has had his salary raised \$50. That is good.

The veteran Teacher, Mr. P. Jordan, has the Morewood School.

Mr. J. S. Carstairs succeeds Mr. Harkness, as Principal of the Chesterville Public School.

Mr. Jno. T. Campbell has the Ormond School. This school has maintained a high standing, and Mr. Campbell is determined that this shall be kept up.

Miss Jane Johnston, who has a non-professional 2nd A, has the school at No. 15, Winchester.

Miss B. Ross, of Argyle, has been engaged as teacher in the Glenarm Public School. Mr. W. Calder, her predecessor, is going to Belleville.

### Correspondence.

To the Editor of the CANADA SCHOOL JOURNAL.

SIR,—“Teacher” in last week’s JOURNAL proposes that legislative pressure should be used or School Boards to compel a more frequent payment of teachers. While agreeing with “Teacher” as to the desirability of such a change, we do not see that legislation could effect it. Your correspondent says there are many teachers in rural districts, who fearful of not being able to get a school will teach on any terms. Legislation could not influence these, 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. Besides, no teacher of real merit would engage with a Board, who paid him only through dread of the law. Such an amendment in the law would put a premium on laxity by removing the incentive to emulation and giving the laggard the same reward as the earnest worker. It would also speedily induce members of other trades and professions to seek similar protection. Legislation cannot dictate to a master how often he is to pay his servant during the year. Such a step would suppose the latter to be wanting in the intelligence necessary to make his own arrangements. It would be an encroachment on the rights of both employer and employed. The teaching fraternity must manage the case themselves. Let it be discussed at Conventions, and any who violate the arrangements be treated with social ostracism. Such a course would speedily remove the evil.

Yours in sympathy,

ANOTHER TEACHER.

Penetanguishene, Feb. 23, 1885.

### Answers to Correspondents.

ANSWERS TO CORRESPONDENTS.—R. H. C.—The English Literature for third-class teachers’ examinations for 1885, is *Scott—Lady of the Lake*, with special reference to Cant V.; and *Irring—Rip Van Winkle*.

“The proceeds of the entertainment were upwards of sixty dollars,” clearly means that they were more than sixty dollars—on the upward side of that sum.

A SUBSCRIBER.—The distribution of prizes will not be affected by the time of sending in the problems, if they are sent in before the date mentioned as the limit of time.

The condition on which two or more sets of problems may be submitted by the same competitor, is that said competitor must have paid for an equivalent number of copies of the JOURNAL for the current year. If, for instance, A. B.’s name appears on the subscription list, as having paid for three copies of the JOURNAL to his own address, he is entitled to submit three sets of questions for competition.

The remaining inquiry as to what is meant by third and fourth class, will be answered next week for the information of inquirers in the United States and Lower Provinces.

We promised the High School Entrance Examination papers for December this week. We have failed to procure a copy in time for this issue, but expect to have them for the next.

### Miscellaneous

#### GORDON AND THE MAHDI.

Imagine a man about forty years of age, of medium height, as lean, as the saying is, as a shotten herring, with a mahogany complexion, coal-black beard and eyes, and three vertical slashes on his pallid cheeks; add to this a long cotton shirt as a garment, a narrow turban as a head-dress, a pair of wooden sandals, and in the hands—dry as those of a mummy—a string of ninety beads, corresponding to an equal number of divine attributes, and you have the Mahdi. Those who have seen him say that Mohammed-Ahmed plays to perfection the part of a visionary dervish, waving his head when walking, and murmuring constant prayers, his eyes fixed on heaven. His father was a carpenter on Naft Island, in the Nubian Province of Dongola, and about 1852 came, with his four children to Chindi, a small city on the banks of the Nile south of Berber. When still very young he was placed as an apprentice under the care of one of his uncles, a shipbuilder of Chabakah, opposite Sennaar. It seems that the future prophet was not without his failings, for one day his uncle thought well of flogging him in a regular French style. The proceeding was not appreciated, and the child ran away until he arrived in Khartoum, where he entered a sort of school or convent of begging dervishes who were in charge of the monument erected over the venerated remains of Cheick Hoghali, patron of the city. There his life was a remarkable one for his piety; but as to education, he never learned how to write or even how to read fluently. Later he went to a similar institution in Berber, then to one in Aradup, on the south of Kena. In the latter city he became, in 1870, the favorite disciple of an eminent fakir, Cheick Nur-el-Daim, and finally was ordained by him and went to Abbas Island, on the White Nile. His fame as a savtly man was every year on the increase. He lived in a kind of pit or subterranean repository for grain, called *silo*, which he had dug up with his own hands; and there he passed his life fasting and praying, burning incense day and night, and repeating the name of Allah for hours at a time until he would fall to the ground panting and exhausted. If anybody spoke to him he gave back no answer except sentences from the sacred book of Islam. Earthly things seemed to inspire him only with disgust and pity. He made a vow to absorb himself in the contemplation of divine perfections and to weep all his life for the sins of mankind. But his tears did not destroy his powers of vision, and he kept his best eye wide open to business; and the faithful coming by thousands and depositing rich offerings at the mouth of his silo, he never failed to see the gifts nor to stow them away carefully for stormy days. In 1878 he had become so wealthy that he felt the necessity to declare that Allah had ordered him to leave his silo, and to take unto himself a large collection of wives, whom, as a truly practical man, he chose among the most influential families of the country, especially that of the Bagaras, the most opulent slave-traders on the White Nile.

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An extremely intelligent-looking little man, about fifty years old, with blonde hair, a florid although sunburnt complexion, clear, piercing eyes as pure as those of a child, and motions of a feminine sweetness little indicating the rock like will enthroned in the large, lofty forehead—such is General Gordon. After thirty years of the most extraordinary wars and travels in China, India, Zanzibar, Soudan, the Cape, and Jerusalem, he is as poor as on the first day of his eventful career; as chaste, they say, as the eleven thousand virgins; as much a fatalist as a fakir; always sparkling with strategical genius and unbridled energies. It may be justly

said of "Chinese Gordon" that he has entered alive the realms of history and fame. On the 17th of January, 1884, when a terrible series of disasters was threatening with destruction the Egyptian troops garrisoned in eleven settlements established by Sir Samuel Baker, Gordon himself, and Charles Long, from 1871 to 1881, all along the Upper Nile and in Berber, Dongola and Khartoum, Gordon left London, as a *deus ex machina* sent by the Gladstone ministry, and, after a most daring march through the Nubian Desert, arrived in Khartoum on the 18th of February. His instructions were summed up by himself in a very few words: "I am going there to cut the tail of the dog"—which, in plain English, meant he was going to break up the last ties between Soudan and Egypt, whose khedive had been forced by Sir Evelyn Baring to sign, towards the end of December, 1883, a formal renunciation of all conquests made in Nubia and Soudan by his ancestors and generals from 1819 to 1881.

Since then there has not been a moment when the name of Gordon was forgotten in the United Kingdom. Everywhere, from the most luxurious homes and the humblest firesides, prayers have gone up to heaven for the safe return of the hero. So there was no need of the letter which a certain Dr. Schweinfurth saw fit, a few months ago, to address to the British at large, begging them to interest themselves and send troops to Gordon's rescue. But as long as there is a world there will be German scientists assuming to themselves the monopoly of clear-sightedness, and convinced in good faith that, were they averse to it, Mother Earth could not waltz decently upon the ecliptic. After Dr. Koch going to France to annihilate cholera and succeeding only in "Barnumizing" the old and worn-out phenic acid, it was reserved for his wonderful confreere, Dr. Schweinfurth, to discover and inform Great Britain that her pet general was waiting to be rescued from the Mahdi's clutches. This, however, shows a tender heart. But why did the good doctor use such a melodramatic style, and especially why did he indulge in so many errors as to facts? Why did he say that "the sufferings of the defenders of Khartoum are horrible and challenge description?" Why did he speak of "Gordon's cries of distress?" Why did he pretend that Gordon "is reduced to protect his fireside against enemies every day increasing in numbers?"

All these are romantic, inaccurate, "unscientific" statements.

Gordon is not, has never been, in desperate situation. Gordon is quietly waiting, in an impregnable position, for the arrival of Lord Wolseley and of a little army of English and Franco-Canadian braves, whose sufferings are far more affecting than those of the *protège* of Dr. Schweinfurth. The last despatches said that Lord Wolseley will reach Khartoum in February next, perhaps on the 18th—that is, on the very same day that Gordon entered the capital of Soudan in 1844. There the noble lord will find Gordon in high spirits, and both will duly celebrate, in the very comfortable executive palace, such a glorious anniversary, and laugh to their hearts' content at the ingenuity of the simpletons who, the world over, wasted on Gordon's hardships tears, which would have been far more useful had they been shed on their own sins. Should, on the contrary, the expedition fail to reach him, Gordon will do without it. When his position becomes untenable, he will find very good roads open to him either towards the Great Lakes and the Congo, or towards Zanzibar or Massouah.

Since the above was in type the sad fate of Gordon has awakened sorrow all over the world, but our readers will still be interested in the sketch of his appearance and career.

"I rise for information," said a legislator. "Glad to hear it," said a bystander; "nobody needs it more."

## Literary Review.

The *North American Review* for March, opens with an article by Archibald Farrow on "Future Retribution," which we suppose may be regarded as an informal rejoinder to Dr. Shedd's article in the previous number. Prof. N. R. Davis, discusses "The Moral Aspects of Vivisection," Max Müller describes the astonishing ideas of the Buddhists on the subject of charity. Macat Halstead, contributes an article on "The Revival of Sectionalism," George John Romanes, deals with "Mind in Men and Animals," President Gilman discusses on "Titles," Judge John A. Jameson on "Speculation in Politics," and John W. Johnston on "Railway Land-grants." The number is a good one, but how far ahead of old Father Time will the American magazines eventually get if they keep up the race for priority of issue?

The *Musical Times* for February, contains a goodly number of well written editorial and contributed articles on musical topics, and an anthem for bass solo and chorus. Such a magazine must be invaluable to musicians amateur or professional.

The *Canadian Educational Monthly* for February, contains in addition to other good articles a suggestive paper on "Our Ladies' Colleges in relation to our Educational System" by F. M. Macintyre M.A. Principal, Brantford Ladies' College, and an excellent editorial on "The School Reader" question.

The *Knox College Monthly* for February comes to us with a number of interesting articles on missionary and general topics. Amongst contributed articles "Echoes from the Occident" is nicely written and full of interesting observations of Indian, Chinese and other varieties of character, and also of animal life. The writer evidently crossed the Continent with eyes and ears open.

AN EXAMINATION OF THE UTILITARIAN THEORY OF MORALS, by the Rev. F. R. Beattie, M.A., B.D., Ph. D., Examiner in Knox College, and in the University of Toronto, Canada. Pastor of First Presbyterian Church, Brantford, Ont.

This little work of 222 pages, contains first by way of introduction a very concise historical outline of opinion in regard to the doctrines of Moral Philosophy, second a succinct statement and exposition of the Utilitarian system, including its theories of Knowledge; Intuition; the Nature and Origin of Moral Distinctions, Conscience, or the Moral Faculty; The Ethical Standard; Moral Obligation, Disinterested Affections and Benevolent Actions; Motive and Action, and the Will, and third, an analysis and criticism of the system under each of the foregoing heads. The author takes his stand modestly but firmly on the side of the Intuitionists, and points out with clearness and at the same time with fairness the radical defects in the system he is criticising. We cannot attempt, in the space at our disposal, even to outline the course of argument on any of the topics, but two brief extracts will give our readers a fair sample of the terseness and clearness of the author's style, and at the same time indicate his position on two important points in the science of morals. Speaking of conscience, page 151, he says:—"As an Intuitive faculty its province is not to judge in the proper sense of the term, but to give us the distinction between right and wrong, to put us in possession of the notion of right, and command us, with inherent and absolute authority, to do the right and avoid the wrong." Again its regard to the vexed question of the "Ethical Standard," we find the following, page 165—"This great moral system of the universe embraces all intelligent beings possessing a moral nature, and placed in Ethical relations. At the head of this vast commonwealth stands the Divine Being, the perfect rectitude of his nature is the foundation of morals for the whole system, and in the last analysis morality, whether for men or angels, will be found centering there. The Divine Will expressed in whatever way it may be known is the Divine Law. And this Law is the ultimate Standard of right, perfect in its nature and of universal application."

The book is so written that it will not only interest the Student in College or University, but prove very serviceable to any intelligent reader who may wish to get a general knowledge of opinion upon the great problems of Ethics. It is well printed on good paper by J. & J. Sutherland, Publishers, Brantford, but we could wish it had been sent out in more attractive covers.

"You must come and see me, my dear," said a lady to a little girl of her acquaintance. "Do you know my number?" "Oh yes ma'am," responded the innocent child. "Papa says you always live at sixes and sevens."