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The Educational Journal.

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

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These offers are for teachers—not for the public. Avail yourselves of them before the end of January, 1888.

Editorial Notes.

We are glad to learn that steps are being taken in the direction of a collegiate institute for Toronto west. It is greatly needed, and we hope to see, at an early date, a first class school, in the charge of a staff of teachers, the most competent and progressive to be found in Ontario. Why not?

We hope none of our readers in whom the mathematical faculty is at all developed failed to follow out the astounding demonstrations furnished by "Kinks," in our last number. In the Contributor's Department of the present issue will be found some more of "Kinks's" lucubrations which form an interesting sequel to the former paper.

Did you read the report of the West Bruce Teachers' Association in last issue? If not, we would advise you to look it up. It is much longer than our usual reports, longer, in fact, than our space will ordinarily admit, but the synopsis of papers read and other exercises were so good, so full of useful and practical suggestions, that we thought our columns could not be filled with more profitable matter.

We hope to hear of some women of the right stamp being placed on the school boards at the coming elections. Educated women are now doing excellent service in this capacity in Great Britain and the United States. We cannot doubt that a few such would make their presence felt as a power for good in Ontario, especially in the cities. When women seriously undertake a work of reform or progress, it is generally accomplished.

DR. McCOSH, the well-known educator and author, has retired, at the ripe age of seventy-seven, from the Presidency of Princeton. He has left the stamp of his strong individuality not only upon the college with which he has been so long connected, but upon the thinking of the age. His philosophical treatises have done much to foster the use of the inductive methods in philosophy, while his views on general educational questions have long had respectful hearing and widespread influence.

ONE of the most hopeful signs of the times is the increasing frequency and liberality with which wealthy men are bestowing large sums of money for purposes of public utility. The latest and one of the noblest benefactions of this kind in Toronto, is the gift of \$40,000 by Senator John Macdonald for the establishment of a general hospital. This gift, which Mr. Macdonald hopes to see swelled to \$150,000 by other givers, is to be handed over, in trust, to the trustees of Toronto University, for the purpose indicated.

THE pressure upon our space has of late been such that we have been obliged to omit or curtail much interesting matter. Some of our friends have very kindly sent us personal and local items, for which we are unable, we are sorry to say, to find room. As these are usually of but local interest, and as it would be manifestly impossible to give similar items to cover all the wide field in which THE JOURNAL circulates, we have no doubt our friends will agree with us that it is better to save our space for matter which is more likely to be of general interest.

AN exchange, alluding to the fact that very many of the schools in Michigan, and other Western States—we are not sure that even the qualifying word "Western" is necessary—are in charge of Canadians, observes, that, "the fact that across the line there is a decided preference for Canadians for these positions is as complimentary to Canadian youth as it is to Canadian educational institutions." This may be so, but one is impelled to ask whether the fact that so many excellent Canadian teachers seek employment across the line, may not be, *per contra*, a rather left handed compliment to Canadian school boards and school supporters.

EVEN the quiet walks of the teaching profession are, it would seem, no longer safe from unprovoked and murderous assault. Miss McMurchy, the young lady teacher of Norwich, who so narrowly escaped being made the victim of a vitriol thrower's unaccountable malignity, will have the sympathy of all the members of the profession in Ontario. From an anonymous communication, since addressed to the School Board, it would seem that the unknown fiend threatens still further injury. A strange feature

of the case is that Miss McMurchy is unconscious of having injured any one, and has no idea who her fiendish enemy can be. A reward of \$500 has been offered, we are glad to see, for his detection.

WE do not know that it would be expedient or wise to have a uniform set of fees for pupils of high schools and collegiate institutes all over the Province. But there is certainly much force in the complaint that when the fees are so high as in the Toronto Collegiate Institute, \$24 a year, the high school can no longer with any propriety be called "the poor man's college." Of course the rooms may all be filled and even over-crowded. The fact proves that there are many parents in this city able to pay the fees in addition to their ordinary school taxes. It may also prove that one institution in the city is not enough for a city of 120,000 or 130,000 inhabitants. But it does not prove that the way to a high-school education is open to the majority of tax-paying citizens.

WE have given much space to the discussion raised by Mr. Haultain's letter, because we deem the matter of early training in the use of correct English a matter of the very first importance. We venture to ask, however, whether many of our contributors do not go a little aside from the main point. Mr. Haultain, as we understand him, was not so unreasonable as to expect faultless grammar or rhetoric from the average high school boy or girl. What he mainly criticised was the use of such barbarisms as "he don't," "they is," "I seen," etc., which he says were met with over and over again, with many others equally inexcusable. The source of the evil is evidently, as a correspondent points out in another column, back of the high schools. The remedy must be sought in constant, unremitting language-drill, all the way up from the lowest forms of the public schools, to the highest point the pupil may reach in public school, high school, or university.

THE Montreal *Witness* thinks that the schools of that city would do well to adopt, or rather adapt, the method used in the Protestant schools of Switzerland, by having English the only language employed for one half the day, and French for the other half. There can be no doubt that the only way to learn a language successfully for practical purposes, is to learn it conversationally. The French-Canadian youth are said to be supplanting the English in business situations because of their better mastery of both languages. They learn the English by actual practice, because they want to use it, while the English boys seldom learn to speak French fluently unless by living for a time in French families and in the very heart of the French country. The suggestion in reference to the schools is a good one, and is the plan adopted in the best boarding schools. As the *Witness* observes, "To teach French by cramming boys

with the grammatical inflexions and rules only, is (although desirable enough), as wise a proceeding as to teach a boy the nature and management of a horse by making him learn the names of his bones."

SCHOOL trustees will do well to note the following extract from the Regulations of the Educational Department (Sec. 51, Clause 14):—"Temporary certificates should only be granted (1) when petitioned for by a board of trustees, and only for the school over which such board has jurisdiction; and (2) until the date of the next ensuing Departmental Examination; and (3) when it appears that a teacher holding a regular certificate is not available. The consent of the Minister is also necessary in every case." We are glad to learn that some of the local authorities are taking special care that this regulation be strictly observed. The County Council of Leeds has adopted the following resolution:—"That the school inspectors, before granting temporary certificates, should require the trustees of any section applying for such certificates to state under seal what applications have been made, by whom, at what salaries, and what the salary proposed to be paid to the teacher for whom a temporary certificate is desired." Inspector Blair has accordingly notified the trustees within his inspectorate that in every case it must be shown, before an application for a temporary certificate can be entertained, that reasonable exertions have been made, by advertising in the newspapers or otherwise, to obtain a legally qualified teacher. This is as it should be.

THE bomb hurled from Napanee by Bishop Cleary, against the public school system of Canada has, naturally enough, caused a good deal of commotion. As at first reported, the wholesale charges of screeching, bold staring and general immodesty on the part of Canadian women, were preposterous and outrageous. It seemed highly improbable that a prelate of the Catholic Church could so far forget himself as to rave in that absurd fashion. As modified by his own and Father McDonagh's explanations, which limit the charges to the youth, and characterize the indecorum complained of as a tendency of the mixed system of the public schools, the language is still altogether too sweeping. As the *Globe* well hints, the great majority of Canadian women are the products of the public schools, and neither Bishop Cleary nor any other man dare charge the women of Canada with immodesty. At the same time there can be no harm in asking whether there is not some tendency, in many of the schools, to roughen the deportment of girls, and whether too many of the young women of Canada do not occasionally betray the effects of this, or some other educational deficiency, in an unbecoming loudness of speech and manner in public places. What can the teacher do to counteract such tendencies?

Special Papers.

THE TEACHERS' DUTIES BY NEGATION.

BY MISS M. A. WATT, THORNDALE, ONT.

LIFE is a skein we all are winding; "our mortal coil," the poet says of it. To some of us, the winding is a smooth and easy task; to others the tangle is the ordinary, and the smooth the event. When called to wind, the duty of disentanglement is negatively imposed. The tangled knots are made worse by our undue haste, natural impatience, and lack of skill, and we are fain to throw down our task in despair. It is not, however, in a self-willed separation from common duties that men grow up to their full stature." The commonplaces of life form part of the plan. History makes clear to us that so-called "Holy men" who withdrew from the world of common things, into a sanctified solitude, lived to themselves, and died, dwarfed in the beautiful virtues fostered by friction with humanity, leaving no mark on the world's life. In our task as teachers, we find many unexpected knots in the thread. Many times we have to turn back. Many times we suffer loss of courage. Our thread is now fine, now coarse, now rough, and formed of many strands, here a tangle, there a snarl, and now it seems to break altogether. Do not forget that the Great Weaver of the thread, "the brittle thread," is to use the skein you wind to form the tapestry of Heaven.

In illustration of the meaning of the subject of this paper, let me tell an anecdote of a boy who had hired himself out to learn farming in Canada. He was a very obedient boy, always did as he was told, and that promptly. But he had one fault, he did simply what he was told and no more. For example:—"John, the cattle are in the wheat, let down the bars, and drive them out." The boy returns, "Well, did you let them out?" "Yes, sir." "But you have not put up the fence again." "No, sir, you did not tell me to do that." This was a sample of his work. Now, as teachers, we are often told what to do, and we do it well, but behind, and consequent from, these positive duties come by negation other duties fully as needful to the right accomplishment of our task of training the children placed in our care. We are not to think of them as mere organizations to be trained to perfect mechanism of conduct, calculation, memorization, or quotation. Their nature is three-fold, which nature must be treated in its divisions and in its entirety. Our programme of studies states our general duties to the mental powers of the pupils. These studies enumerated we are supposed to have mastered ourselves, and to have found the best means of imparting to our pupils. But this division of our work is poorly performed, if we have treated our pupils as vessels to be filled; not as strange receptacles, with some peculiar, mental, chemical power of increasing and changing the scanty material placed in them; from which receptacles more can be drawn than has been put in them by mortal hand. I have been astonished, when weary of my apparently useless task, to find the growth of ideas, the hundred-fold increase of my poor little sowing in the mind of some child. Wonderful indeed is man's nature? It is worth the study of the wisest.

It is a duty imposed by negation that positive information be not given always to children. State the converse, and let them form their own deductions from it. Give liberty to the various minds, do not force each and all into the mould of one. Authors of school books, and of examination papers, should have practical knowledge of the varieties of the mental development of children, when they begin their work of teaching and examining.

But our duties do not all lie in the one direction of filling up and drawing out. As much is there need of studying the influence of silent, unconscious teaching as there is of studying lessons from books. If the latter were the be-all and end-all of a school teacher's work, the opinion of our farming friends that school-teaching is a "nice, easy job" would be true enough. The trial of will with will, the tests of temper, differences of disposition, faults of training, the workings of influence for good or ill, these are the hills of difficulty in our onward path. To surmount these we must have order and government in ourselves, a fixed inward law working out.

Ecob remarks of Dr. Arnold, of Rugby, "He was himself a great, living, reverent, believing soul, and that which was life to him was impacted *solidly* into the very body of all his teaching." Can a teacher, who does not govern his temper expect peace and gentle conduct in the school-room, or on the play ground? Can a lady, who uses unlovely words, or a gentleman, who is sometimes forgetful of the fact, and is occasionally coarse, expect elegance and purity from pupils? What lecture against tobacco avails, when the teacher looks so manly and stylish with his cigar? We are not called on by programme or contract of agreement to notice these matters, but none the less binding are they upon us.

The body receives but little attention from the perfunctory teacher. The heathen of old recognized an intimate connection between body and soul. Christianity, to-day, in all its teachings, calls the body the temple in which dwells the God-head. We find by study that the body affects the mind, and even the soul. Men, sometimes, when weary and ill, have fancied themselves sinners beyond redemption, as witness Cowper. We should notice that neglect of attention to the bodily comfort of our pupils causes many of the ills of a teacher's lot. Try it yourselves. Sit in a cold church for two hours, stand at a shop counter an hour, write steadily and quietly with cold fingers, keep from the fire when you earnestly desire to be warm, refrain from taking a drink of water when you are parched with thirst. Do these acts voluntarily, then sympathize with those who do them, when they see *no reason* for it. Much of the failure we hear of arises from this cause. Common humanity calls for attention to wet feet, frosted fingers, and other ills which attend the present and future cold weather. There is no need of pampering or petting by the teacher; an older scholar may attend to the wants of the little ones who require assistance. It is also a teacher's duty to cultivate a feeling of sympathy and kindness among the pupils, that the stronger should help the weaker. Another duty is to cultivate a habit of work. Laziness is said to be a product of our schools. Some parents tell us they get little good of a boy after he has received an education. We deny this to be a natural result of education, it is the result of natural propensities, or of some wrong method employed by his parents or teachers in his training. Bob Burdette, the humorist, speaks seriously: "My son, you have to work. Whether you handle a pick or a pen, a wheelbarrow or a set of books, digging ditches or editing a paper, ringing an auction bell or writing funny things, *you must work*. Don't be afraid of killing yourself with work. Find out what you want to be and do, my son, and take off your coat and make a dust in the world. The *busier* you are, the less harm you will be apt to get into, the sweeter will be your sleep, the brighter and happier your holidays, and the better satisfied will the world be with you." Laziness extends to manners, speech, gestures, and actions. Let us cultivate in our pupils strong good sense, in the words of Goldsmith:—

"Teach him that states of native strength possess't
Though very poor, may still be blest,
That self-dependent power can time defy
As rocks resist the billows and the sky."

Next in order is our mental responsibility to our pupils of which it is generally understood we are relieved when we get our pupils through their examinations successfully. This is a hard enough task usually. But the thoughtful are not satisfied with that. A certain divine remarked on one occasion, "I do not want my boy put through the school, I want the school put through him." Here is something very different from the usual manner of speaking. Teachers of city schools must promote a certain percentage of their class, or they are apt to lose their situations. The rural fraternity are judged by the number who pass the entrance, and the speed with which the juniors hasten to be seniors. We think Johnny or Maggie ought to stay in the same class a few months longer to review work imperfectly understood, but Johnny's ma. and Maggie's pa. think their children are not getting through the school fast enough, so on they go. There is a *judicious* haste, however, which is to be regulated by conditions of work and abilities and age of pupil. The wrong kind of haste is that which takes a pupil over the course in a given

time, regardless of the thoroughness of the work. Pope has a passage referring to this:—

"Since man from beasts by words is known,
Words are man's province, words we teach
alone."

This is the fault of the age, the age of high pressure and hurry. We are required to teach orthography, composition, grammar and kindred subjects, but of little avail will all our positive teaching be, if there be not the example of our deeds to suit our theory. We, the teachers, are said to eliminate vowels, to slur consonants, to speak ungrammatically, and to write regardless of punctuation, and this because of hurried work. We are required by negation to avoid *slovenliness in speech*, act, and thought. Some examples of the faults we are to avoid are habits of promising without performing, of beginning work and not ending it, of giving and taking half answers, of carelessness in dress, of untidiness in the matter of desk and floor. A picture is an educator, and the teacher's surroundings, manner, and dress are parts of a picture on which the pupils are constantly gazing. The work of education is going on silently, independent of spoken teaching. Let *thoroughness, neatness, and purity* characterize us in act, word, and thought. A learned divine has said "Simplicity and purity are the two wings, which lift a man above all earthly things."

Another duty imposed by negation is to "provoke not to wrath." This is what a child means when he says the teacher is "not cross." Homely and expressive, yet metaphorical. As one beam of wood crosses the other so the child's will crosses that of the teacher; as the grain of the one is against the grain of the other, so the inclinations of the child are opposed to those of the teacher; both are turned in determined opposition. The teacher, with conscious power, may *force* the child's will parallel with his own, but there is seldom unanimity by such means. But you say the child has no right to be in opposition. Generally speaking you are right, but is it always the fault of the child? Let us examine the matter. Suppose you are annoyed, irritated, out of humor, and you enter a company of happy friends, who try to avoid *giving or taking* offence. How long will it be before you infect them with your ill-temper or *you catch their happy spirit*? Try the experiment with fifty children who have not the strength of mind to resist the evil influence. It will affect them *swiftly and surely*. With some children the sight of a peevish face is the signal to tease, and this is keen enjoyment as long as the culprit escapes detection. I remember a dark little fellow, who seemed dullness itself, who, one day, taught me, his teacher, a lesson. I had exhausted my energies in trying to fix a few monosyllables in his torpid mind, and at last I uttered a petulant "Oh, dear, dear, this is awful work!" For one moment only did I turn away, looking back at him almost instantly to see his little black eyes dancing with glee, and a smile of unspeakable delight on his hitherto sad-looking countenance. The former wooden calm fell on his face, as he caught my look of surprise. It gave me to know that it pleases some persons to get another person annoyed, and I try not to afford them the doubtful pleasure. If a teacher is in the habit of dealing out a word and a blow, the *blow first* usually, there will be what is worse than *mischievous*, there will be the shrinking glance and the crouching shoulders of the miserable little cowards who will do almost anything to escape the brewing storm. Let those who are in the habit of hastily striking children, stop and ask if the order so obtained be not too dearly bought. What price is paid for it? The teacher pays for it by losing the regard of his pupils who see him practice injustice and cruelty. The scholar pays for it by the loss of friendly companionship with the teacher, by the loss of candor, by the moral cowardice he feels, by the falsehood he learns to practise. Yes, the price is a large one! There is as much difference between our ideal discipline as Dr. Arnold realized it at Rugby, and such discipline, as there is between the systems of government practised in Great Britain and Russia. There is no need of *weakness*, positively there must not be weakness in dealing with persons of undeveloped reasoning powers. Your authority must be known, but let the velvet glove of kindness cover the iron hand of power. Do not wait till the child has committed

the fault, try to *prevent* him doing wrong; and the child will be proud of being good, and this self-respect is a great aid in governing a school. A child may be encouraged and helped by his teacher's smile, and a teacher who never smiles has certainly mistaken his vocation. Snappish or sarcastic words are dreaded by many more than the rod is, and should be used on special occasions only. A little child simply gathers from them that his teacher dislikes him; unless he is hardened, when a saucy answer or bold look is the return if he dares.

"Auld douce wise folk should ne'er forget
They ance were young as they
As full o' fun and mischief too—
Sae let the bairnies play,

An' never try to set a heid
Wi' auld age grim an' grey
Upon a wee saft snawy neck,
But let the bairnies play.

For O! there's mony a weary nicht,
An' mony a waelu' day,
Before them, if God spare their lives,
Sae let the bairnies play.

O dinna check their sinless mirth
Or mak' them dull and wae,
Wi' gloomy looks or cankered words,
But let the bairnies play."

These homely words, with certain limitations, are an epitome of the best homilies on child-growth, and development, following nature's laws. We are too apt to cramp and fashion after a set pattern, forgetting that God in nature has no such patterns, but gives a freedom of breadth and coloring to His pictures which cannot be attained by art.

My intention was to divide my paper according to the psychological plan into three parts, dealing with the duties owing to the body, the mind, and the soul of our pupils. Lord Chesterfield says, "The mind is more than married to the body," and so the one division of my subject has become another insensibly.

In regard to the third division, let me say that the chief negatively-imposed duty is to sow no seed from which shall spring a harvest of evil to poison the future of any one. Let us apply to all our teaching what Newton says of Natural Philosophy, "To know God is the true object of Natural Philosophy." Make your teaching tell on the side of right, goodness, and eternity, and let matters of doctrine and controversy lie over for some one who has less precious work to do than training immortal souls and bodies for everlasting happiness or misery. Let us make the path of God and Goodness attractive to young feet, and our work will be made the easier for the thought that the great Model for teachers, Christ, has felt and known its difficulties:—

"If while we work in earnest mood,—
For needed stores of earthly food,
We learn to covet heavenly good.

The workshop, used for rightful gain,
No petty pride should dare disdain,
Since Jesus handled saw and plane."

Is our work a thing of chance, are we performing the duties specifically mentioned in programme or contract, leaving undone the grander work of making citizens fit for the honors of this world, or the glories of the next:—

"What constitutes a state?

Not high-raised battlements or labored mound,
Thick wall or moated gate;
Not cities proud, with spires and turrets crowned,
Nor bays, nor broad arm-ports,
Where, laughing at the storm, rich navies ride,
Nor starred and spangled courts,
Where low-browed baseness wafts perfume to pride:

No, men, high minded men,
With powers as far above dull brutes endued
In forest, brake, or fen,
As beasts excel cold rocks and brambles rude.
Men who their duties know,
And knowing dare maintain,
And crush the tyrant while they rend the chain."

May our work be to make good citizens, and so help the cause of true liberty and righteousness.

Notes on Entrance Literature.

CONQUEST OF BENGAL.

BY MONA.

(Page 222.)

THOS. BABINGTON MACAULAY, the author of this selection, which is taken from his essay on "Lord Clive," is noted as an orator, poet, historian, and essayist. He lived in the beginning of the nineteenth century, and took a prominent place among the many illustrious writers of that period.

He was a member of the House of Commons for several years, also a member of the Supreme Council of Calcutta for four years, whence his knowledge of India. His writings are powerful, deep, thrilling as well as picturesque. His short, pointed sentences at once rivet the attention, and his great descriptive power makes us almost close the book and draw back with horror from this terrible vision of the "Black Hole." Again our hearts thrill as we fancy we see the two armies meet and witness the cool, desperate courage of Clive, compared with the craven conduct of the monster of iniquity.

In 1857 Macaulay was created Baron Macaulay, of Rothley, a distinction conferred chiefly on account of his literary merit.

The selection may be divided into four divisions, perhaps more, these four at least:

- I. Surajah Dowlah, paragraphs 1, 3, 4, 5, 6, 8 and 11.
- II. East India Company, paragraphs 2 and 7.
- III. Clive, paragraphs 7, 9 and 10.
- IV. Results, 12 and 13.

INTRODUCTION.

The teachers will not fail to notice that Surajah Dowlah is held responsible, not only for his unjust attack upon the company, but also for all the miseries suffered by those imprisoned, while in prison and afterwards. The war for which the English were preparing was "The Seven Years' War," (see history), which, about this time, was begun in three continents, and was to decide whether England or France was to be master. The result is well known. The different plans adopted by the various commanders in the countries in which they respectively carried on their operations should be noted, and the success which England met with in every case traced to its cause. The result on Europe at large should also be pointed out. In 1756 this man became Viceroy of Bengal under the Great Mogul. It is said that when a boy he was fond of torturing animals, and after reading the lesson one can easily believe it.

Par. 1.—The pupil may easily form a correct idea of this feeble, uncultivated, whimsical, cruel, spoilt boy, who, when only twenty, became king. His hatred of the English easily found a pretext for attacking them. Note particularly the reasons he assigns for this attack:

(i.) The English had fortified their city without his permission.

(ii.) A rich native had taken refuge therein from his injustice.

What would the pupil regard as the real reasons for the attack?

Draw a map showing the scene of events described in the lesson.

Par. 3.—Subject: "The Tragedy of the Black Hole."

It was the blackest in history. It was "memorable for its singularity, memorable for the retribution which followed." (See last par.)

Black Hole. This seems to have been a space about twenty feet square, a little lower than the ground, enclosed by a wall, with two small holes with iron bars across, for windows.

Climate. The hot winds that blow across the Indian Ocean cannot pass the Himalaya mountains, so that India has all the heat confined within its own borders.

Summer solstice. About the twentieth of June in Canada, when will it be in India?

Waving of fans. Pankas are large circular fans, which are kept continually in motion to make the rooms habitable during the hot season.

Expostulated and entreated. First they appealed to their reason, then to their feelings. The anguish of those poor wretches beggars description, and even imagination.

Par. 4.—Compare their feelings with those of the crew of Columbus when leaving the old world.

Was the Nabob to blame for the action of the guards? For the proof that he was, see how he punished the offenders. (Next par.)

History and Fiction. Both stand appalled at the dreadfulness of this diabolical crime. History's pages are not again stained with the record of anything so dreadful. Fiction cannot approach the reality. None but those who had passed through it could describe that night.

Cruel mercy. The meaning of the adjective is in seeming contradiction to that of the noun it accompanies. This figure is called Oxymoron.

Compare: "Living dead in many shapes and forms."

Charnel-house. This is the name generally applied to a temporary resting place for the dead.

Par. 5.—*Eighty years.* How long since the events occurred?

(i.) Compare *remorse* and *pity*.

(ii.) In what respects was the Nabob a savage?

(iii.) Were these jailors more murderers than the Nabob was a murderer?

(iv.) Why did the *intercessions of the females* have anything to do with Surajah Dowlah? Had he one soft spot?

Par. 6.—*Nominal sovereign.* This was the great Mogul, who lived at Delhi (Del'-hee).

How long did Calcutta keep the name Surajah Dowlah gave it?

Par. 8.—*His whole force.* Fifty-five thousand.

Meer Jaffier. This was the leader of the Nabob's troops. He formed a conspiracy against the Nabob. His reward was to be the throne of Bengal in place of Surajah Dowlah. After the battle of Plassey he was made King or Nabob of Bengal.

Par. 11.—*Furies.* These were three mythical beings who the Greeks believed would torment evil doers.

Contrast the two leaders before the battle.

II. EAST INDIA COMPANY.

The company was granted its first charter in Queen Elizabeth's reign, in 1600. Their first fort was Madras, where they were quickly followed by the French, who took up their headquarters at Pondicherry, 1664. The English were so successful they at length extended their trade as far as Calcutta. The East India Company governed India, after Plassey, till 1859, when the Crown took full control. (See history, page 134.)

Par. 2.—Compare the company at Madras and Calcutta.

Dupleix. The governor of the French at Pondicherry, 1742. He was a great planner, but never successfully executed his plans.

Par. 7.—Two months elapsed before the news reached Madras. Why so long?

Hooghly. One of the mouths of the Ganges.

Watson. A naval officer of some note.

Infantry. Foot soldiers.

Sepoys. Native Hindoo soldiers in the British army.

Maria Theresa, of Austria. See history for war of Austrian succession, (page 104.) Louis XV., King of France.

December. This was 1756. The time between this and the battle of Plassey was wasted in vain efforts to negotiate.

III. CLIVE.

Par. 7.—Robert Clive became a clerk at first in E. I. C. Then he joined the army. He returned to England, was defeated at the ensuing election, went back to India, and became Governor of St. David. His next step is seen in the light of our lesson. After Plassey he was created Lord Clive. In 1764 he was made Governor of Bengal. In 1767 he returned to England, but being submitted to a Parliamentary enquiry as to his conduct while in India, though acquitted, he was disheartened and committed suicide in 1774.

Par. 9.—Draw a map showing the relative positions of the two armies.

Twenty times as numerous. Quote other instances to show that English armies have often been victorious against great odds.

Clive said he never called but one council of war, and had he followed its advice, England would never have been mistress of Bengal.

Dauntless spirit. Lord Pitt said Clive was a heaven-born general.

Responsibility. Point out all the responsibilities.
 Par. 10.—*Mango trees.* Sometimes called bread trees.

River. The Bhaguitta, one of the two which unite to form the Hooghly.

Stoutheart. Again referring to his dauntless spirit. What was the Nabob's army doing to keep up such a noise all night?

Prize. The prize was not alone Bengal, but India. The odds, twenty to one.

IV. RESULT.

Par. 12.—*Fire lock.* A gun provided with a flint and steel.

Pike. A long wooden pole, with a flat steel head.

Plain. Used in same sense as on page 187, stanza ii., L. 4.

Ordnance. Heavy guns.

Auxiliaries. Plural; foreign troops in service of a nation at war.

Camatic. A district on southeast of India.

Practiced eye. Trained by long use.

English discipline. Order is the secret of success.

Regiment. Each has a flag called its colors, this has on it the names of the battles fought. The leader is called a colonel.

Wellington. (See history.) He is called the "Iron Duke," and "The Hero of a Hundred Fights."

Primus in Indis. First among the men of India.

Par. 13.—The description of the battle needs but to be read carefully. There are several metaphors it would be well to expand.

Mathematics.

All communications intended for this column should be sent before the 20th of each month to C. Clarkson, B.A., Seaforth, Ont.

CORRESPONDENCE.

J.R.B., Lakelet, Ont., asks for a solution of No. 40, p. 112, Public School Arithmetic. The question reads: "On counting out the marbles in a bag by 20 at a time, or by 24, or by 30, there are always 15 marbles left; but on counting them out by 25 at a time there are none left. What is the least number of marbles there can be in the bag?"

L.C.M. of 20, 24, 30 = 120; ∴ number must be a multiple of 120 with 15 added; also an exact multiple of 25, thus the least number = 375.

M.H., Gillies Hill, asks us to recommend a text-book in mensuration.

Todhunter's "Mensuration for Beginners," and Chambers' "Treatise on Practical Mathematics," are good books, the first being very elementary, and suited to public school work.

B.B., Formosa, wishes solutions of No. 5, paper IV., p. 199; of No. 5, paper II, p. 239, and No. 143, p. 247, H. Smith's Arithmetic.

The last reference must be wrong. Will some friend oblige by solving these and the following which accompany them:

A. How many feet of 1 inch lumber can be cut off a log 27 inches in diameter and 14 ft. long? The cut of the saw being 1/8 of an inch.

B. A bankrupt's apparent assets are 80 per cent. of his liabilities; but on \$20,000 of these he recovers only 80 cents on the dollar, and 4 per cent. of the amount of the estate actually realized is consumed in winding up the business. He pays 60 cents in the dollar; what were his liabilities?

Nellie, St. Joseph's Island.—"Find the value of .243 of a ton." Can this be worked by decimals alone?

Ans.—Not with absolute precision, but within any assigned limit of accuracy, thus: .243 of a ton = nearly (.243333 × 2000) lbs. = 486.666. By taking more decimal places greater exactness will be secured.

"The sum of two numbers is 8764, their difference 1658; find them." Can this be done by pupils who do not know division yet?

Ans.—No; they require to divide by 2.

J.C., Tara.—No. 42, p. 141, H. Smith's Algebra.

Given S = a + b + c + ... n terms
 ∴ S - a = a + b + c + etc. - a
 S - b = a + b + c + etc. - b
 S - c = a + b + c + etc. - c
 etc. = etc. - etc.

sum = n(a + b + c + etc.) - (a + b + c + etc.)
 = nS - S. Divide through by S and the result is obtained.

R. M., Walter's Falls.—"One farmer states that his and his neighbor's farms are in the proportion of 5 to 2; his neighbor says they are in the proportion of 3 to 1; and the quantity of land thus in dispute is 57 1/2 acres. If the true ratio is 5 1/2 to 2 1/2, find the quantity of land in each farm."

One farmer says he has 3/8 of all the land, the other says that it is 2/3, ∴ 1/24 of all the land = 57 1/2 acres, ∴ 1,600 acres = total; divide this as 11:5, and 1,100 and 500 are the farms.

N. S. Mc., Massie—No. 16 and 29 McLellan's Elements of Algebra, page 74.

Ans.—Both these problems admit of numerous answers. In the first every number described by the first condition also fulfils the second; 96, 85, 74, 63, 52, 41, 30. This is indicated by the identity 11a - 3 = 11a - 3, which results by putting a = the ten digits and a - 3 = units' figure. In No. 29 if a, a + 1 and a + 2 be the consecutive digits, we get

111a + 2 - 198 = 111a + 210, which is absurd, and shows that the conditions will not be true when the left-hand digit is the smallest. If a, a - 1, a - 2 are the digits, we get

111a - 12a - 198 = 111a - 210, which is true for every value of a, so that 987, 876, 765, etc., down to 321, 210, will satisfy the problem.

No. 25. "A person going a miles per hour finds himself b hours behind time when he has yet c miles to go. How much must he increase his speed to reach home in time?"

The answer is correct. For a was his old speed; let a + x be the new speed; c is the distance to be gone. At the old rate the time would be c ÷ a; at the new rate, c ÷ (a + x); and the new time is b hours less than the o'd. Hence the equation c ÷ (a + x) = (c ÷ a) - b, and x = a²b ÷ (c - ab).

No. 7, p. 73. "A farmer bought x sheep for \$y, and sold z of them at a gain of 5%. At what price must he sell each of the remainder so as to clear 10% on the whole?"

Cost = \$ $\frac{y}{x}$ apiece; advance of 5% = $\frac{21y}{20x}$ apiece;

amount to be realized = $\frac{11y}{10}$. For z sheep he gets

21yz ÷ x, ∴ must sell (x - z) for (11y ÷ 10) - (21yz ÷ 20x) = (22x - 21z)y ÷ 20x
 ∴ price of one sheep = (22x - 21z)y ÷ 20x(x - z), thus the answer is correct.

Referring to No. 16 in June number, and to 18, 19, 20, 21 in the JOURNAL of Oct. 1st., Mr. W. S. Howell, Sombra, sends the following solution, which may be compared with those already printed:—

x² + y² = z². Assume y + n = z, where n is a positive integer. [N.B.—This assumption needs to be scrutinized closely.] ∴ x² + y² = (x + n)²; ∴ x² = 2yn + n²; ∴ y =

$\frac{x^2 - n^2}{2n}$ from which z = $\frac{x^2 - n^2}{2n} + n$. If n = 1, x² = 2y +

1 = y + z [from the assumption], whence is derived the series 3, 4, 5; 5, 12, 13; 7, 24, 25; 9, 40, 41; etc. by putting x = 3, 5, 7, 9, etc. Similarly, by putting x = 2, 4, 6, 8, etc., other series may be formed. Mr. H. remarks: "Any one interested will find excellent entertainment in investigating the peculiar relations between the sides when arranged in series."

Our numerous correspondents will please accept cordial thanks. In writing to this column always give the question itself as well as the reference. If the problem is very elementary, or very difficult, and not likely to be of general interest, or if an immediate reply with full explanation is desired, write privately to the editor, who conducts instruction in First Class and University work by correspondence for those who are unable to attend high schools or colleges.

We present the following arithmetical exercises which are suitable for entrance examination work. The first seventeen are due to Mr. E. Richmond, Marnoch; the remainder to Mr. Burchill, Blyth:

1. If 3/4 of a farm is worth \$48.50 more than 1/5 of it, find the value of 2/3 of the farm. Ans.—\$465.60.

2. By selling a book for \$3.60 I lose 20%. What % would I gain by selling it for \$5. Ans.—11 1/3%.

3. If 5 apples and 4 pears cost 44c., and 3 apples and 8 pears cost 60c., find the cost of an apple and a pear. Ans.—4c. and 6c.

4. What principal will give \$616 simple interest, in 5 1/2 years @ 6 2/3%? Ans.—\$1,680.

5. Bought 56 gallons of wine at \$4.25 a gal. How much water must I add so I may sell it \$3.50 a gallon? Ans.—12 gallons.

6. A train going at the rate of 15 miles an hour takes 26 1/4 seconds to cross a bridge 15 rods long; find the length of the train. Ans.—20 rods.

7. A man bought a number of sheep for \$125, and lost 7 of them, and sold 1/6 of the remainder for cost, receiving \$15. How many did he buy? Ans.—25.

8. In what time will \$1,260 amount to \$1675.80 at 5 1/2%? Ans.—6 years.

9. The fore and hind wheels of a carriage are respectively 7 1/2 feet and 10 feet in circumference. In what distance will one make 264 turns more than the other? Ans.—1 1/2 miles.

10. Sold a book at 30% more than cost, and the sum of the cost and selling price is \$2.07. Find the cost. Ans.—90 cents.

11. The sum of two numbers multiplied by 4 is 524, and 6 times the difference divided by 5 is 30; find the numbers. Ans.—53 and 78.

12. A farmer sows 3/4 of an ounce of wheat on every square yard. How many bushels will he sow on a field 240 yards by 280 yards? Ans.—52 1/2 bush.

13. Find the cost of digging a cellar 20 yards long, 25 feet wide and 1 3/4 feet deep @ 34 cents a cubic yard. Ans.—\$255.

14. Find the area of the whole surface of a cube, the edge of which is 7 1/2 feet? 537 1/2 square feet.

15. If two men can chop 2 cords of wood in 4 days, how many men can chop twice the wood in half the time? Ans.—8 men.

16. Divide \$35.49 among A, B and C, giving A four times as much as B, and twice as much as C. Ans.—\$20.28; \$10.14; \$5.07.

17. If 4 men or 6 boys can do a work in 8 days, how long will it take 8 men and 4 boys. Ans.—3 days.

18. A woman after spending 25% of her money and then 25% of the remainder, has \$18 left. How much had she at first? Ans.—\$32.

19. How many bushels of wheat will be sown on a field 300 yards long and 240 yards wide, if 3/4 of an ounce be sown on every yard and a half? Ans.—37 1/2.

20. The cost of carpeting a room 15 feet 4 inches long, and 14 feet 8 inches wide with carpet worth 70 cents a yard is \$19.67 1/2. Find the width of the carpet. Ans.—32 inches.

21. How often is a yard measure contained in 3/4 of a mile + 1/4 of a furlong + 1/4 of a perch? Ans.—1277.

22. A field 60 rods long and 40 rods wide will produce 450 bushels of wheat. What is the rate per acre? Ans.—30.

23. Find the interest on \$285.60 for 2 years, 4 months and 15 days at 6 1/2% per cent. Ans.—\$44.0895.

24. The interest on a sum of money for 4 1/2 years at 7% is less by \$6 than that on the same sum for 5 1/2 years at 6 per cent. What is the sum? Ans.—\$400.

25. At what rate per cent, will \$450 amount to \$750 in 4 years? Ans.—16 2/3%.

26. In what time will any sum of money double itself at 8 1/4%? Ans.—12 years.

27. A sum of money amounts to \$1,960 in 4 years at 10%. What is the sum? Ans.—\$1,400.

28. Find the cost of fencing a ten acre field 50 rods long at 21 cents per rod. Ans.—\$34.44.

29.—Subtract 0.982143 from 1; subtract 57 millionths from the remainder; multiply the second difference by 4 hundredths, and divide the product by 89 ten thousandths. Ans.—.08.

30. A can run 25 yards to B's 23. How many yards start must A give B in a mile to make an even race? Ans.—140 1/2.

31.—Add together 47 1/2; 37.875; 62 3/4; 2/3 of 7 1/2, and 1/4 of 175. Ans.—175.

32. Find the value of 7.8125 of 2 tons. Ans.—15 tons, 12 cwt., 2 qrs.

33. How many cubic feet of air in a room 12 feet long, 8 feet 6 inches wide, and 6 feet 8 inches high. Ans.—680.

AMONG THE RECENT GRADUATES OF THE WOMAN'S MEDICAL COLLEGE IN NEW YORK CITY, IS KIN YAMEI, A CHINESE GIRL, WHO HAD TAKEN THE HIGHEST POSITION IN THE CLASS. SHE IS AN ACCOMPLISHED SCHOLAR, ABLE TO CONVERSE AND WRITE ACCURATELY IN FIVE LANGUAGES.

COUNT VON MOLTKA, says the *Pall Mall Gazette*, lately expressed his belief that "Volapuk," the universal language, has a great future before it; and it has been learned and is being studied by an enormous number of persons on the continent. Last winter more than 2,000 pupils received instruction in the language in Vienna alone. It is claimed that "Volapuk" is so simple that it can be learned in ten lessons. There is now published at Vienna a "Volapukagedas," which claims to have a large circulation.

School-Room Methods.

HOW TO TEACH THE POLITICAL DIVISIONS OF NORTH AMERICA.

BY R. J. HASTINGS.*

THE pupils have already learned the great natural divisions of the globe. Place the map of North America before them. Tell them that the people who live on this continent have made certain divisions on it, and that it is these people's divisions that you are going to talk about.

Show them, all the way through the lesson, to what a great extent these divisions made by the people follow natural dividing lines. I do not mean to state this at first in so many words, but *teach* it, by showing plainly the way the countries are separated.

Point out the piece of land lying to the northeast of the mainland. Show the pupils that it lies by itself, separated from the other land by Baffin's Bay and Davis' Strait, and tell them this division is called Greenland. Write the word on the board under the heading, "People's Divisions."

Next point out to them the large piece of map of one color lying to the South and West of Greenland. Draw their attention to the fact that it extends from ocean to ocean, from the Atlantic on the east to the Pacific on the west, that along the north it is touched by the Arctic ocean and southern boundaries of Greenland. Looking to the south show them what a break the "great lakes" make across the continent. Trace this water line for them westward as far as "The Lake of the Woods." Then point out Juan de Fuca Strait. Show how it juts in to meet the line of lakes, so to speak, and that between these two points where there is no natural dividing line, the people have drawn the boundary, but that as far as there was a natural dividing line it was followed. Tell them this division is called the "Dominion of Canada," and write the name on the board.

Now show them that large island to the east of the Dominion, separated from all other land from the fact of its being an island. They will easily understand this to be another division. Give them the name, Newfoundland, and write the name on the board as was done with the others.

Next point out the block of land lying south of the great lakes and the Southern boundaries of Canada. This large compact piece forms one division down to where the gulf of Mexico breaks in on the land and nearly cuts the continent in two. Here at the place pointed out, as it were by nature another dividing line is drawn. Show the pupils that the boundary line follows the gulf as far west as it extends, then the line follows the "Rio Grande del Norte" back as far as practicable, when the boundary is marked by a line running almost due west to the Pacific. Tell them this division is called the United States of America. Write the name on the board. Now show them the piece of land forming a huge peninsula to the north-west of Canada. Tell them that this large head of land jutting out into the ocean forms another division, and that it belongs to the last named country. Give them the name "Alaska," and impress on their minds that it is really a part of the division known as the United States.

Now take the country to the south of the United States. The boundary line between this country and Central America is not so plainly defined by natural dividing lines as in the other cases, so all the teacher can do is to show his pupils where the dividing line has been made, and point out to them that it is at *one* of the narrowest parts of that narrow stretch of land. Give them the name "Mexico" and write the word on the board. Deal with Central America in the same way as the others. Show them that this division runs south as far as the isthmus joining the two continents, and that there the dividing line is made between the last country in North America, and the first country in South America. Now show them the large group of islands lying east of Central America and Mexico. Tell them that each of these islands has a name which they will learn of afterwards, but that the whole group is called the "West Indies," and that name you wish them to remember.

Now have a thorough drill. First let the teacher

point out any one of the divisions on the map and ask a pupil the name. Drill on this till any pupil in the class can name the divisions as soon as the pointer falls on it. Now hand the pointer to the pupils: let the teacher call out the names of the countries and have the pupils go to the map and point out each division as it is named. Lastly, have each pupil point out and name *all* the divisions of the continent, and in the exact order that they were written on the board.

Now tell them that these divisions made by the people, or "People's Divisions" as we have called them, are known by another name, viz., Political Divisions (or countries), which means the same thing. Have them copy the names on the board, in their note books, and afterwards when asking them to name the countries, be satisfied *only* with them in this order. Do this that they may know just what to name and in what order to name, when asked, the Political Divisions of North America. There is no danger that this will become mere parrot recital if care is taken to have good drill in pointing out on the map.

In asking a pupil to point out a Political Division have him draw his pointer completely around the country in order to show that he *knows* what he is pointing out. Do not allow him to place his pointer on any one spot merely.

And now having taken up your valuable time for a few minutes with what is only an attempt at a paper, I shall close only wishing that the subject had been undertaken by one better capable of making it interesting and instructive.

For Friday Afternoon.

BACK OR BRAINS?

A DIALOGUE FOR THREE.

Characters: IDA, HARRY, ORLANDO.

Costumes: Ida in ordinary school dress; Harry, the school clothes somewhat worn and shabby; Orlando, dressed in the height of the fashion, wearing kid gloves and carrying a light cane. All wearing hats.

Enter—Harry right, Orlando left; they meet in centre of the stage.

HARRY. Why, good afternoon, Orlando! I really didn't know you at the first glance, you look so different.

ORLANDO. [Laughing.] Well, I suppose I don't look very much as I did in the old togs I used to wear.

HARRY. But why don't you come to school any more? You can't imagine what you're missing. We have a new teacher this term, and I tell you she's just double extra. You ought to see the way she's changed the looks of our dingy old school-room. She has persuaded the pupils to bring blooming plants and pictures until it really looks quite like a parlor.

ORLANDO. [Scornfully.] Oh, the idea of a school-room looking like a parlor! It used to make me think of a musty old jail.

HARRY. It's all very different now, I can assure you. But *why* don't you come? That's the question.

ORLANDO. Well, to tell you the plain truth, I don't want to.

HARRY. Don't want to!

ORLANDO. No. You see, I could only have from two to three cheap, shoddy suits [glancing at Harry's clothes] in a year, and when I complained to father he said if I wanted to wear better clothes I'd have to earn them; so I looked around and got a position [loftily] at Winter & Co.'s as wrapping clerk. My salary is four dollars a week, and as I don't have to take any of my money home I can dress myself pretty well on that and have lots of spending money besides. [Pulls down his vest and draws himself up consequentially.]

HARRY. Well, that's all very fine, but what's to become of your education?

ORLANDO. Oh, bother the education! If a fellow has plenty of money he can get on in the world without much education.

HARRY. Perhaps so; but you know riches have wings, while no one can take away your education when you have once procured it. I know it's very fine to wear good clothes, but if I couldn't have but one of the two I would choose plenty of knowledge in my head.

ORLANDO. Oh, g'long with your preaching! let my head take care of itself. If my back is always handsomely covered I can get through the world well enough. Now, who's going to have the best time this afternoon, you or me?

HARRY. I'm sure I can't tell how you are going to pass the time, but I expect to enjoy myself. Miss Smith makes our lessons pleasant as well as useful.

ORLANDO. Oh, fudge! None of that nonsense! See here, I've got my pockets full of money [shows a handful of bright coins], and I'm going to have some fun. I've got an afternoon off, you see. I'm going out to Bellevue on the train, and if you'll just skip from school this afternoon I'll pay all the bills and show you how to get through the world with money, my boy. [Claps him on the shoulder.] Come, what do you say?

HARRY. [Hesitatingly.] I never skipped from school in my life.

ORLANDO. [Laughing.] Oh, well, you can't begin younger, then. But there comes Ida! How she has grown! Getting better looking, too, all the time. Well, Harry, since you decline my invitation, I believe I'll ask Ida.

HARRY. [Aside.] Well, that's cool! and I had just opened my mouth to say yes! but I'm glad he stopped me.

[Enter Ida.]

ORLANDO. [Extending his hand.] How d'y' do, Ida? I'm awful glad to see you. Shake hands!

IDA. [Drawing back.] So fine a looking gentleman as you should know that it's the lady's place to offer the hand.

ORLANDO. [Much confused] Oh—ah—er—excuse me, but I was so glad to see you once more, I forgot my manners. How are you, anyway.

IDA. Pretty well. I haven't seen you at school in a long, long time.

ORLANDO. No; I have just been explaining to Harry that I am not rich enough to attend school any longer.

IDA. [Sarcastically.] Yes, you do appear to be suffering from poverty.

HARRY. If he should come to school, you see, Ida, he would be forced to wear common clothes like the rest of us; so, to avoid that calamity, he is earning money as wrapping clerk at Winter & Co.'s.

IDA. [Scornfully.] Oh, is that it? So it seems you'd rather have a silk hat on an empty head than an old hat on a full one.

ORLANDO. Oh, come, now, you two don't want to be hard on a fellow.

IDA. I don't see how we can be any harder on you than you are on yourself. Why, Orlando, I am surprised at you, when you were so well up in all your studies, too. Who will know in twenty years from now what sort of clothes you wore when you were a boy? But you'll miss, I think, the knowledge you ought to be gaining now.

HARRY. For my part, I've noticed that the boys who wear cotton clothes very often come to broadcloth when they're men.

ORLANDO. [Sneeringly.] Stick to that opinion, my child; it contains encouragement for you, certainly. But, Ida, I have something to say to you [turns his back on Harry]. I'm going out to Bellevue this afternoon; won't you go along? I promise you the most fun you ever had.

IDA. [Indignantly.] Do you suppose—but, there, you are not worth getting angry at! Let me tell you, sir, if I were contemptible enough to leave school to go junketing, I should not choose as my companion an empty-headed boy who thinks more of his back than he does of his brains. Come on, Harry; we are sure to be late if we waste any more time on this tailor's dummy.

[They walk rapidly away together. Orlando looks after them a moment silently.]

ORLANDO. "Tailor's dummy," indeed! Think of it! And I always liked Ida the best of any girl I know. "Thinks more of his back than he does of his brains." I must admit she told the truth. Perhaps, after all, I have not chosen the best path. I believe I'll go back to school to-morrow, and be satisfied with plain clothes. "Tailor's dummy!" Oh!

[Walks away slowly with his head down.]

—Clara J. Denton, in *Christian Union*.

* Read before the North Wellington Teachers' Association.

Educational Meetings.

NORTH WELLINGTON TEACHERS' CONVENTION.

THE North Wellington Teachers' Association met in Arthur Central School, Thursday and Friday, Oct. 20th and 21st.

The president, P. Harper, Esq., through sickness was unable to attend, and the chair was taken by Mr. Sanderson, Principal of Harriston Public School. The meeting was opened by S. B. Westervelt, Principal of Mt. Forest Model School.

The forenoon of Thursday was occupied in forming committees and receiving reports.

The first paper before the convention was read by R. S. Bright, Principal of Drayton Public School, subject, "Teaching Music in Public Schools." It brought out a good discussion and considerable cross-questioning, particularly on the points, (1st) Drilling thoroughly on one key before proceeding to another; (2nd) the teacher alone to beat time. During the discussion Miss Whelpley taught a class, giving her system of teaching the Staff to a junior class.

R. J. Hastings, Principal of Alma Public School, read a very instructive and original paper on "Teaching the Political Divisions of North America to a Junior Class."

The next subject on the programme was "English Literature," by Dr. McLellan. The lecturer said that there was a general movement in favor of literature, and that mathematics and sciences cannot develop as literature does. He asked, have you time to teach literature in public schools? If not, we must find time or make it. Time could be gained by teaching systematic mental arithmetic. A great deal of time is wasted in teaching analysis by means of a diagram. Can we find time to develop a taste for literature? Yes. He condemned teaching literature to advanced classes by using scraps. Literature is a work of art. We should teach it as such. He asked the question, "Have we all the appliances necessary for teaching literature?" and answered it in the negative.

The greatest help to any school is a good library for pupils and teachers. How can scholars be taught to love good reading without having somewhere to get it? It would be a lasting benefit to our country were the politicians forced to agitate for a nucleus for a library in schools. A very lively discussion followed on aims of library, methods of obtaining a library in each school, and more particularly in rural schools.

On Friday morning the "Limit Table for County Promotion" was discussed, and a few changes were recommended by the committee, and adopted by the convention.

Mr. E. W. Hagarty, B.A., Head Master Mount Forest High School, read an instructive paper on "English in our Public and High Schools."

Dr. McLellan discussed "Plans of Teaching Literature." He contended that the English Literature is equal to any literature ever produced by human genius, and superior to all ancient literature. He dealt with two points: (1st) Why teach English Literature? (2nd) When shall we begin to teach literature? We must aim at developing in our children a love of literature.

A paper on "How to Teach Canadian History from the Public School History, to a Third Class," was read by J. H. Harper, Principal of Glenallan Public School. A very lively discussion followed on the text-book, and the newly authorized history was condemned in the strongest terms by the teachers present.

Fred Sherin, Esq., B.A., Mount Forest High School, illustrated on the blackboard his methods of teaching Euclid to a class beginning Euclid.

Dr. McLellan lectured on "Beginning of Knowledge," using the members of association as a class.

The officers elected for the next year, are:—Pres., Jas. McMurchie, B.A.; 1st Vice Pres., Mrs. Jelley; 2nd Vice Pres., R. J. Hastings; 3rd Vice Pres., Miss Ada E. Taylor; Sec'y, Mr. D. Caldwell; Treas., S. B. Westervelt; Librarian, D. P. Clapp; Ass't Librarian, D. Caldwell; Managing Committee, R. W. Bright, chairman; Miss Noecker, J. A. Harper, John Gray, Miss Henderson.

The next meeting of association will be held in Drayton some time during March.

SOUTH YORK TEACHERS' ASSOCIATION.

SECRETARY'S REPORT—J. A. WISMER, PARKDALE.

SOUTH York Teachers' Association met in the Assembly Rooms, Parkdale County Model School, on Thursday and Friday, Oct. 13th and 14th, 1887.

Synopsis of work done:

1. Constitution and by-laws adopted.
2. R. Dawson, M.A., Weston, read a paper on "School Hygiene." Teachers in rural schools should educate trustees in sanitary matters, if necessary. Should have a couple of barrels of dry earth at hand and a few shovelfull should be thrown down the closet vaults daily. Should insist on perfect drainage. Sun-flowers should be grown near closets. There should be a vent or exhaust in the stove-pipe. Lower sash should be raised and a board, four inches wide, placed beneath it and fitted in tightly. Perfect cleanliness in school-room insisted on. Stove should be near the door. Impure water filtered through gravel and charcoal. Discussion—Mr. Wismer, Parkdale, thought there was less difficulty in getting pure air into the school-room than in getting impure air out: recommended additional exhausts in ceiling, but better at top and bottom of a heated flue. Mr. Fotheringham showed a good plan for ventilating the school-room.

On motion, all paid-up members are to be supplied with copies of minutes of Ontario Teachers' Association free, and a discount of twenty-five per cent. on subscriptions to educational journals.

1.45 p. m.—Dialogue, "The Trades," Pupils Eglinton School.

3. R. W. Hicks read a paper on "Vocal Music." Produces ardor, mental activity, and aids in moral culture. Adds to the attractions of the home and of the school. Boys should be taught music as well as girls. Make haste slowly, but begin at five years of age. Shouting is not singing, tones must be pure and well-rounded. Practice singing the vowel sounds, oo, ee, ah, etc. Do not force the voice. Boys from fourteen to sixteen should not sing much. *Beating* time does not imply *keeping* time. Pupils should be taught to sing in two parts not in one only. Treble voices should sing treble, alto voices, alto. Use the fingers as the staff. Make pupils *think* the tones, and sing intervals from the beginning. Exemplified his system by class which took the intervals from 2nd's to 7th's and 8th's without an error after six week's practice of twenty minutes per day during school hours. Discussion—Mr. Rees, Lambton, would begin with the common chord and not with the whole scale. Mr. Young, Ellesmere, approved of Mr. Hick's method.

4. Mr. Fotheringham, Inspector South York, read a paper on "Uniform Promotion Examinations." Showed the evils arising from want of uniformity in promoting pupils. Many teachers gave most of their attention to higher classes and neglected lower ones. Parents interfered and often persuaded teachers to promote pupils who were not fit. Objected to competitive examinations as an adjunct to promotion examinations. After discussion by Messrs. Wismer, Armstrong, Lent, Hand and Hicks, it was moved, seconded, and carried unanimously, "that promotion examinations be introduced into South York"; also, "that the officers and Executive committee of the association be a committee to carry out the scheme."

Song, Miss Jennie Mitchell.

On motion, \$20 was granted in aid of the "Ryerston Memorial Fund."

5. Mr. Wismer, in the absence of Mr. Preston, stated the objects of the "Ontario Teachers' Normal Music Association," and moved that a branch of said association be formed in South York.—Carried. Committee on Music, Messrs. Wismer, Hicks, Jewitt, Young, Cowling, Sampson, and Misses Eadie and Cruickshank.

Mr. Hough addressed the convention and urged the teachers to support their own paper, the EDUCATIONAL JOURNAL. Teachers must read to keep abreast of the times in educational matters.

FRIDAY.

9 a. m.—6. Miss C. Hart, Normal School, Toronto, gave an excellent address on "Kindergarten Principles." Rousseau formulated the principle of self-activity as the basis of teaching. Put in practice by Pestalozzi. Rousseau's error was in isolating children that they might not be corrupted on

the principle that all men are bad. Froebel improved on the plans of both, developed the powers of the whole child; faculty and relationship must be taught; child *expresses* by his acts, and reveals its individuality. The first duty is to *know* the child and rule his *will* rightly, then give him power to *do* what he *thinks*.

Song, Miss Carrie Gray.

Vote of thanks given to Miss Hart after discussion.

Chorus, "The Queen! God Bless Her," Parkdale pupils.

7. Mr. Houston, Parliamentary Librarian, gave an address on "English Literature." More attention should be paid to prose literature. Poetry does not always give the highest pleasure. So far as we can participate in the poet's conception of beauty, we profit by reading his works. Literature of the highest kind is one of the things that makes life worth living. Study poetry as a work of art, as a whole, and not piecemeal. The *minutiae*, such as derivation of words, etc., may be of very little importance in studying literature. Pupils should study the text, and find out beauties for themselves. Memorize gems.

8. J. Simpson, B.A., Markham, gave an address on "Entrance Examinations to High Schools." Thought pupils were sent up when too young and immature. Illustrated by answers given at late examinations. Defended the examinations in history. Pupils ought not to be crammed for an examination. Discussion followed by Mr. Dawson and others.

2 p. m.—9. Miss Jelley taught a First-book class an "Object Lesson on Color." Used pigments for primary colors, combined them to form secondary ones. Wrote name of color on black-board in black crayons of same color, when recognized. Blue and red gives purple; red and yellow gives orange; yellow and blue gives green. Gave tests for color blindness, and reasons therefor.

10. Mr. Latter, Ellesmere, read a paper on "English Grammar." Develop the sentence, then definitions. Show the use of words in a sentence, then the part of speech and its definition. Give subjects, pupils add predicates and *vice versa*. Pupils write compositions, teacher tells or reads a story, shows a picture, etc. Do not pay much attention to the correction of false syntax. Discussion by Messrs. Hunt, Armstrong, Beatty, Simpson, Dawson, and Hicks.

Song, Mrs. Easton, Parkdale, with an encore.

The thanks of the association were given to the Parkdale School Board for the use of rooms and piano, and to people who entertained the lady teachers. About 100 teachers were in attendance.

Hon. G. W. Ross gave an excellent address on "Our School System," to a crowded audience, on the evening of the first day, and was accorded a hearty vote of thanks.

SCHOOL TRUSTEE ASSOCIATION.

THE first annual meeting of the Provincial Association of Public and High School Trustees was held in the room of the Toronto School Board, on the 8th inst. Mr. J. E. Farewell, of Whitby, presided. Between fifty and sixty delegates were in attendance. The address of the president pointed out the necessity of carrying on the educational work of the province with reference to the future as well as the present, and with reference to the similar work being carried on in the other provinces and in the United States, so that the people of Ontario should have mental equipment equal to that of their neighbors. In this regard he thought the legislation of this province sufficiently comprehensive, liberal, and progressive, affording but little ground for fair criticism.

He criticised the absence of direct responsibility to the people on the part of some of the officials of the Education Department, and urged that changes in the text-books should be as few as possible. He complained of the limited powers of school trustees.

The secretary submitted the report of the Executive Committee, which stated that the committee had held two well attended meetings during the year. It was proposed that the committee be supplied with funds for the purpose of distributing reports throughout the country, and for this object it was recommended that the Government be asked for a grant. The committee proposed, further, that the offices of secretary and treasurer be

(Continued on page 222.)

TORONTO, NOVEMBER 15TH, 1887.

BUSINESS NOTICES.

TO-DAY we enclose the accounts of all subscribers in this province who are in arrears for any term of the old *Educational Weekly*, together with the current year's subscription to the JOURNAL, to 15th April next. These little mis-sives, so kindly and respectfully submitted, will carry their own moral—to say nothing of the fact that many of them are old enough to speak for themselves. Members of Associations in which clubs are formed are referred to the footnote; and we ask all who are in any doubt as to the correctness of their dates, to write us at once. And, finally, please read our offers for prompt payment, on the first page of the paper.

WE offer, to-day, a chance for clubbing with this paper, whereby our subscribers may secure certain desirable publications below the ordinary prices. We also offer certain premiums as an inducement for new subscriptions or prompt payment of old ones. We have taxed our generosity pretty severely in some of these expensive offers; but we do it for the general good of the cause, as we do hate to hear of a teacher being in debt. Please give the announcement a careful perusal. Descriptions of some of the books offered may be found in our advertising pages.

Editorial.

TEMPERANCE AND HYGIENE.

THE correspondence with the Minister of Education, which appears on page 223 of this issue, settles authoritatively the place of the above subjects in the Public School programme. The decision given is, of course, the only consistent and logical one. The Legislature, having resolved, after full consideration, that the best interests of the people demand that adequate instruction in regard to the nature and effects of alcoholic stimulants should be given in the public schools, and the Department having authorized a text-book on the subject, the duty of trustee boards and teachers becomes plain. The subject must be dealt with as any other subject on the programme; and similar tests applied to ascertain the efficiency of the teaching. If the teacher is competent and prefers to teach without the use of a text book, he is at liberty in regard to this, as all other subjects, to do so. If not, he must use the book authorized by the Department. The end, in either case, is that the subject must be taught to all the children in the public schools, and that the teaching must be comprehensive and thorough within the prescribed limits.

We are glad to believe, however, that what

ever difficulties may be, in some cases, caused by school boards, the great majority of teachers need no compulsion to undertake this good and necessary work. They recognize the obligations of a higher law than even an act of the Legislature or a regulation of the Education Department. Whatever room there may be for difference of opinion on minor points, or questions of degree, there can be none in regard to the main facts; they are patent to all observation. No one can lift up his eyes and look around him in any community without finding confirmation abundant, and "strong as Holy Writ," of the poisonous effects of alcoholic drinks. On every hand he will see the evidence in the shrivelled, haggard features, the lack-lustre eye, the half palsied form, the staggering gait, the absence of nerve and will power, the loss of manly energy and ambition, and the pitiful slavery to degrading appetites and passions, which mark the pathway of the destroyer through modern society. What more truthful lessons can the teacher who is anxious to do his whole duty, set before his pupils; what better service render to the state; what nobler work do for God and humanity; than to impress deeply upon the young minds under his training, the plain, demonstrable facts with reference to the baleful effects of alcohol upon body and brain, and so upon personal manhood and national character?

AN EDUCATIONAL GRIEVANCE.

SIR WILLIAM DAWSON, President of McGill University, has drawn attention to what seems like an unjust and injurious discrimination against the Protestant universities of Canada, and against McGill in particular, by reason of its location. The complaint is that the schools of the law and medical societies in Quebec refuse to accept the degree of the Protestant universities, as they accept those of Catholic universities, in lieu of examinations as evidence of fitness to enter on the study of those learned professions. The reason assigned for this discrimination is said to be that philosophy, as the Catholic majority in the sister province understand it, is not taught in the Protestant institutions. We have not seen the full text of Principal Dawson's address, but this is, so far as we have learned, the substance of the grievance. That it is a substantial grievance, from the point of view of Protestants, who cannot recognize the necessity or usefulness of the so-called philosophy as a preparation for the study of the professions in question, cannot be denied. How is it to be remedied? That is the practical question.

Of course, the best way would be, if possible, to bring the examining bodies in question to wiser and broader views, by dint of sound argument and remonstrance. This has, we believe, been tried, so far as the Law is concerned, by a petition to the general council of the Bar of Quebec, which petition was met with a distinct refusal. It is further said that the medical council of Quebec is applying for legislation

authorizing it even to subject the medical graduates of McGill to a new examination before admitting them to practice.

The question will probably be made a constitutional one. While the British North America Act hands over the subject of education to the local legislatures, a clause is added that no educational right enjoyed by either the Catholic or Protestant minority in any Province at the time of Confederation, shall be taken away by any act of the local legislatures. The same question was raised within the recollection of many of our readers, at the time of the New Brunswick School law agitation, some fifteen years ago. In that case the decision of the Canadian government, afterwards affirmed by the British Privy council, was to the effect that as the privileges previously enjoyed by the Catholics (of legislative aid for their Separate schools) and taken away by the new School law, had not been secured by legislation, but were merely a matter of custom, they did not come within the purview of the clause of the Union Act. The question is whether the rights which the Protestants of Quebec complain are being now taken from them, may not come within the same category. This is a question which should be easily decided by those having full knowledge of the facts.

From our own point of view we are disposed to seek farther back for the root of the mischief. Why should the professions of law and of medicine be endowed with special powers, not possessed by other bodies? Why should it be put in the power of the members of any one profession to say who shall and who shall not be permitted to practise that profession?

Some teachers have objected, with much force, to the proposal to establish a college of Preceptors in Ontario, on the broad ground that the principle is wrong. It is at least very doubtful whether the members of any profession should be thus recognized by law as a close corporation. If the lawyers and the doctors may say, in a free country, on what terms any newcomer may be admitted to plead a cause in the courts, or prescribe for a sufferer's ailments, why should not the carpenters and the blacksmiths be empowered to forbid any one who may not come up to their standards, or pronounce their shibboleths, from building a shed, or making a horse-shoe? We know, of course, the stock arguments about protecting the purses and lives of the unsophisticated litigants and patients, but it may be questioned whether both the one and the other suffer much less injury on the whole at the hands of incompetent or unscrupulous practitioners under the present arrangement, than they would from the quackery of pretenders under a free trade system. It may be still further questioned whether the necessity of judging for themselves in such matters would not have a better educational influence, and be in all respects worthier of an intelligent people, than the existing system, which leaves both educational institutions and the public at the mercy of the law and medical societies.

GERMAN vs. ENGLISH SCHOOLS.

MR. SAMUEL SMITH, M.P., who introduced in the British Parliament, at its last session, a Bill for the promotion of technical education in England, and who has been personally examining the state of public education in Germany, communicates to *Nature* some facts and conclusions which are the reverse of flattering to his own country. According to Mr. Smith, Germany is vastly ahead of England in every grade of education. Her primary schools are better, her secondary schools are better, and her universities are better. "All classes of the community," he says, "are better educated than the corresponding ones in our country." "There is no such thing," he adds, "as an uneducated class; there are no such things, broadly speaking, as neglected and uncared for children." It is possible that these views should be taken with some allowance. One travelling in a foreign country with such an object, is very likely to see only the brighter side of the shield, or at least to have his attention more particularly directed to that side. At the same time, two facts which Mr. Smith mentions are sufficient to account for a very wide difference in results in favor of Germany. One is, that in the latter country there is a far greater regularity in the attendance of school-children owing to a higher appreciation, on the part of parents, of the value of such attendance. The other is, that while in England a large portion of the children are taken away from school at the age of eleven or twelve, in Germany education is compulsory up to the age of fourteen. Mr. Smith is undoubtedly right in saying that these last two or three years are by far the most valuable for educational uses. This is a fact of the highest importance. It cannot be too strongly insisted upon by teachers and all who have influence in the work of education in our own country. We believe the experience of almost every teacher will bear us out in saying that as a rule one year at school after the age of thirteen or fourteen is worth two at nine or ten. In fact there can hardly be a proper comparison, since the youth of fourteen can ordinarily make progress of a kind, as well as degree, which was simply out of his power at the earlier period. It is also very often, though perhaps not so invariably true, that a year of study at nineteen or twenty, is worth very much more than one at thirteen or fourteen.

THE NEW CHANCELLOR OF VICTORIA.

THE friends of Victoria University are to be congratulated on the unanimity with which Rev. Dr. Burwash was elected to the chancellorship, made vacant by the death of the late lamented Dr. Nelles. We have no faith in the doctrine of nativism, believing that for every such position the very best man available should be had irrespective of all minor considerations. In the case in question there seems every reason to believe that, while this higher law has been observed, at the same time, a native Canadian has been honored, Canadian ability and scholarship recognized, and faithful service to the university rewarded.

Contributors' Department.

KINKS.

BY T. P. HALL.

Two days after our last conversation I met Kinks at the club. "Kinks," I said, "how is it that with your supreme contempt for the truth of Mathematics you maintain that this subject should be taught to theological students?" Kinks looked at me coolly for a minute, then pointing me to a seat, began: "I remember what you refer to. Don't you know that the truth of a system is no criterion of its educational value? What we want is something that will broaden the mind and give it plenty of exercise; something to lift us out of our humdrum everyday stage of existence, into higher spheres, where we are free from the limitations of time and place, and can revel in the boundlessness of the eternal."

"I am afraid you are off the track there, Kinks," I said. "It seems to me that this subject is definite and practical in the highest degree."

"Poor fellow! poor fellow! Your instructors should have been horsewhipped. I suspect you do not even know what the fourth dimension of space is? No! Well, well! How shameful in this enlightened age! Let me give you one or two elementary ideas on the subject."

"Suppose a represents the number of feet in a given line; then a^2 will represent the area of a square, and a^3 the volume of a cube of the same dimensions. a^0 will mean a line without the length of a , that is to say, a point. Now see, a^0 means a point (no dimensions), a^1 a line (length), a^2 a surface (length and breadth), a^3 a solid (length, breadth and thickness), a^4 a fourth dimension solid (length, breadth, thickness, and extension in the fourth dimension)."

"But where is there any room for a fourth dimension; and what about a fifth and sixth, and ten thousandth dimension?" I interjected.

"Please keep quiet, and do not ask so many questions at once. How can you expect to stand on the hill top before you have left the valley? You are like a creature of two dimensions—if you can stretch your little imagination so far—who, living in a plane, says to his mate, 'Bill, where is there room for a third dimension? From a point I can go in every direction to the circumference of a circle, and how can there be any other direction?' And he is by nature so blind to the conception of volume that if his plane of existence should pass into a curve he would be utterly confounded because his geometry turned out to be inaccurate. Let Shakespeare teach you that 'There are more things in heaven and earth than are dreamed of in your philosophy,' and do not even presume to deny the existence of creatures of one dimension only, who live in a line and cannot change their relative positions. We boast of our freedom in 3-dimension space, but in relation to time we are in the same position as those line creatures. When I was a boy a brilliant idea struck me—I would work out the geometry of time! But I soon found that time has only one dimension (so far as we know), and as we cannot move about in it, cannot get ahead of it, or fall behind any of our neighbors, my geometry was useless; especially since I could not determine whether time corresponds to a straight or a crooked line, or whether it might not be a circle, as is half-suggested by the verse, 'Time will run back and fetch the Age of Gold.'

"I presume that you think the Past is non-existent, and the Future only a becoming. You imagine that now is the only reality; that the universe is annihilated and re-created every

instant! Discard such crude and childish trash. Does not the past shape the present, and the present the future? Is it not also true that coming events cast their shadows before? Is not prophecy possible? Can not God see the end from the beginning? and are not *all* things naked and open before Him? Do you not see that the existence of the past is as real, and the future as certain as the present? 'But where are the past and the future now?' you may say. They are not in Now at all. These three form a line, a dimension, and all exist, but only one is Now. 'Now' is a section too narrow to include the whole of Existence. The Present is to Absolute existence as an Infinite plane is to Infinite space of three dimensions. Let me make this clear by reference to those shallow-brained creatures living in and bounded by a plane. They see, for instance, a football passing through their plane, and are interested to note the origin, growth, and disappearance of a *circle*. A corkscrew passes through, and they see a small circle moving about in an orbit. A tree is going through, trunk first, and these wise philosophers watch stem and branches becoming 8 shaped and dividing into smaller circles again and again. They note that the whole set are distributed more or less regularly in small groups; and after much recollection and violent discussion they advance a theory of the evolution of circles of wood, and rejoice over this great advance in their science. How poor their science! They think dimly of a unity, but cannot rise to the conception of a tree. In the same way our own philosophers fail to grasp the real significance of the truths they utter because they do not understand the real fulness of what is and will be. They are satisfied with the axiom, 'whatever is is,' and dare not add the rest, 'whatever was is, whatever will be is.'

"We are in the Now section of existence, watching the process of the visible universe through it. By their very nature visible things must be finite in every dimension, hence there was a time (creation) when they entered our section, and there will come a time (annihilation) when everything shall have passed through and disappeared from view, unless our eyes are opened to see the fourth dimension. This time is referred to by Peter when he says, 'The heavens shall pass away with a great noise, and the heavenly bodies shall be dissolved.'

"Time is the name we give to the motion of Now with reference to the fourth dimension. When this motion ceases time will cease, and, as in John's vision, the trumpet-call will be heard, 'Time was, but Time shall be no more.' Then shall this corruption put on incorruption, and this mortal immortality; and as we glance where our bodies have been left along the shores of time, and turn new eyes to see this universe in all its extensions, as well as the multitudes of new and grander things then visible, we shall join with heart and soul in the cry, 'Death is swallowed up in victory.'

"Talk of the broadness of science! What are the widest expanses or the longest aeons of astronomy or geology when compared with this? What contemptible littleness is seen in the laborious negations of Kant when contrasted with the magnificent realities of this boundless vision! I tell you, sir, mathematics is the only subject that is large enough to prepare a man for the study of theology, and it ought to be on the curriculum instead of the trash they teach now."

That night I dreamed that Kinks was a demon suspending me in x-dimensional space, and forcing me to look at a huge complexity of wheels within wheels, intertwined in inextricable intricacy, which he called Humanity.

(Continued from page 219.)

divided, and a number of new by-laws and rules of order were recommended.

After the reception of the report an animated discussion arose upon a motion offered by Rev. G. C. McRobbin, Ph.B., to the effect that all examinations up to the entrance into the collegiate institute and high schools be free, and that above that a small fee be charged.

An amendment by Rev. James Summerville approving the present regulations governing the matter was finally carried by a large majority.

At the opening of the evening session Hon. G. W. Ross, the Minister of Education, was introduced by the president, and briefly addressed the meeting. After expressing his pleasure at meeting the trustees in their first annual association, Mr. Ross said that he was anxious that the high school should be considered as an integral part of our national system of education, and take its proper place midway between our public schools and our universities. One special feature of our high schools is that they are directly connected with the public schools on the one hand and the universities on the other. This is not so in England, the United States, Quebec, or anywhere but in Germany and Ontario, where the educational system is a unit, the one part interdependent on the other. The Minister quoted statistics to show that the high schools have advanced greatly in efficiency, while occupying very little new ground. But if this happy state is to continue for the next ten years, a good many things will have to be attended to. In the first place, a suitable programme must be arranged to suit the requirements of the 15,000 pupils now in attendance at these schools. The Minister went on to discuss the various functions which the high schools must be fitted to perform. Young men who wish it must be prepared to enter the universities. The curriculum must be so framed as to stimulate the public schools. The high school must also serve the public interest and supply the training that will be most useful to the average citizen. The fact that while last year 337 high school pupils entered the universities, 964 went into commercial life and 638 returned to their work on the farm, furnished a complete answer to the complaint that these schools were not sufficiently practical.

The Minister went on to deal with the question of the alleged excessive number and cost of text-books, showing that a youth may pass through the first form and obtain a third-class certificate with only eleven books, while for matriculation only ten or thirteen, according to course chosen, are required. He also instanced a number of cases to show that the high school text-books were cheaper than formerly.

An important point is the financial aid given to our high schools. The Minister outlined the new scheme by which 15 per cent. on the salaries over \$1,500 is to be given to all schools, replacing the graded system of the past. He feared that the total amount of the grant could not be increased, and proposed several plans for relieving the taxpayer from the unequal burdens he now bears.

The following resolutions were discussed and carried at subsequent meetings of the delegates:—

"That in the opinion of this association the law relating to the power of County Councils in the formation of high school districts has not, in most cases, been carried out by such County Councils in the spirit of fairness and justice intended by the Act, and that it should be amended so as to make the formation of an equitable high school district for each high school compulsory instead of permissive as at present."

"That the Provincial Assembly of High and Public School Trustees recommend to the Government that in view of the injustice of the present system of supporting high schools and collection of dues, and with a view of remedying the same, a scheme be introduced for apportioning the necessary expenses of supporting such schools on a basis similar, as near as may be, to the legislation now existing for distributing the expenses for the administration of justice in case of a town separating from the county for municipal purposes."

"That this association recommend that the Government be requested to submit a measure having in view the change of the law of assessment, so as to admit of the party actually paying the taxes (at

any time before the same are paid), directing the application of the same, so far as the same relates to school purposes."

"That whereas in some of the northern parts of this province it is almost impossible for pupils to attend school during a great part of the winter season, owing to the inclemency of the weather, the Minister of Education be respectfully asked to introduce legislation enabling Boards of Trustees in such cases to apportion the midsummer and Christmas holidays in such way as to them seems best in the interests of the schools, retaining, however, the present aggregate number of holidays."

"That in the opinion of this association it is desirable that the School Act be so amended that the minimum age for the admission of pupils to public schools be six years instead of five as at present except such admission is to schools having a Kindergarten department attached thereto."

"That in the opinion of this association the time has come when a minimum fee of fifty cents per month should be imposed upon all pupils attending the high schools and collegiate institutes throughout the province, and that the Government be asked to provide the necessary legislation."

"That the Minister of Education be requested to have sub-section 4 of section 13 of the 'Act to consolidate and amend the High School Act' so amended as to permit one master possessing the necessary qualifications in both departments to fill the position of teacher of natural science as well as teacher of another department."

"That this association recognize with satisfaction the introduction of a Temperance text-book into the public schools of the province. But inasmuch as there appears to be some doubt as to the meaning of the regulation regarding its use, therefore this association request the Honorable the Minister of Education so to amend said regulation as shall make its use compulsory in all the public schools of the province."

"Further, that said work shall also be made a text-book in the model schools of the province, and that model school candidates shall be required to pass an examination in the subject of Temperance."

Rev. Mr. Summerville, Judge Bell, Mr. Burton, and the president were appointed a deputation to wait on the Minister of Education and urge upon him the propriety of introducing such legislation as may be necessary to carry out the recommendations of this body respecting the support of high schools and collegiate institutes, and other subjects on which action had been taken during the session.

This deputation was received by the Minister in his apartments in the Normal School building. A free discussion of the resolutions and recommendations of the Association was had, in the course of which the Minister pointed out various difficulties and objections to some of the proposals, and showed that others of them were already virtually in the power of the trustees and local authorities.

In conclusion the Minister spoke very highly of the usefulness of the association, expressing the belief that they could be of great service to the Legislature and to himself. He had lately promised the country through the Legislature that amendments to the school laws were at an end for some time, and he desired to keep that promise. However, he would be very glad to carefully consider the amendments proposed by this association; and if it does not appear wise to postpone action for the present, there may be something done along these lines at the next session. He promised to do all that lay in his power for the promotion of their purpose, but in the matter of financial aid he must consult his colleagues.

HALTON COUNTY TEACHERS' ASSOCIATION.

CONDENSED FROM GEORGETOWN HERALD.

The regular half-yearly meeting of the Halton Teachers took place on the 6th and 7th Oct., in the Model School, Milton.

It was an unusually interesting one, the special features of it being the teaching in the Model School, during the first session, by Mr. Gray, the head master, and his able staff of assistants.

On Thursday afternoon Miss Hart of Boston, Mass., Peceptress of Elocution in Woodstock College, addressed the Convention on the subject

of Elocution and Physical Culture. Elocution does not merely consist in the rendering of a recitation or a reading. It is something requiring deep study, persistent effort, long training and an adequate knowledge and right use of the organs of the body called into play. Systematic training of the breathing organs was to be practised in the open air, and through the nostrils. Elocution was thus beneficial to health.

In reading or reciting, begin easily, then increase the volume of tone, throw feeling into it; noise is not feeling. Emphasis should be placed only when it is absolutely necessary. This is chiefly on words introducing new ideas. Too much emphasis creates monotony. The fewer words emphasized the greater the intensity. Every reading lesson should be thoroughly studied. It is, therefore, not fair to examine in reading from a passage not previously studied. It is presumption to attempt to translate the ideas of an author at a glance, the production of which has cost him both time and labor. Pupils should be assisted to understand the author's position and to give the ideas from his standpoint. Special attention should be given to pronunciation. Notice such common mistakes as "goin," "drivin," "singin," for going, etc., "jus," "jes" or "jest" for just, "praps" for perhaps, "becuz," for because, etc. Careless, ungraceful modes of standing, or holding books should be avoided. Exercises should be given in chest development.

Mr. R. H. Watson of Palermo followed with his paper on "Home Work":—

The question of home study is a difficult one to deal with, for three parties have to be considered: the teacher, the parent and the scholar. He thought the teacher should first please himself in the matter, though to be successful in this department he must have the sympathy and co-operation of parents. The opinions of parents differed: some basing their estimation of the teacher on the amount of home study done by their children. In order that a child may get the most out of his time at school, a certain amount of home work is necessary, because the school room with its bustle and movements is no place for study, because it facilitates the work of the teacher by bringing the pupil face to face with difficulties, and puts him in a frame of mind to profit by explanation, and because it keeps the child's mind on the work of the school. There is not the least danger crowding the mind too much in these days.

"Elements of Success" was the title of an eminently practical paper by Mr. J. S. Deacon, our P. S. Inspector.

Dr. Lask, of Oakville High School, was not present on Friday morning, but his paper on "Grammar for Entrants" was read by Mr. Deacon.

The writer criticised the attempt to force pupils of the age of those who are candidates for high schools over an amount of the subject beyond their grasp. They glean only a little here and there, and are then ushered into the high school utterly unacquainted with any useful knowledge of the subject. These who reach the high school are, as a rule, more behind the standard indicated by the examination paper on Grammar than in any other subject. Neither the preparatory teaching nor the candidates themselves are to be charged with this. The fault lies with the papers set for examination. The examiner should be assured that the candidate, at least, knows how to take to pieces and to put together simple forms of compound and complex constructions. This can be accomplished by setting questions that come within the grasp of a fair proportion of those expecting to encounter them and exacting a full and exact answer. The same remarks apply to the common forms of words and their relations. As it is at present the high schools are teaching parts of this subject which should have been mastered long before the pupil entered, or are wasting their time in floundering over elementary work, vainly endeavoring to carry their pupils over a wide and very indefinite area of work. The remedy is, for those who set papers, to satisfy themselves that the pupil knows what he is expected to know, and not that he does not know what he is not expected to know.

Mr. M. S. Clark, of Georgetown High School read a very interesting paper on "Spelling Reform." [This paper will appear in a future number of the JOURNAL.—Ed.]

Correspondence.

THE NEW TEMPERANCE TEXT-BOOK.

The following correspondence officially decides the principal points of controversy on this subject, and speaks for itself:—

TORONTO, 22nd Nov., 1887.

THE HON. G. W. ROSS, M.P.P.,

Minister of Education, Ontario.

DEAR SIR,—In pursuance of recent amendments of the Acts respecting the Education Department, as controlling the programme of public school subjects of study, you this year made provision for scientific instruction, in such schools, on the "nature of alcoholic stimulants, with special reference to their effect upon the human system." You also, under the same amendments, authorized a text-book for the teaching of this subject, which said text-book is stated in the Act to be for the use of teachers and pupils in all schools under the direction of the Department.

The text-book selected and authorized for use in this instruction is the celebrated work of Dr. Richardson, F.R.S., of England,—a book which is used for the same purpose in England, in one or two of the other Provinces of Canada, and in many parts of the United States.

This matter having been somewhat extensively discussed by Boards of Trustees and in the public press, and the duties and responsibilities of local school authorities being variously set forth and understood, will you allow me, as interested in the general subject and in the publication of the authorized text-book, to ask the following questions:—

1. Is it optional with School Boards in this Province whether they make provision for the teaching of this subject in the schools under their charge or not?

2. In case the subject be declared to be a compulsory one, is it required to be taught as thoroughly as any other on the programme? Or, may it be regarded as a simply casual and "ornamental" one, to be undertaken as a matter of form, without reference to inspection, or to official satisfaction as to its mastery by the pupil?

3. If the requirements of the law demand so thorough a knowledge of the subject as to lead trustees or teachers to conclude that pupils cannot secure a sufficient acquaintance with it to stand the test of inspection and examination without the help of a text-book, just as they conclude on other subjects requiring faithful study and accurate knowledge with a view to the same test, can any other text-book than the one authorized by the Department be introduced into the schools or used for the purpose?

As I find that many trustees and newspaper correspondents are settling the points raised in the above questions according to their own views of the general subject, and that there is no uniformity of opinion upon them, I beg respectfully to ask a definite official statement of the case, as related to this important public matter, at as early a date as convenient. Your obed't servant,

H. HOUGH.

REPLY.

TORONTO, 24th Nov., 1887.

MY DEAR SIR,—

In reply to your enquiries of the 22nd inst., I beg to state:—

1. That the teaching of Temperance and Hygiene is not optional with Public School Boards.

2. It is not intended by the Department that Temperance and Hygiene should be simply a casual or ornamental branch of study. The words of the Regulation are as follows:—

"The nature and effects of alcohol upon the system, and the importance of temperance and a strict observance of the laws of health, as set forth in the authorized text book, should form part of the regular instruction of the school from the second form upwards, and should be taught, either by the use of text-books or otherwise, as thoroughly as any other subject."

3. While the school authorities are at liberty to direct that Temperance and Hygiene shall be taught with or without a text-book, they are not at liberty, if a text-book is deemed necessary, to introduce any other than the one authorized by the Education Department. Yours truly,

GEO. W. ROSS,

Minister of Education.

H. HOUGH, ESQ., Toronto.

FAULTY EXAMINATION QUESTIONS.

To the Editor of the EDUCATIONAL JOURNAL

SIR,—I do not know whether your attention or that of your readers has been directed to the English papers set for matriculants in Queen's University at the examinations held last summer or not, but I believe that the subject is worth consideration. I fear that these papers will have an injurious effect upon the teaching of English throughout a considerable section of the province. A mediæval paper on literature is, of course, interesting, just as any other relic of the past is, but there is a danger that those training for matriculation in Queen's may feel themselves forced, since the examination is king, to teach on the lines sketched for them in these questions.

The first question on the July paper in literature reminds one forcibly of the crank who figures so largely in "Never too late to mend." The successful answering of the question entails, like the successful turning of the crank, labor, certainly, but, I hold, labor eminently unproductive in the connection in which it is here required. A passage from "Autumn," well selected, consisting of thirty-two lines, beginning:—

"The rage of kings,
The rage of nations," etc.,

was placed before the candidates. They were not asked to point out the literary beauties of this passage, nor to show in any way their appreciation of the meaning of the poet, but were required to "analyze the sentences in the passage," and to "parse and give derivations of words in italics," (twenty-nine in number). Now, analysis of sentences, parsing, and derivation of words may be excellent methods of mental discipline, but the study of literature should be something else than a series of grammatical, philological, and mythological gymnastics. Our object in teaching literature should be to instil into the minds of pupils a love and appreciation of the beautiful in the expression of thought, and not to cause in them dislike for the sweet food of literary masterpieces by presenting them with stones (however valuable) when they ask us for bread.

But this is not all. In the same paper, in question four, which refers to the same passage, the candidates are asked to "Mention and, if possible, quote a passage from any other author expressing the idea presented in the first lines of this passage." A parallel passage is valuable if it helps to elucidate the meaning of the author whose work is being studied, but I fail to see the special value of merely knowing where a parallel passage is, or even of being able to quote it, as long as it contains just the same idea.

Question six is as follows:—

"To whom is Thomson indebted for the expressions, 'frigid Tempe,' 'Næmus cool,' and 'Aquarius stains the inverted year?' As showing the bent of Thomson's studies and the fashion of his poetry the consideration of these terms is valuable, but what does it show if a student can tell the author from whom they are borrowed, except that he has been lucky enough or unlucky enough to possess a well-padded text book.

Similar criticism is applicable to the paper given in September. Another, somewhat shorter, passage is given to be analyzed, and italicised words to be parsed and derived. Then this question is appended to the extract:—"Where is Jed, Orca and Betubium?" A knowledge of the exact position seems hardly necessary to the proper appreciation of the poem, however valuable the knowledge in itself may be.

Too long the teaching of literature has been regarded as a channel through which all sorts of facts and fictions may be injected into the youthful mind. Let us teach geography, and history, and

classics, by all means, but let us not make English literature the pack-horse to carry them all, lest we kill our horse.

The universities, along with the Department, have the matter in their hands, for as the examinations so will the teaching be. I am sorry that Queen's is not in the van of progress. But, although I mention Queen's as the college to which my attention has been particularly directed, this is only on the *ex uno disce omnes* plan, for the identical papers were issued with the imprimatur of the Universities of Victoria and Trinity. This only makes the matter worse, as the area affected will be so much the greater.

If you can find room in your valuable paper for this rather rambling communication, I shall feel obliged, as I would much like to learn the views of others on the same subject. I am, sir, yours,

CORVUS CORAX.

GANANOQUE, Nov. 7th, 1887.

Book Reviews, Notices, Etc.

BOOK NOTICES.

Practical Rhetoric. By John F. Genung. Boston: Ginn & Co.

A really good book.

Exercises in English Syntax. By A. G. Baglen. Syracuse, N.Y.: C. W. Bardeen.

This little book will be specially useful to teachers for its excellent collection of language exercises.

Easy Selections from Obid. Arranged and Edited, with Notes, Vocabularies, and Exercises in Latin Verse Composition. By Herbert Wilkinson, M.A. London and New York: MacMillan & Co.

The Leading Facts of English History. By D. H. Montgomery. Boston: Ginn & Co.

A methodically arranged work, if not original, yet very readable, and adapted to the wants of junior High School pupils.

Industrial Education. By Samuel G. Love. New York and Chicago: E. L. Kellogg & Co.

An account of actual experience in Industrial School education, likely to prove interesting to those thinking of this subject.

The English Language. By J. M. D. Meiklejohn. Boston: D. C. Heath & Co.

Very convenient as a repertory of information otherwise unavailable, except from the examination of numerous works of reference.

Early Education. By James Currie. New York and Chicago: E. L. Kellogg & Co.

This book, of 300 pp., is a fairly successful endeavor to apply to the education of children principles based on the nature of the mind.

Tales from History. By Dr. Friedrich Hoffmann Edited with notes by H. S. Beresford Webb late Assistant Master at Wellington College Rivington's, Waterloo Place, London.

Longmans' Shilling Geography. Longmans, Green & Co., London and New York.

This book, with its 45 small and crowded maps, strikes us as being below the level of the average American or Canadian text-books of to-day.

MacMillan's Latin Course, First Year. By A. M. Cook, M.A., Assistant Master in St. Paul's School. London: MacMillan & Co. Toronto: Williamson & Co.

A simple and well-arranged book for beginners, with copious exercises, Latin and English, for translation.

Homer's Iliad, Book I.-III. By Thomas D. Seymour, Hillhouse, Professor of Greek in Yale College. Boston: Ginn & Co.

The pretty copious commentary of this edition is based upon that of the scholarly Professor Ameis, of Leipzig. Additions have been made by the American editor to adapt it to the use of American students.

The Order of Words in the Ancient Languages, Compared with that of the Modern Languages. Boston: Ginn & Co.

This is a translation, by Charles W. Soper, Ph.D., President of Ohio University, of the standard work of Henri Weil. The translator has done good service to English students.

Primary Methods. By W. N. Hailmann, A.M. A. S. Barnes & Co., New York and Chicago.

This work, described on title page as a Complete and Methodical Presentation of the use of Kindergarten Material in the Work of the Primary School, is beautifully printed, and will be very serviceable to the class of teachers for whom it is intended.

Fröbel. Materials to aid a comprehension of the work of the founder of the kindergarten, including Fröbel's autobiography, Payne's lecture on Fröbel, etc. 128 pp. 30 cents. E. L. Kellogg & Co., New York and Chicago.

This is No. 3 of the Reading Circle Library, and will be useful to all who want to get a good idea of Fröbel and his system.

LITERARY NOTES.

"A GATE of Flowers and Other Poems," by Thomas O'Hagan, M.A., has met with quite a favorable reception at the hands of Canadian litterateurs.

DR. MCCOSH's latest work, "Psychology," which has recently been completed and issued by Charles Scribner's Sons, has been introduced as a text-book in colleges of Japan and Ceylon and the State University of Calcutta, where a knowledge of it is required in order to the degree of B.A.

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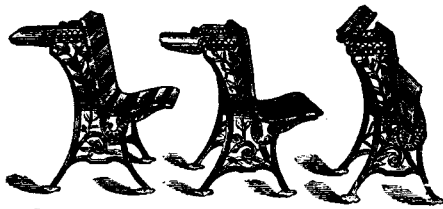
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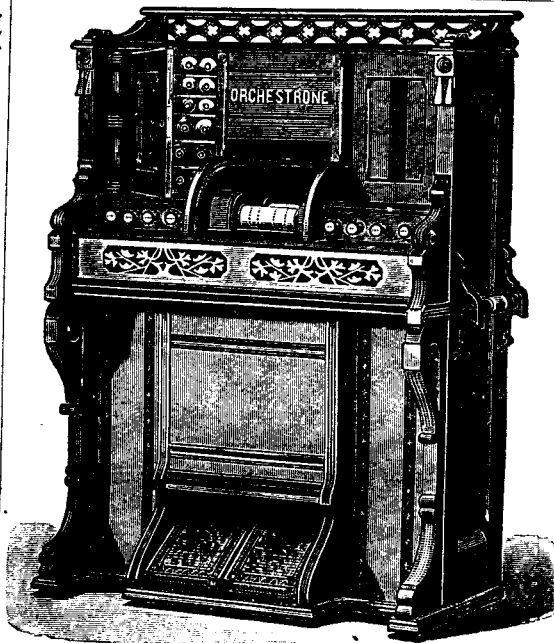
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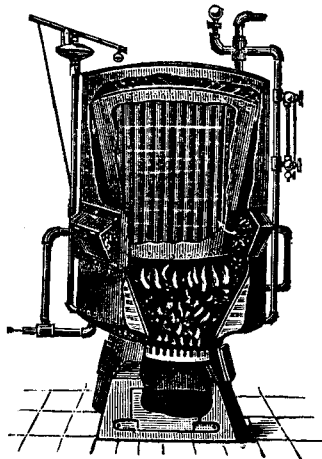
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I.—WRITTEN EXAMINATION.

MONDAY, DECEMBER 5th.

9.00 a.m.—10.30 a.m., Science of Education ;
10.40 a.m.—12.10 p.m., School Organization and
Management ; 1.30 p.m.—2.30 p.m., History of
Education ; 2.40 p.m.—4.10 p.m., Methods in
Classics.

TUESDAY, DECEMBER 6th.

9.00 a.m.—10.30 a.m., Methods in English ;
10.40 a.m.—12.10 p.m., Methods in French and
German ; 1.00 p.m.—2.30 p.m., Methods in
Science ; 2.40 p.m.—4.10 p.m., Methods in
Mathematics.

The examination in Practical Teaching will
be held on *Wednesday, December 7th*, and the
succeeding days.

The written examination in Hygiene and
School Law and Regulations, and in Methods
in Drill, Gymnastics and Calisthenics, shall be
held by the Principal and Masters on *Friday,*
December 2nd, from 9.00—10.30 a.m. The
practical examination in Drill, Gymnastics and
Calisthenics, shall be held by the same examiners
during the rest of the same day.

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Methods in English.

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fessional Public School Certificates shall take
Method in Science ; and

(2) Candidates holding University quali-
fications shall take the Methods in Latin and either
Method in Greek or Methods in French and
German. These candidates may also take such
other subjects as they may wish to have mentioned
in their professional certificates.

Candidates who have already attended a
Normal School, and hold Second Class Pro-
fessional Certificates, shall be exempt from the
examinations in Hygiene, and School Law and
Regulations ; and in Drill, Gymnastics and Calis-
thenics, unless they desire special mention of
this subject in their certificate. All other candi-
dates shall take the examinations in these subjects.

For further details see Regulations 194-199.

No application for admission to this examina-
tion will be considered after November 26th.

The Normal School Examinations will begin
on 12th December. The High School Entrance
Examination will be on Dec. 21st, 22nd & 23rd.

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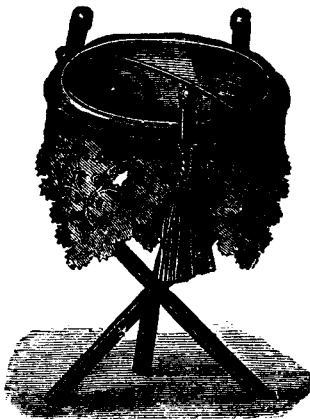
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