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The Canada School Journal.

AND WEEKLY REVIEW.

Vol. X.

TORONTO, AUG. 13, 1885.

No. 29.

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The Canada School Journal and Weekly Review.

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

—O—T E R M S.—O—

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The World.

English and Russian statesmen are now probably playing with mutual distrust a game of mutual waiting. Lord Salisbury and his colleagues have enough on their hands just now without a Russian war, and Russian diplomats are never in a hurry, though recent despatches assert, with some probability, that even they are becoming weary of trifling. It is quite likely, however, that the negotiations will be suffered to drag their slow length along until after the elections. It is a suggestive, and perhaps, on the whole, not a discouraging sign of the times, that there are divisions amounting almost to revolt in the ranks of both parties. There seems, in fact, some tendency to relax the bonds of party and allow freer play for individuality in politics. The immediate result may be confusion, but the final outcome will be favorable to freedom and progress. The people are being politically educated.

President Cleveland is pursuing the path of civil service reform with commendable steadiness. It has been of late charged in the press that an Indiana postmaster has dismissed

employees right and left on political grounds, and many have been watching with a good deal of curiosity or anxiety to see what the President would do about it. Many thought he would scarcely venture to give mortal offence to Indiana Democrats by interfering, and would, therefore, be conveniently blind and deaf. Now, however, comes the announcement that he has appointed a very competent commission to inquire into the matter.

The struggle between the advocates and opponents of the Scott Act goes on with varying results as the question comes to a vote in one county after another. The former, however, are still successful in the majority of cases, and there seems as yet not much indication of the reaction prophesied. In this, as in other cases, the party of action has the advantage over the party of resistance, mainly, perhaps, because it is the party of action. The evils resulting from the liquor traffic are so flagrant that friends of humanity and progress would prefer almost any honest effort to reduce them, to languid or careless inaction. When those who are crying out so loudly against prohibition as an interference with freedom show themselves really alive to the necessity of doing something to save multitudes from the pit, and have a better remedy to propose, their denunciations will carry more weight with the masses.

Considerable attention is being just now directed to the movements of the Young Men's Liberal Club, and the approaching convention under its auspices. The old adage does not attach the highest value to young men as counsellors. Still the fact seems to be recognized on all hands that there is in the young a degree of moral courage and a patriotic impetuosity which seldom survive in those who have been for long years in Canadian political life. The impression has somehow got abroad that in this case the young men are not likely to pull steadily in the old party traces, but may be expected to strike out in some bolder course. There are certainly indications that a crisis is approaching in the history of Canadian development, and that some new and powerful impulse will soon be needed to save our young country from the stagnation which is the punishment of low ambitions and pessimistic opinions.

After a trial much more brief than might have been anticipated, Riel has been pronounced guilty and sentenced to the gallows. The evidence against him was too clear and direct to leave room for any other verdict. Meanwhile a controversy is going on in the party papers as to the meaning of the jury's recommendation to mercy. Such a recommendation implies the existence of some extenuating circumstances. Are these to be found in the man's mental condition, or in wrongs of the half breeds and failure of constitutional methods for obtaining redress? It is not likely that the jury stopped to define very clearly in their own minds. Probably both considerations had

weight with them, and both can scarcely fail to have weight with the Executive authority, though whether sufficient to secure the condemned a reprieve remains to be seen. That question will, we fear, be determined more by political than moral considerations.

The School.

In our last issue (July 30th), a series of problems by "Ceidan," for the Arithmetical Prize Competition, were erroneously stated to be intended for 3rd class. They should have been announced as 4th class problems.

Our Question Drawer is quite full this week. We are glad to note the increasing readiness of teachers and others to resort to it for information and interchange of opinion on literary and other topics. We must, however, again remind correspondents that the real name of the writer should accompany all documents intended for publication. This is necessary as a guarantee of good faith, and henceforth we shall decline correspondence of all kinds in which this rule is not observed.

The adoption of a Free School system in England is but a question of time, probably of a very short time. It is already a plank in the platform of prominent liberals. Several newspapers recently reported that the London School Board had passed a motion approving it, and predicted momentous results from the resolution. The fact seems to be that the motion was defeated by a majority of one,—18 yeas and 17 nays. But as the *Schoolmaster* observes, there is not much difference, as an expression of opinion, between a resolution thus lost and one carried by 19 for to 18 against. The *School Guardian* thinks that not a single voluntary school would survive such a resolution. This is surely a most unwarrantable deduction. Where are voluntary schools more numerous or flourishing than in the New England and other States, and in Canada, where the schools have long been free?

In the annual announcement of Alma Ladies' College for 1885-6, a very neat and attractive pamphlet, we find the following commendable paragraph:—

"Believing that young ladies should be taught to value education for its own sake, and that the prize system diverts the thought and aim from the path of true scholarship to that of pride and selfish ambition, the founders of the College and its present Faculty have unanimously discarded it, and have thus far courteously, yet firmly, refused donations kindly designated for this purpose. The one advantage of the system in exciting laggard spirits to greater activity is acknowledged, yet the exceeding great difficulty in awarding prizes, medals, etc., impartially and according to merit, the burning sense of injustice left in the minds of the many, the injury often done to the student's health in severe mental contests, the cramming necessarily connected with the competitive examinations, and the fostering of pride and folly in the public bestowal of such rewards, ought to suggest to educators the utter abolition of the prize system."

There are many deaf and dumb children whose parents are not aware of the liberal provision made by the Province for

such afflicted ones. Every deaf and dumb child in Ontario, of suitable age and capacity, may have instruction and training in intellectual culture and in some useful occupation, by attending the Institution for the Deaf and Dumb, at Belleville. There were 240 pupils in attendance last session, but as a number completed their education and left in June, there will be room for all for whom admission is desired when the Institution re-opens in September. It will be a great pity if any of this class of afflicted children in Ontario are suffered to grow up without a course of instruction at this institution. The advantages afforded must be greatly superior to any that can be ordinarily provided at the child's home, and parents and friends will be sadly wanting in duty to the poor unfortunates if they do not strain every nerve to secure for them the alleviation which special instruction only can bring.

We give in our news columns a short summary of the very lengthy report of the committee appointed by the London, (Eng.), School Board to inquire into the allegations of overpressure in the schools. The extracts we give would seem to indicate a state of affairs which affords much scope for improvement. The *Schoolmaster*, however, attaches little importance to the report. The witnesses examined were largely inspectors and head teachers. "To ask," says the *Schoolmaster*, "some of those who are chiefly responsible for the evils existing, to give evidence as to the fact of their existence, is somewhat of the nature of a practical joke in connection with a very serious subject." The inquiry, moreover, was necessarily limited to schools under the London Board. The *Schoolmaster* says that "these schools, as a rule, are carried on in healthy, well-ventilated buildings, are amply furnished with school requisites, and are taught by what in comparison with other schools would be considered sufficient and efficient staffs, and that for some reason the Board could not secure evidence from competent medical experts. In regard to which one cannot but wonder, seeing that the committee had to report as it did upon such schools what it could have said had it been set to inquire about schools of the worst kind."

THE COMING CONVENTION.

Before this number is in the hands of our readers the Teachers' Convention will be in session in this city. There seems every reason to expect that the meetings will be of great interest and profit to all who can attend. The programme promises well. Themes of the first importance to the profession will be treated by able and representative men. This is as it should be, and the younger teachers cannot fail to learn much from the wisdom of those fitted to teach by years of study and experience. The young pedagogue who is either too wise, or too dull, to profit by the wisdom and experience of others, is in a hopeless case. The majority will, we have no doubt, treasure up many hints and suggestions for future use and development.

But it may not be amiss, on the other hand, to utter a word of caution against a tendency which has been felt in connection with some of the great educational gatherings of our neighbours

over the border. There is danger of the whole affair being manipulated and the whole time occupied by a few who may be more forward without being more wise than their neighbours. The essential notion of such a convention is that of mutual conference. It is not a place to which the few come to teach and the many to be taught. Nor should such a convention be turned into a mutual admiration society, in which a half dozen speakers engage in a crossfire of compliments, and their little circles of admiring hearers vie with each other in exaggerated expressions of admiration, or confine their efforts to moving and seconding votes of thanks.

A Teachers' Convention should be preeminently a deliberative assembly. Its members should prove themselves too intelligent and too thoughtful to be carried away by the rhetoric of any hobby-rider. Each should show himself capable of thinking for himself. Let each bring all his mental acumen to the investigation of the doctrines and theories that may be elaborated. Let each ponder and inwardly digest that which is brought before him, resolved neither to allow old prejudices to blunt his perceptions or warp his judgments, nor yet to permit himself to be carried away by the enthusiasm of the moment, in favour of new fangled and impracticable schemes.

In our next issue we hope to be able to furnish for the benefit of those of our readers who may be unable to attend, a tolerably full report of the proceedings of a very successful convention.

TORONTO UNIVERSITY ARTS COURSE.

The Senate of the Provincial University has adopted the sensible practice of periodically revising its curriculum in Arts, thus affording an opportunity of keeping abreast of the times in science and literature. The latest revision is now before us, and while there are obvious defects to be noted it is satisfactory to find that real improvements have been made in several directions.

The work for matriculation is that which most interests the teachers of our Public and High Schools, and with the changes in this part of the curriculum they are now generally familiar. The most important are to be found in the departments of Classics, and English for pass, in French and German for honors, and in the introduction of natural science amongst the optional subjects. In Classics the work in Latin Prose has been made more definite by prescribing Bradley's Arnold's Prose Composition as a text-book. In English new poetry for critical reading is prescribed for every year, and a prose work is prescribed as the basis of exercises in English composition. In honor French and German the candidates will be examined as to their capacity to write from dictation, this practice being the best training to give facility in conversation in these languages. The recognition extended to science is slight, but it is a step in the right direction.

The most important of these changes is that made in English, and their importance is enhanced by the fact that the Education Department adopts the University curriculum for the teachers' examinations. Heretofore the repetition of the same work year after year, or even after short intervals, has

given rise to two evils—the anticipation of what may be called “stock questions” by the teachers, and the asking of out of the way questions by the examiners in order to defeat rote teaching. Now one author is selected for every year, and he is not repeated during the whole five for which this part of the curriculum is to be current. He must be a very stupid examiner who cannot keep out of ruts under such circumstances, and he must be a very unwise teacher who will attempt to “cram” his pupils.

In the past English composition has played but a very unimportant part in the University examinations, and the themes set have been very unsatisfactory. The first condition of good writing is to have something to say, and this will now be secured in the case of all who read carefully the prescribed prose work of the year. The candidate who is familiar with Macaulay's essay on Warren Hastings, which is the text for 1866, may fail in composition, but he cannot charge his failure to ignorance of the themes set.

The effect of this system on the teachers cannot fail to be most beneficial. During the next five years they will be compelled to read with their classes a considerable part of the best poetry of Coleridge, Thomson, Cowper, Scott and Byron, and of the best prose of Macaulay, Southey, Coleridge, Addison, and Goldsmith. Assuming that five new authors in poetry and five in prose, will be selected for the next five years, the teacher at the end of ten will have acquired in the ordinary work of the school room a wide and varied acquaintance with English literature, which he would have otherwise missed. It is unfortunate for the Public School teachers below the fourth class that a similar system has not been adopted in prescribing English for the High School Entrance Examinations.

There is great room for improvement in the English of the first year. The Senate has wisely prescribed the same texts for first year pass and matriculation honor work, but no prose has been prescribed at all. This is a singular omission, for definiteness is quite as much needed in the first year as at an earlier stage of the student's course. We see it stated that the curriculum in its present form was adopted for only the current academical year. If this is so there will be an opportunity of supplying this defect, and it is to be hoped that there will be no hesitation in doing so. Both Earle's Philology and Chaucer's text might well be postponed to a later stage. The student can spend his first year to better advantage in learning how to use his own language in its present state than in cultivating acquaintance with its archaic forms. There should be more of Shakespeare's and Milton's works read, especially for honors, in the higher years. They are our great classics, and he who has read them to good purpose will find less difficulty in dealing with minor poets.

Speaking of archaic stages of language reminds us that Homer is still the first or second Greek author whose acquaintance a pupil makes in school. The wisdom of such an arrangement is fairly open to question. It would be less so if the forms of Homeric tenses and cases were the result of changes made in those of classic Greek. But Homer's dialect never was classic, and it seems unwise to burden the pupil with such a variety of detail in Greek accidence when it can easily be

avoided. As in English, after he has acquired facility in dealing with classic forms he can safely be made acquainted with those that are antiquated or obsolete. In French and German the method pursued is more intelligent. The student begins the study of archaic texts in his third year, and he is then assumed to be able to translate any French or German classic of modern times at sight. We hope to see this general plan made universal in the language departments.

Of the abolition of scholarships payable out of University funds in the second and third years, and of medals similarly provided in the fourth year we cordially approve. When the teaching staff needs enlarging it is unspeakably absurd to fritter away the funds by giving scholarships. The saving thus effected will be about \$2500 a year, enough to remunerate one professor or two lecturers. The scholarships given at matriculation and in the first year remain, but they will soon follow the others. They are not necessary as inducements, and they put a premium on "crain" in the schools.

One other feature of importance should be noted. The Senate now recognizes such quasi-theological subjects as Church History, Apologetics, Biblical Greek, and Biblical Literature, as proper constituents of a university course, and has taken into affiliation with the university several theological colleges in which these subjects form part of the regular divinity training. This liberal policy cannot fail to exercise a beneficial influence alike on the university and the theological colleges, by strengthening the former in the public estimation and securing in the latter a better quality of work.

Special Articles.

CANADA AND CANADIANS.

Our thanks are due to an unknown friend for a copy of the *Almonte Gazette*, containing the following address, composed by a young man attending the High School in that town, and read before the Literary Society in connection with the school. The essay reflects credit both on the writer and the institution, in which he is being educated.

MR. PRESIDENT, LADIES AND GENTLEMEN.—You have listened to the praises of Scotland and the Scotch, you have heard how the sons of Noah, settled in the Emerald Isle, have made the name Irishman a synonym for gallantry, wit and hotheadedness.—I ask your attention this evening while I try to do justice to a nobler theme, to sound the praises of a land and people dearer to us because they are our own, and to show the glorious possibilities which lie before Canada and Canadians. Mine may seem a difficult task, for I have but little past from which to draw. I cannot arouse your enthusiasm by pointing to a Canadian Clontarf or Bannockburn; I cannot inspire myself with quotations from a Canadian Burns or Moore; I cannot even interest you with a spread eagle description of a Morrigh or a Brian Boru, of a Wallace or a Jenny Geddes. But if I cannot thrill you with a review of the triumphs of your ancestors in war and poetry, I am thankful that I have neither to describe nor defend centuries of civil wars, of social, religious and political persecution. And though our existence as a nation has been short, we are not altogether wanting in great men, whose fame indeed is not world wide, but that it is owing to a lack of appreciation on the part of the public—not to any want of ambition or enterprise in themselves. Even in our Society we have, as you are aware, many Admirable Crichtons, at least one "mute inglorious Milton," and several Cromwells "guiltless of their country's blood." It is true Canada cannot boast of saints like Patrick and Columba, but when did Ireland possess prophets like Wiggins and

Moses Oates? Of course we miss the warrior and the poet whom we want to write an essay or make an after-dinner speech, but we should be thankful that we have hitherto been spared the scenes of bloodshed in which the one took part and of which the other sang.

Bear with me while I give a few necessary geographical and historical details. Canada ranks fourth in size among the countries of the world. It is situated in the northern part of the North Temperate Zone, and though nearly half of it is probably unfit for cultivation, it contains more wheat-growing land than the rest of North America, and nearly as much as the whole of Europe. There is no other country which possesses better natural means of internal communication, for our lakes are unequalled and our rivers unexcelled by those of any other country in the world. We are second only to our elder brother Jonathan in the extent of our railways and telegraphs. Our canal system would be worthy the greatest powers of Europe. Although it is little more than a hundred years since the first sea-going vessel was built in Canada, our mercantile marine ranks fourth or fifth. It is true we have only one war-ship, and we don't know what to do with that; but should it be required, I have no doubt that we would soon have a navy worthy of ourselves and of the great race from which we spring. Few countries possess a more abundant supply or a greater variety of minerals. No other country produces so much timber, and no country has better water power. Possessing, then, minerals, wood and water-power in abundance, and being capable of supporting an immense population, Canada only wants people to become a great manufacturing country. Situated on the most direct route from Europe to China, and possessing on both the Atlantic and Pacific coasts excellent harbors, she must in the natural order of things become a great commercial power. Her climate is excellent—rather cold, perhaps, but from its very severity suited to rear a hardy people who shall be worthy of the great advantages which Providence has placed within their reach. England owes her commercial pre-eminence partly to the fact that she is situated between America, the producer of raw material, and Europe, the manufacturer and consumer. With one hand she transfers the raw cotton and sugar of America to her own mills, and then distributes the manufactured goods to the world, and at the same time conveys American breadstuffs to European markets; with the other she conveys her own and European manufactures to the American buyer. But now the condition of things is changing. The American colonies are growing into great nations, manufacturing for themselves, and the markets are moved farther away to India, China and Japan. Canada now occupies the position with respect to those countries which England once held with regard to America; and, if we be but true to ourselves and our country, we have no reason to regret the want of a past, for we have the means of making a future more glorious than the grandest past of the greatest nation.

Much has been said and sung about the beautiful scenery of Ireland and Scotland—probably too much, for most of the descriptions have been given either by poets or by gushing Canadian or American tourists who, after undergoing a course of Moore and Scott, visit and go into raptures over the beauties of Avoca and Killarney, of the Trosachs and Lake Katrine. Such raptures seem to a practical mind (like mine, Mr. President) in most cases uncalled for; but if not, have we not in Canada scenery equal to the most beautiful those countries can show? We have not, indeed, the mountains which make Caledonia "stern and wild," for in Canada nothing is sterner than the teachers, nothing wilder than some of their male pupils; but for a quieter beauty, what can surpass the gloomy grandeur of the Saguenay, the views in the neighborhood of Quebec, the scenery of the Upper Ottawa, of the Thousand Islands and Muskoka Lakes. Even I, who am no worshipper of inanimate nature, shall not soon forget a scene on Lake Rousseau which I witnessed last summer. It was at the head of a bay on the eastern shore of the lake. The water was so transparent that a fish could be seen at a very great depth. On either side rose up almost perpendicular rocks to a height of more than a hundred feet. Just behind where I stood was a grove of tall Norway pines. The rocks at my feet were covered with a dozen different species of moss. The sun was sinking out of sight behind an island in the distance, and, as it disappeared, it threw a track of light across the placid surface of the lake. The sky had blushed to a roseate hue (original!). Half a mile away a camping party were discoursing the classic strains of "Over the Garden Wall." I shall not attempt to describe the conflicting emotions which occupied my mind as I stood there, gazing upon the beauties of that scene—two or whom sat in the stern of my boat chewing candies, which in the

remote region cost me sixty cents a pound! But enough of scenery, for that last effort has exhausted my descriptive powers.

Having endeavored to show what Canada is and what she may become, let me now examine if her people are worthy of so great a heritage. Our country was, as you are aware, one of the few colonies founded by the French, one of the bravest, wittiest and most polished races of Europe.

Their form of government was not calculated to promote the growth of the country in population or wealth, for its tendency was too strongly in the direction of centralization of power to suit the scattered settlements of a colony. However, in the infancy of the country that very centralization may have counteracted the evil results which are likely to ensue when men, separated from their fellows, are too few to establish local governments, and are, therefore, freed to a great extent from the restraints of law. When the rivalry of the British colonies on their borders forced the governors of New France to extend the limits of their country, and the period of their usefulness had passed away, then the power which controls the destiny of nations removed them from their positions and substituted men and institutions better adapted to the genius of the country. Unfortunately, the substitution of British for French rule did not remove every obstacle that lay in the way of Canada's advancement; for there still exists a distinct people, with peculiar language, laws and customs, whose interests do not always seem identical with those of their fellow-countrymen. Still, the fusion of the races is going on, though slowly, and we may hope that, before the lapse of another century, but one language, one interest and one people will be known within our borders, and that French will exist only as an accomplishment, and as a means of torturing unfortunate High School pupils. To this section of our people Canada owes names which have won more than a provincial fame. Honoré Fréchette, the talented lawyer-poet of Montreal, who, a few years ago, won the prize offered by the French Academy for the best poem of the year, and Mme. Albani, the well-known prima donna, have proved to the world that even the divine arts can be successfully cultivated by the "shuddering tenants" of the "few arpentés of snow."

But I must now speak of Ontario, the province most interesting to us, which was settled chiefly by those two great races, first the Irish, and then the Scotch; and its position as leading province of the Dominion would seem to justify all that was said in their favor by the gentlemen who so ably championed their cause. Shall I tell how our ancestors came to the wilds of Ontario, with little else than a year's provisions, axes which they did not know how to use, and the noble manhood which enabled them to undergo any privation, any toil, if only they could win for these dear to them homes, which in their native country they could never hope to possess? Shall I describe their sufferings from poverty, disease and even famine, while they were daily meeting and overcoming difficulties which we their descendants, never can experience? Shall I tell how, prematurely old, and worn out with toil of which we reap the benefit, they went down at last to the grave, not, indeed, unwept and unhonored, but I fear without having at all times received from us those outward marks of respect which their self-denial, self-sacrifice and success so well merited. It is to these men we owe our position among the nations to-day, to these heroes—for heroes they were—who showed their courage and their manhood, not in inflating, but in enduring pain—not in slaying men, but in felling trees. And when the invasion of their country called them away from the axe and the plow, they showed at Chateauguay, at Queenston and at Detroit, that they were able to fight and willing to die for the land of their adoption. Now, are the sons of those men unworthy of such sires? There are persons now, as there were three thousand years ago, who grumble that the race is degenerating; that we are becoming too learned; that our physical strength as well as our hair is rapidly disappearing under constant study; that we are developing head at the expense of arms and legs, that "the days of chivalry are gone," and that we can no longer expect such devoted patriotism as distinguished the ancient Greeks and Romans. It is true that we will not hold our hand in the fire till the sinews crackle merely to show our fortitude, that we will not sacrifice ourselves to appease the wrath of an imaginary spirit, that we cannot afford to throw away lives which are valuable to our country, ourselves and our—cousins; but if necessity requires it, I know that I am but voicing the sentiment of the young men of Canada when I quote:

"As fought our sires of old
So we will fight again,"

As a proof of this I need only remind you of the warlike enthusiasm aroused in our High School at the beginning of the present rebellion. The flushed cheeks, the flashing eyes, the martial bearing of the boys, must have convinced every beholder that we only wanted the opportunity to throw ourselves upon the rebels and sweep them from the country they disgrace. The readiness manifested by our volunteers in coming forward to deliver their country from the danger which now threatens her sufficiently proves that if, in the future, Canadians must engage in war, they will act their part in a manner worthy the descendants of the warriors of Clontarf, Oreey and Bannockburn. But let us rather hope that, under the influence of education diffused throughout the land, under the influence of the Gospel preached in every village, of the Bible read in every home, Canada will exert a moral power which will help to hasten that time when the motto of the nations will be: "Peace on earth, good will to men, glory to God on high."

I have reviewed the past, I have spoken of the present, it only remains to say a few words about the future. In our hands, my fellow-students, and in the hands of others like us, lie the destinies of our country. Just as we are energetic, self-denying, earnest, just as we are distinguished for the rectitude of our lives, so, in proportion, will the future of Canada be glorious. Does it not become us, then, to crush out of our nature every tendency to meanness, every baser passion, every inclination to trifle; and to strengthen our manhood, cultivate our nobler feelings, and aim at a mental and moral perfection which education and religion have pleaded within our reach? And not to the boys alone do I appeal, for the future of our country depends as much upon the ladies, I think even more than upon us. Your influence, which began with your infancy, is increasing and extending, and, if you use it rightly, will continue to do so while you live. It is almost universal, for from boyhood to manhood, from manhood to old age, we are always being rendered happy or miserable according as your power is exerted favorably or unfavorably upon us. In our childhood your influence as mothers with the aid of a slipper or strap, is sufficient to dissolve us in tears. In our youth your smile, as maidens, is sufficient to reward us, your frown to reprove us. In middle age your power as wives—but I shall leave that sentence unfinished till I can speak from experience. It is enough that your character is reflected in our conduct, and that according as you are modest, sensible and good, so will we be gentlemanly, generous and upright.

Since this essay was first written, Mr. President, the events which have taken place in the North-West—the march of Col. Otter, the daring attack on the enemy's rifle pits, the death of so many of our boys—conclusively prove that the sons of Canada are not degenerating either in endurance or courage. Remember that one of the first who fell in the cause of their country was a boy, a student, a native of this county—almost one of yourselves; and if no further sacrifice be now demanded of them, let the boys of Canada remember the name, honor the memory, and, when necessary, follow the heroic example set them by Allie Ferguson. And the generous enthusiasm of the ladies, their kindness in sending comforts to the troops, their offer to act as nurses, show that the hearts of Canadian girls are in the right place, and that, if all are not willing to be Florence Nightingales, they will at least join heartily in the song with which we shall conclude our programme to-night: God Save "Our Boys."

Holiday Reading

A TRUANT EPISODE.

She walked leisurely along Sixteenth street in San Francisco, one morning last May, a very stately looking old lady, with silvery curls about her face. Upon her head she wore a widow's cap, shaped like a coronet, and her full black dress fell in soft folds about her. An old gentleman, bowed and decrepit, his bald head covered with a black skull cap, watched her with deep interest as she approached, from his post on the steps of the Sixteenth street market.

Chancing to look up, she caught his eye. A singular understanding seemed to be at once established between them.

He beckoned to her mysteriously, and looking cautiously about

to see that he was not observed, bent down and whispered confidentially in her ear:—

"Say, do you like peanuts?"

The old lady's eyes beamed.

"Like them! I just love them."

Again he gave an apprehensive glance around, then brought to view a huge paper bag which he had artfully concealed beneath his coat.

"Look here!" he said, triumphantly. "Ever see so many in your life?"

She gave a little cry of delight.

"Oh, where did you get them?"

"Hush! don't speak so loud. Someone might hear us." He had lowered his own voice to a whisper again. "The folks sent me to get some meat for dinner. Seventy-five cents! And I spent it all for peanuts!"

He laughed gleefully over the embezzlement, and the old lady gave vent to a funny little bubble of laughter. The sound of her merriment seemed to reassure him, dispelling any latent suspicions he may have cherished concerning her good faith.

"There are some hills over there," waving his long, thin hand toward the north, "where we could go and eat them, and no one would catch us."

She looked at him gratefully. "That would be splendid," she assented.

For some moments they strolled along in silence, then he broke the silence.

"I once read a capital book—if I could only remember the name. I have it—'Crusoe,' 'Robinson Crusoe' —"

"Precisely what I was thinking about," interrupted his companion pensively. "I could be Robinson Crusoe, and you could be my man Friday."

"Pho! That wouldn't do at all. You'd make a pretty Crusoe! I will be Crusoe, and you shall be my man Friday."

The old lady, who did not seem to be of a combative turn, relapsed into a hurt silence. As they passed a little fruit stand on Folsom street her face brightened.

"We ought to have something else," she suggested. "We should grow tired of nuts."

Her comrade looked gloomy. "Wish I had thought of that. Haven't got another cent," he added, plaintively.

"Oh, I have plenty of change. I always carry my purse in my reticule," the old lady remarked, and from the depths of the large embroidered bag which hung upon her arm, she drew forth a little beaded purse, within whose glittering meshes the gleam of silver could be discerned.

"Give me ten cents' worth of oranges, ten cents' worth of grapes, and a dollar's worth of peppermint drops," she said, smilingly, to the young fellow who came forward to wait upon her. The boy made up the packages with a repressed chuckle, and looked curiously at the coins she tendered in payment, the most recent of which bore the date of twenty years before.

The old couple left the store and wandered off in the direction of Twin Peaks, which loomed before them in the distance. They had not gone many blocks before the old lady exhibited signs of weariness.

"It is so far to the hills," she murmured. "There is a place," pointing to the east, "where there are no houses. Why not go there, instead?"

"That's always the way with girls. They never stick to anything." He darted a keen look of suspicion upon her. "Perhaps you think I'm not capable of taking care of myself? Might get run over, or lost, or something of the kind?"

"No, indeed," returned the lady, placidly. "Such an idea never entered my head."

As they passed along the streets those who met them commented upon their stately and venerable aspect. "Some old people going to see their grandchildren, and laden down with all sorts of goodies, with which to gladden the little folks," remarked one. "More probably their great grand-children," quoth the one addressed; and both turned to follow with their eyes the aged and benevolent couple.

Passing tasteful homes surrounded with large grounds and a wealth of flowers, they came to smaller houses, whence issued the sound of childish prattle with now and then an aristocratic pioneer, raising its three-storied walls haughtily above its humble neighbors. Leaving these far behind, they reached at last a point where the street narrowed into a single wagon-road, which disappeared over a small eminence beyond. Toiling up this rise they found themselves in a broad, depressed tract, sloping down to a small marsh on the west, and securely cut off from observation save from distant houses on the hill beyond.

"Isn't it lovely?" cried the old lady in an ecstasy of delight.

Her companion looked somewhat contemptuously about the barren ground on which they stood, and at the geese waddling through the mud flat below.

"Not much chance to scrape a living here," he responded, "unless I might perhaps fetch one of those ganders with a stone."

"Surely you wouldn't do anything so cruel," she cried, grasping his arm and shaking it. "With a sullen grace he loosed his hold upon the stone he had picked up.

"Let's begin eating," he said, eagerly.

"That wouldn't be nice at all. We must fix our houses first, and our tables and our dishes."

"Fudge! Where you going to get all those things?"

She looked up at him triumphantly, and, opening her reticule, drew forth a number of odd bits of broken crockery and glassware she had slyly picked up from time to time as they wandered through the streets.

"Aren't they beautiful? See this pretty flowered china, and this with a gilt stripe across."

"Humph! That's not so bad," he commented, with an air of mild approval.

"Now, be a good boy and make me a little cupboard," she urged, "while I am getting the dishes ready," and drawing from her pocket a snowy handkerchief she began to polish them vigorously.

The old man strolled about and found a few broken planks, which he converted into shelves, separated from each other by fragments of bricks and stones. As he completed his task his companion called out:

"Do come here and see what a sweet flat rock I have found for a table. We'll eat right now, and build the house afterwards."

With tremulous eagerness they marshalled out their comestibles. The broken bits of glass and china were heaped with dissected oranges and grapes plucked from the stem. A little pink and white pyramid of candy ornamented the centre, and about it they arranged some sprays of wild lupine. A liberal allowance of peanuts was placed at either end of the rock. The old gentleman attacked *the banquet with the careless gusto of a greedy boy, while the old lady ate in a dainty, fastidious way. They had not progressed far before she gave a little shocked exclamation.*

"Mercy! We haven't any napkins."

"Glad of it! I despise napkins," retorted her reckless vis-a-vis. She viewed him with a delicate air of wonder.

"Joshua is just so—my brother Joshua. You don't know what a smart boy he is for figures. Dear me I am so thirsty"

The old man rose with alacrity.

"Give me that broken cup," he said. "There is a little spring around here where the water trickles from the rocks."

When he returned he wiped his lips surreptitiously. His companion detected the action.

"Did you drink first? How very rude!" She viewed him sternly, and carefully wiped the edges of the cup before putting it to her lips.

"It's nothing to a steaming cup of coffee," observed the old man, evasively.

"Or a nice, hot cup of tea. How I wish I had one," she echoed.

When they finished their repast the old lady rose a little unsteadily, cramped from her uncomfortable posture upon the ground. She arranged the broken crockery upon the cupboard shelves, dreamily smiling as she did so. Then she turned with a brisk and energetic air:

"We must hurry now and get our house built. Did you ever make one?"

(To be Continued.)

Examination Questions.

NEW GLASGOW, N. S. HIGH SCHOOL.—JUNE 29TH, 1885.

GEOMETRY, BK. 1.

1. Define figure, adjacent angle, rhombus, trapezium, circle. Distinguish clearly between a definition, an axiom, and a postulate. Explain the terms proposition, problem, theorem, corollary, hypothesis, enunciation.

2. Enunciate those propositions in which Euclid proves the equality of two triangles in every respect. State one case that he omits. Prove Prop. B, and deduce from it an important corollary.

3. In given straight line find a point equidistant from two given points; 1st on same side of it; 2nd on opposite side of it.

4. The three angles of every triangle are equal to two right angles. If triangles be formed on the sides of a polygon of n sides by producing the alternate sides to meet, the sum of the vertical angles is $2n-8$ right angles.

5. A B C is an isosceles triangle having the equal angles at B & C. B F and C F are drawn bisecting the angles B & C, and intersecting in F. Show that the angle B F C is equal to the sum of the vertical angle and one of the basal angles.

6. It is required to describe a triangle equal to a given parallelogram, having one of its angles equal to a given angle.

7. Establish the converse of the following:—The complements of the parallelogram, which are about the diameter of any parallelogram, are equal to one another.

8. That triangle, in which the squares on two of the sides are together equal to the square on the third, is right angled. What kind of a triangle is that whose sides are (a) 7, 6, 5; (b) sq. root of 125, 10, sq. root of 225; (c) 8, 6, 4?

Time—1 hour 45 minutes.

Teachers' Examinations.

EDUCATION DEPARTMENT ONTARIO,
JULY EXAMINATIONS, 1885.

PHYSICS.

SECOND CLASS TEACHERS.

Examiner—J. C. GLASHAN.

1. Two forces, one of 5 lbs., the other of 10 lbs., act in directions making with each other an angle of 120° . Find the magnitude of their resultant.

2. Prove that if the angle between the lines of action of two forces be decreased their resultant will be increased

3. A rod, MN , weighing 8 oz., is found to balance about a point 8 in. from M . A weight of $\frac{1}{2}$ oz. is then fastened to the rod at M ; what will be the distance from M of the point about which the rod will now balance?

4. What is meant by the term *specific gravity*?

Describe any instrument for determining the specific gravity of liquids and explain the principle of its action.

5. What is the difference between the total pressure of the air on the floor and that on the ceiling of a room 20 ft. long by 14 ft. wide by 10 ft. high?

6. "We have strong reasons for thinking that heat is really a kind of vibratory motion." (Stewart; p. 62.)

"We can not only change actual energy into heat but we can change heat back again into actual energy." (Stewart; p. 106.)

Show that these statements are inconsistent. Which of them is correct? State correctly what was intended to be expressed by the other.

7. "The latent heat of steam is 537." Explain the meaning of this statement.

What becomes of all this heat; what work does it do?

8. "You see how it is possible, by making and breaking contact of a wire with the pole of a battery, to move a magnetic needle 1,000 miles away."

Briefly explain how it is possible.

N. B.—Candidates who take Latin, or French, or German, as an option will omit questions 1 to 5 of this paper.

CHEMISTRY.

SECOND CLASS TEACHERS.

Examiner—JOHN SEATH, B. A.

1. Describe experiments to illustrate the general properties of acids, bases, and salts. Classify, if possible, the following under these heads, assigning your reason in each case:—

H_2S , KHO , CO_2 , $CaCO_3$, H_2CO_3 , CaO .

2. Describe and explain fully one process by which you would disinfect a badly smelling drain.

3. State in each case the simplest mode of determining when a receiver is full, in the preparation of Ammonia, Chlorine, Carbon Dioxide, and Sulphur Dioxide. How would you transfer each of these gases from one receiver to another?

4. Describe experiments to show the nature and properties of Sulphur. How much air is needed to burn completely 8 oz. of Sulphur?

5. Fully describe and explain the following experiments:—

(a) Some strong Sulphuric Acid is poured on a piece of zinc, and after the chemical action has ceased, water is carefully added.

(b) Carbon Dioxide is passed for some time through lime-water. A portion of the clear solution thus obtained is boiled; another portion of it is exposed for an hour or so to the air, and, to another portion, lime-water is added.

(c) Some distilled water is shaken up in each of the full receivers mentioned in 3 above:

(d) Some Chlorine gas is exposed to the air in an open receiver.

(e) One volume of Hydrogen is mixed with one volume and a half of Chlorine, and the mixture exposed to the action of diffused sunlight.

6. You are given a powder known to be Carbonate of Ammonia, Phosphate of Soda, Nitrate of Lead, or Chlorate of Potash. Describe the simplest mode of determining which it is.

ENGLISH LITERATURE.

SECOND CLASS TEACHERS.

Examiner.—JOHN SEATH, B. A.

NOTE.—200 marks constitute a full paper. In valuing the answers, marks will be deducted for bad literary form.

1. State concisely the influences that affected Literature about the beginning of the nineteenth century, illustrating your answer by reference to "The Lady of the Lake" and "Rip Van Winkle."

2. What personal characteristics of the authors appear in "The Lady of the Lake" and "Rip Van Winkle"? refer to one passage in exemplification of each.

3. Quote the "Coronach" (Canto III), or Ellen's "Song" (Canto I).

4

'Now, yield thee, or by Him who made
The world, thy heart's blood dyes my blade!'—

"Thy threats, thy mercy, I defy!
 Let recreant yield, who fears to die."
 —Like adder darting from his coil,
 Like wolf that dashes through the toil,
 Like mountain-ot who guards her young,
 Full at Fitz-James's throat he sprung;
 Received, but reeked not of a wound
 And locked his arms his foeman round.—
 Now, gallant Saxon, hold thine own!
 No maiden's hand is round thee thrown!
 That desperato grasp thy frame might feel,
 Through bars of brass and triple steel!—
 They tug, they strain! down, down they go,
 The Gael above, Fitz-James below.
 The chieftain's gripe his throat compressed,
 His knee was planted in his breast;
 His clotted locks he backward threw,
 Across his brow his hand he drew,
 From blood and mist to clear his sight,
 Then glanced aloft his dagger bright!—
 But hate and fury ill supplied
 The stream of life's exhausted tide,
 And all too late the advantage came,
 To turn the odds of deadly game;
 For, while the dagger gleamed on high,
 Reeled soul and sense, reeled brain and eye.
 Down came the blow! but in the heath
 The erring blade found bloodless sheath.
 The struggling foe may now unclasp
 The fainting Chief's relaxing grasp;
 Unwounded from the dreadful close,
 But breathless all, Fitz-James arose.

(a) Ll. 1 and 2. Show that this exclamation is in harmony with Fitz-James's character. Contrast his conduct here with Roderick's in ll. 17-30.

(b) Ll. 5-7. Show the appropriateness of each of these similes.

(c) Develop the meaning of "No maiden's hand," "was planted in his breast," "life's exhausted tide," "Reeled soul and sense, reeled brain and eye."

(d) Point out in detail how force and vividness have been given to the description in ll. 5-34.

(e) Write concise elocutionary notes, bringing out as fully as possible the spirit of the passage.

5. Explain the terms "Satire" and "Humor," giving examples from "Rip Van Winkle."

6. Describe the Rip Van Winkle household.

7. Times grow worse and worse with Rip Van Winkle as years of matrimony rolled on; a tart temper never mellows with age, and a sharp tongue is the only edge-tool that grows keener with constant use. For a long while he used to console himself, when driven from home, by frequenting a kind of perpetual club of the sages, philosophers, and other idle personages of the village; which held its sessions on a bench before a small inn designated by a rubicund portrait of His Majesty George the Third. Here they used to sit in the shade through a long summer's day, talking listlessly over village gossip, or telling endless sleepy stories about nothing. But it would have been worth any statesman's money to have heard the profound discussions that sometimes took place, when by chance an old newspaper fell into their hands from some passing traveller. How solemnly they would listen to the contents, as drawn out by Derrick Van Bummell, the school-master, a dapper learned little man, who was not to be daunted by the most gigantic word in the dictionary; and how sagely they would deliberate upon public events some months after they had taken place.

(a) *A tart—constant use.* Develop the metaphors here. How is this sentence connected in sense with the preceding one?

(b) *Here they—about nothing.* Point out the artistic excellence of this sentence.

(c) *But it would—traveller.* Comment on the literary form of this sentence. Give the force of "But," "worth any statesman's money," and "fell."

(d) Distinguish the meanings of "console" and "comfort," "sages" and "philosophers," "personages" and "characters," "sessions" and "sittings," "rubicund" and "red," and "dapper" and "neat."

(e) Show, from the derivation, the exact meaning of "designated," "listlessly," and "discussions."

(f) What English writer is imitated in this passage? Quote the lines Irving had in mind.

(g) What characteristics of Irving's style are here exemplified? Refer to the illustrations of each.

8. Write concise critical and explanatory notes on the following passages* :—

(a) But Ellen boldly stopped between,
 And dropped at once the tartan screen:
 So, from his morning cloud, appears
 The sun of May, through summer tears.

(b) I'll listen till my fancy hears
 The clang of swords, the crash of spears!
 These grates, these walls, shall vanish then
 For the fair field of fighting men.

(c) Hark! as my lingering footsteps slow retire,
 Some Spirit of the Air has waked thy string!
 'Tis now a seraph bold, with touch of fire,
 'Tis now the brush of Fairy's frolic wing.
 Receding now, the dying numbers ring
 Fainter and fainter down the rugged dell,
 And now the mountain breezes scarcely bring
 A wandering witch-note of the distant spell—
 And now, 'tis silent all!—Enchantress, fare thee well."

ALGEBRA.

SECOND CLASS TEACHERS.

Examiner—J. C. GLASHAN.

1. From $a(b+c)^2 + b(c+a)^2 + c(a+b)^2$
 take $(a-b)(a-c)(b+c) + (b-c)(b-a)(c+a)$
 $+ (c-a)(c-b)(a+b).$

2. Multiply $\frac{x}{a} - \frac{a}{x} - \frac{y}{b} + \frac{b}{y}$
 by $\frac{x}{a} - \frac{a}{x} + \frac{y}{b} - \frac{b}{y}$

3. Divide $(x^2-1)(a^3-a^2)-(x^2-1)(a^2-4a)$
 $+ 3(x+2)(a-1)+3$
 by $ax^2+(x+1)(a-1).$

4. Resolve $2 - \frac{b^2+c^2-a^2}{bc}$ into the product of two factors.

5. It being given that
 $2(a^4+b^4+c^4+d^4)-(a^2+b^2+c^2+d^2)+8abcd$
 is the product of four linear factors of which one is
 $a+b+c+d,$

show how to deduce therefrom what the other factors must be.

6. Prove that if $\frac{ab}{cd} = \frac{a^2+b^2}{c^2+d^2}$
 $\frac{AB}{CD} = \frac{A^2+B^2}{C^2+D^2}$
 wherein $A=a+b+c+d, C=a-b+c-d,$
 $B=a+b-c-d, D=a-b-c+d.$

7. Solve $\sqrt{x} - \sqrt{5} = \sqrt{x-5}.$

8. Determine a, b and c so that the two systems of equations
 $\left. \begin{aligned} ax+by-cz &= 4, \\ ax-by+cz &= 8, \\ -ax+by+cz &= 16, \end{aligned} \right\} \text{ and } \left\{ \begin{aligned} 2x-y+3z &= 9, \\ 3x+2y-2z &= 1, \\ -x+y+z &= 4. \end{aligned} \right.$
 may be satisfied by the same values of x, y and $z.$

9. Solve $(1-x)(x-2) + (3-x)(x-4) - (5-x)(x-10) = 0.$

10. The circumference of the hind wheel of a carriage is greater by one yard than that of the front wheel, but in travelling sixty-three yards, the front wheel makes four revolutions more than the hind wheel. Find the circumference of the hind wheel.

(To be continued.)

Educational Notes and News.

ONTARIO.

Muskoka has now over 80 public school teachers.

Out of 131 candidates who wrote on the entrance examination at Orangetown, 65 were successful.

*In answering this question, the candidate will be expected to explain and comment on the chief difficulties only, and to point out any blemishes and develop any beauties of thought or expression.

Miss Alice Marshall, daughter of Mr. Norton Marshall, of this town, recently passed the matriculation examination in arts at Queen's College, Kingston, and also went up for the intermediate examination in connection with the high schools. She has spent one year in the study of medicine at the Medical College for females at Kingston, and intends to complete the course. Miss Marshall's success is very creditable to her, when it is remembered that just at the time she was in the midst of her preparatory studies here, she lost the best part of five years through illness.—*Brockville Recorder*.

Mr. R. K. Orr, B.A., late of the Whitby Collegiate Institute, has been appointed modern language master of Guelph C. I., to begin service on the opening of the school after the holidays.

Mr. C. L. Crasweller, B.A., has been appointed Mathematical Master in the Oshawa High School.

C. R. Gunne, late head master of the Vienna High School, which institution has been discontinued, has accepted a similar position at Markham, York County. He is at present President of the Elgin Teachers' Association.

Mr. A. G. Henderson, of the Ontario Collegiate Institute has been attending the British American Business College, Toronto, since vacation commenced, and we are pleased to know has taken a first-class diploma in book-keeping, commercial law, banking, etc. Mr. Henderson is also taking the A course in the Art School.—*Whitby Chronicle*.

Mr. Geo. B. Kirk, Port Hope, has been appointed to the Principalship of the Chatham Public School.—*Free Press*.

F. H. Sykes, B.A., has been appointed language master of the Kingston Collegiate Institute at a salary of \$800. He is an honor man of Toronto University.—*London Free Press*.

Mr. F. Newman, late principal of the Shelburne Public School, has tendered his resignation. The trustees have advertised for a teacher to fill the vacancy.—*Free Press*.

What an embroglio over the quarterly payment of teachers' salaries. 1st. The school law says that it is compulsory, and that trustees *must* provide funds for the purpose, even if they have to borrow upon their own promissory notes. 2nd. Mr. D. F. McArdle, principal of Orangeville Public Schools, a fully fledged barrister, and a man of great ability, in his address on school law at the late meeting of Dufferin Teachers' Association, so construes the law, and adds further that a teacher may lose his right to recover at law if he allows three months to elapse before making demand for such quarterly payments. That the law as to quarterly payments affects all present agreements no matter what stipulations they may contain to the contrary. 3rd. The J. B. Hands' opinion that such payments are not compulsory. 4. The question propounded by Trustee to J. B. Hands asking for a specific answer to compulsory clause. 5. The "Hands" somewhat vague answer to Trustee, which, in Toby's opinion, is very unsatisfactory, as it implies compulsory quarterly payments, else why could the Inspector withhold grant if not complied with. 6th. Then in last week's issue we have the Minister of Education's opinion as follows: "That there has been no change made in regard to the payment of teachers' salaries quarterly. The clause appears in the former act, and is subject to any other agreement which has been made."—*Exchange*.

A special committee appointed by the London, (Eng.) School Board, in November last, to inquire into the allegations of over-pressure in the Schools of the Board, have presented an elaborate report. They report grave difficulties in regard to large numbers of the children arising out of irregular attendance, hard work out of school hours, and above all, insufficiency of food. The authorities have found serious difficulties in enforcing attendance under the compulsory clause, especially from the reluctance of some of the magistrates to enforcing compulsory attendance. With regard to the exercise of the compulsory powers given by the Act, the committee say:—

"At the first exercise of compulsory powers by the Board in 1872, the percentage of average attendance was lowered by the influx into the schools of great numbers of children of the lowest class, but since that time it has gradually improved, and the last returns show that the percentage of average attendance (78.4) of the 570,280 children now on the roll of elementary schools in London is higher than that (74.5) of the 387,023 children on the roll in 1875.

The Special Committee are convinced that whatever may be the condition of the children, whether they come from comfortable or

from squalid and filthy homes, they greatly gain, physically, mentally, and morally, by being able to attend comfortable schools. Children who are half-clothed and fed are happier there than in the streets, and, at all events, secure that some notice is taken of their wants. The obviously dull, and even the weak-minded, gain ideas of order in the schools, and the latter may sometimes be seen sitting there with other children, happy and contented, although they are able to follow but little of the class work." In regard to the special questions of over-pressure they summarise their opinion thus:—*Conclusions of Committee*.—(a) That the inquiry has not disclosed the systematic and universal over-pressure of large numbers of children in the Board schools described in Dr. Orlinton Brown's report, but, on the contrary, it has shown that, notwithstanding frequent ill-feeding and bad homes, they are gaining physical, moral, and intellectual benefit from attending school.

(b) That the inquiry has disclosed over-pressure of some children, but that this over-pressure is confined to a comparatively small number.

(c) That such over-pressure as exists is not a necessary consequence of the school system, but is due, partly to the action of the parents who press their children with a view of getting them released from attendance as soon as possible; partly to the sickly and under-fed condition of some children; partly to the wretched state of some of their homes; partly to irregularity of attendance, and, in some instances, to unintelligent and unsympathetic methods of teaching.

(d) That the School Board for London and the Education Department have already, in various important ways, modified their rules and practice, so as to avoid any over-pressure, but that there are certain other modifications and alterations with regard to them, which the committee consider would still further tend in the same direction and to the benefit of the children attending the schools."

NOVA SCOTIA.

From our own Correspondent.

The sixth annual session of the Provincial Education was held in the Assembly Hall of the Normal School, Truro, on the 15th and 16th of July. The report of the Executive Committee embodied the programme of exercises, and recommended republication in pamphlet form of the papers, addresses, and other proceedings of the forthcoming session. The formal exercises were opened by a brief address from the President, Dr. Allison, on which he reviewed the educational history and drew encouragement therefrom. The elections for the required officers resulted in the re-election of Supervisor McKay, as secretary. Then followed an illustrative lesson in elementary science-teaching, by Mr. Banks, of the graduating class of the Provincial Normal School.

The first formal paper of the day was read by Wm. Crockett, Esq., A.M., Chief Superintendent of Education for New Brunswick, on the subject "Do the principles of the Kindergarten system differ from those of modern education?" Mr. Crockett's analysis of educational methods was thorough and searching. The old and the new passed under critical review, and the resultant of a most interesting discussion was the conclusion that our improved modes of primary teaching and Froebel's Kindergarten system rest on the same philosophical basis. Mr. Crockett was followed at the afternoon session by Dr. Rand, Professor of Education and History in Acadia College. Dr. Rand devoted himself to a critical examination of some of the received maxims of educational science, and instanced some respects in which a tendency towards extremes involving danger had been disclosed. He laid great stress on the importance of normally developing both the will and the emotions. These two able papers elicited discussion and appreciative remarks from various members of the Association, among others Inspector Congdor, Principal Calkin, Principal McKay, and the Assistant Secretary. A considerable portion of the afternoon session was devoted to a consideration of a course of study for County Academies and High Schools by the High School Section, while the Common School Section under the superintendency of Inspector Congdon listened to and discussed various practical exercises in teaching conducted by graduates of the Normal School. At a subsequent session of the latter division Inspector W. D. McKenzie delivered an able and instructive address on the course of study for common schools. After many practical explanations of great value, he concluded by asking "What are the benefits arising to the cause of the individual teacher?" answering his questions as follows:—

1. Its classification, its systematic mode; every one admits that

more work of any kind can be accomplished when done systematically than when done without plan.

2. It does away with the old system of turning the children back to the beginning of the book every time a new teacher comes.

3. It enables the inspector to do the work of two hours in one, and to do it more thoroughly.

4. It encourages a noble emulation among teachers, which is in the highest degree beneficial to the schools.

5. It enables the trustees and parents to examine the school intelligently and thereby the more thoroughly appreciate the services of a really superior teacher and pay him or her accordingly.

6. It excites the pupils to greater regularity in attendance. It stimulates the idle ones to greater diligence.

7. It keeps up a permanent classification so that a new teacher takes up the work just where his predecessor left off, thus saving many weeks of valuable time.

8. In rural sections it reduces to a minimum the evils resulting from the unhappy frequency of changing teachers.

9. It is the teacher's plan, rule, square and compass by which he builds his educational structure.

Much, very much, of its usefulness depends upon the manner a teacher operates the course.

I state unhesitatingly that the common school course of our province stands forth as one of the grandest measures, one of the most emphatic examples of progressive development that the educational history of Nova Scotia contains.

On Wednesday evening a crowded public meeting was held, presided over by Sir Adams Archibald, with his usual tact and geniality. Addresses were delivered by the Chairman, by Superintendents Crocket and Montgomery, of Prince Edward Island, Dr. Rand, and Professor Higgins, of Acadia College, of the Provincial Board of Examiners. At the opening of Thursday morning's session, Principal McKay, of Pictou, read an elaborate paper on "Spelling Reform," in which he strongly advocated the adoption of the phonetic method of spelling words. English orthography he characterizes as utterly arbitrary and lawless. Children were doomed to irksome tasks for nothing. The paper abounded in "points," and was brimful of humor. Statistical calculations were presented, showing the enormous waste involved in our present system of word jugglery. The essayist anticipated great good from the efforts of philological societies, which were laboring in the interests of this great reform. The paper was discussed by Principal Calkin, Professor Eaton, and the Assistant Secretary adversely, and by Inspector McDonald and the President with bearings rather in its favor.

The Association was then addressed by D. Montgomery, Esq., Chief Superintendent of Education for Prince Edward Island. Mr. Montgomery spoke interestingly, comparing the system of education of the island with that of this Province. The address was well received as it contained much information concerning educational matters in that Province. He also expressed his pleasure at being present and participating in the exercises of the present convention and he further expressed a hope that in the near future there would be a convention of teachers of the Maritime Provinces, to meet in Truro, Pictou, Moncton, Halifax, or any other place selected for that purpose, and he would promise a good representation of teachers from his Province.

The nominating and balloting for the Executive Committee took place and resulted in the following being elected members:—Inspector McDonald; Supervisor McKay, city schools, Halifax; Professor Eaton, Normal School, Truro; Principal McKay, Academy Instructor; Inspector Morse, Bridgetown.

Prof. F. Eaton, of the Provincial Normal School, delivered the last formal address of the occasion. He dealt vigorously with various features of an educational system, in which he thought amendment was desirable. Several speakers expressed the opinion that in the course of study for common schools, the requirements for Grammar in the Intermediate Grades were excessive. The Superintendent of Education concurred in this opinion, and promised that attention would be given to the matter. Among items of miscellaneous business transacted were the following:—

Moved by Dr. McKenzie seconded by Inspector Congdon, that a committee be appointed to confer with the Superintendent as to the advisability of having for the Provincial Schools a single school term, embracing a period of ten months. Passed.

Principal Calkin moved and Dr. McKenzie seconded that it be advisable to ask the Council of Public Instruction to disallow the engagement of third-class teachers by sections of a certain amount of wealth. Passed.

Principal McKay proposed a new method of ascertaining the number of schoolable children in each section. He said under the present method, or as things have been done, this question in our semi-annual returns is rarely ever correctly answered.

Principal Calkin moved, and Secretary McKenzie seconded:

Resolved, That the Association having learned with much satisfaction that the Provincial Medical Association are moving in the matter of physical training of our youth, and having read with great pleasure the admirable address upon the subject delivered by Dr. Stewart, of Pictou, a committee be appointed to co-operate with the Medical Society in memorializing the legislature on the subject.

The following were appointed the committee:—Principal Calkin, Inspector McKenzie, Superintendent McKay, Principal Congdon (Dartmouth).

Upwards of 370 teachers were enrolled, and the session was pretty unanimously voted the most profitable and enjoyable yet held. The presence and aid of Superintendents Crocket and Montgomery added much to the interest and profit of the occasion.

Literary Chat-Chat.

William Black's wonderful powers of descriptive word-painting are illustrated in "White Heather," which is being re-published in the *Norelist*.

"Prince Bismarck sketched by His Secretary," is one of the most interesting articles lately reproduced in Littell's *Living Age*.

Houghton, Mifflin & Co's. American Edition of General Gordon's Diary will shortly be given to the public.

It is reported that Mr. Lowell will devote himself to the completion of his "Life of Hawthorne," for the American Men of Letter Series.

Hobart Pasha maintains that the danger from torpedoes is much less than is generally supposed, and is about to publish a book discounting the torpedo scare, by means of facts within his observation and experience.

Ginn & Co. are about to publish several books of interest to the teaching profession, one the "Elements of Co-Ordinate Geometry," by W. B. Smith, Professor of Mathematics, Central College, Missouri. Another "The Elements of Chemistry," Descriptive and Qualitative. A text-book for beginners. By James H. Shepard, Instructor in Chemistry, Ypsilanti High School, Mich., and a third "Outlines of Medieval and Modern History." By P. N. Myers, A.M., author of "Ancient History" and "Remains of Lost Empires." The first is to be issued this month, and the others in September.

The Board of Management of the North, Central and South American Exposition, to be opened at New Orleans, next November, for a period of five months, announces a series of special days for the celebration of subjects peculiarly American and hemispherical in their scope. We notice amongst other celebrations an "American Peace Day," an "American Press Day," and an "American Musical Congress."

Question Drawer.

QUESTIONS.

1. Please explain "Standard Time."
2. Publish a map illustrating "Standard Time."

RODERICK DIRV.

Please publish in your CANADA SCHOOL JOURNAL the town and province or state, in which the following Colleges or Universities are. Namely—Brown, Williams, Bates, Cornell, Amherst, Tufts, Colby, Hamilton, Rochester, Richmond. J. M. N.

Some time ago I read that a teacher who had been dismissed before the end of the term, was suing for a share of the holiday pay, according to the new school law. I will be much pleased if you will note the case in the JOURNAL and the decision also the clause in the law on which he bases his claim.

Cobourg, Aug 5th, 1885.

S. T. HORNER.

∴ 1 woman does 15 times as much as 3 boys; 1 woman = 5 boys.
 17 women do work in $6\frac{2}{3}$ days; $\frac{1}{7}$ in $6\frac{2}{3}$ days.
 1 woman does $\frac{1}{30}$ in one day; 16, $\frac{1}{30}$.
 1 " + 16 do $\frac{1}{30} + \frac{16}{30}$ in one day ∴
 1 " + 16 do the work $\frac{30}{17} = 18\frac{2}{17}$ days.

The others require more figuring than I can spare time for now.

JOHN MOWER.

Tay Mills, York County, July 31, 1885.

Literary Review.

EASY LATIN PROSE EXERCISES. Detached sentences and continuous prose. By H. R. Heatley, M.A., Assistant Master at Hillbrow School, Rugby. Rivingtons, Waterloo Place, London.

This little work is well arranged for practice in the use of the easier Latin Prose idioms, and will be found serviceable in the class room.

FABULAE FACILES, by F. Ritchie M.A. London Rivington's. This is a neat little volume evidently prepared by a practical and progressive teacher. It is intended to serve as an introductory work to Caesar, and the easier Latin classics. Our High School teachers have long ago shown their preference for proceeding at once to the regular classics from the introductory or first reader. A great defect in the work under review is a total want of exercises from English into Latin. We would commend the work to teachers of Latin who will find the fables excellent material for Latin Prose, if translated by the teachers for rendering into Latin by the students. The difficulties usually met with in Latin are introduced in carefully graded exercises first as to Accidence, secondly as to Syntax, and lastly as to Idiom.

LECTURES ON EDUCATION by the late Joseph Payne, Professor of the science and art of education in the college of Preceptors of London, England, is a very useful work for teachers and especially for the younger members of the profession. It is a work of nearly 300 pages, printed in good type and on good paper. As it is stated in the preface "The central principle of Prof. Payne's system stands out boldly, and is reiterated at every opportunity; that the pupil knows only what he has discovered for himself, and that in this process of discovery the teacher is only a guide." The great importance of eliciting the pupil's own efforts rather than superseding enfeebling and deadening them by too much telling and explaining is insisted on throughout the work, and it is urged that abstract rules and principles should follow, not precede, the examples on which they are founded. The methods of many of the great educational reformers are quite fully discussed, especially those of Marcel, Ascham, Pestalozzi and Jacotot; and the book closes with an excellent lecture on Froebel and the Kindergarten system of elementary education. At the end of each chapter or lecture is a complete analysis of what is discussed in it. This is a great convenience to one who wishes to master its contents. The work is full of useful suggestions to those whose duty it is to train the young, and should have a place in the library of every teacher.

THE CHILD'S HEALTH PRIMER, For Primary classes. With special reference to the effects of alcoholic drinks, stimulants and narcotics, upon the human system.

This little treatise on physiology and hygiene, is indorsed by the scientific department of the Women's Temperance Union of the United States. It contains in a very simple form facts which every child ought to know, with reference to the structure and functions of different bodily organs.

ON THE SHORE. Translated from the French of Mme. De Witt (Née Guizot), by Mrs. H. N. Goodhart, with illustrations. A charming edition of a charming French tale for children, published by the London Sunday School Union. 56 Old Bailey, E. C.

CAESAR, INVASION OF BRITAIN. W. W. Welch, M.A., and C. G. Duffield, M.A. **CICERO, STORIES FROM ROMAN HISTORY.** G. E. Jeans M.A., and A. V. Jones, M.A. **CICERO DE ANICITIA.** E. S. Shuckburgh M.A. **EWYROP. IUS.** W. W. Welch M.A., and C. G. Duffield M.A. **PHAEDRUS, SELECT FABLES.** A. S. Walpole M.A.

These little volumes belong to the "Elementary Classics," published by Macmillan & Co., of London. They contain biographical introductions, and vocabularies arranged in the order in which the words appear in the text. The notes seem sufficiently copious and well adapted for beginners. A somewhat novel and very useful feature is the "Exercises," consisting

of short, easy sentences for re-translation into Latin. Williamson & Co., Toronto.

PRACTICAL WORK IN THE SCHOOL ROOM Part I. The Human Body—Pupil's edition. A. Lovell & Co., New York.

This little work as its name implies is intended to give pupils the first practical lessons on the structure and functions of the different organs of the Human Body, preparatory to the study of the effects of alcohol and tobacco on these organs. The question and answer system is pursued throughout, and the language is singularly simple and suited to the capacities of young pupils. The chapters on Alcohol and Tobacco are especially good and contain much useful information on the injurious effects of these poisons on the human organism. The paper, letter-press and binding are excellent, the cuts clear, and the general get-up of the work good.

SUMMARY OF ENGLISH GRAMMAR. Rivingtons, Waterloo Place, London, 1885.

Many books have been written on English Grammar but none perhaps better suited to give a comprehensive summary of the leading topics of the subject than this little volume. Written to give the facts of the subject without entering into any discussion of disputed points, and printed with all the modern improvements of block-letter type, spacing &c., the book presents an attractive appearance. The chapter on SYNTAX gives, without the "infinite of rules," so common in some grammars, the common anomalies of every-day speech, and under PROSDY the more important rhymes, metres, figures of speech and rules for punctuation are specifically but concisely treated and examples given when needed. Added to all this is a copious verbal index, without which no school text-book is now complete.

Teachers' Associations

NORTHUMBERLAND TEACHERS' ASSOCIATION.—The regular annual convention was held in the Collegiate Institute Cobourg, on Friday and Saturday, 5th and 6th of June. The convention opened at 10.30 a.m., the President, D. C. McHenry M.A., in the chair. After reading and adoption of the minutes, audit and nominating committees were appointed. A motion was passed to the effect that each member of the Association desiring a copy of the minutes of the Ontario Teachers' Association, would receive the same by paying the Secretary 10 cents. A library committee was appointed and reported during the convention, but after some discussion the library question was referred back to the committee to report at the next convention. A resolution was passed to the effect that the reduced rates for educational journals obtained through this association be granted only to teachers who have paid their fees for the ensuing year, and then only when the subscription is forwarded to the secretary for remission not later than the 31st Dec. Dr. McLellan ably introduced the subject of Grammatical Analysis. The discussion was continued by Mr. McDiarmid the President, and Inspector Scarlett. Inspector Scarlett read a short essay on the subject of "Text Books—preparation, authorization and uniformity." Inspector O'Brien from the County of Ontario, then addressed the convention, passing a glowing eulogy upon Dr. McLellan. Representatives of the different Educational Periodicals then addressed the convention. The session was closed with an admirable address by Dr. McLellan on the A B C of Arithmetic. At 8.30 p.m., Dr. McLellan was introduced to the audience, and delivered an eloquent and telling address on the subject of "The Coming Teacher." A vote of thanks was tendered the Doctor, Saturday.—Mr. Arthur J. Reading was introduced, and proceeded to exemplify the course he would pursue in "The Teaching of Elementary Drawing." The following resolutions were passed:—1st. That this convention approves of the action of the Minister of Education in preparing a course of reading for teachers. And that we as teachers, heartily endorse the action of the Minister of Education in appointing Dr. McLellan conductor of Teachers' Institutes. The conference on "Teachers' Difficulties, to be led by Mr. H. F. McDiarmid, was omitted owing to want of time." Dr. McLellan then took up "Objects of Questioning." The auditors' report was adopted and showed a balance of \$67, 84 on hand. The usual allowance was voted to the secretary. The following officers were elected for the ensuing year:—A. A. Gould, President; J. G. Orr, Vice-President; C. A. Lapp, Sec-Treas. Executive Committee—Messrs. Ellis, McDiarmid, McHenry, Scarlett and Kelley. It was resolved, that \$1 of the subscription price of two of the Toronto educational journals be paid by the Association. Mr. S. H. Preston illustrated his method of "Teaching music in our school." The report of the Management Committee was received and adopted. The next Convention will be held in Coborne. Rev. D. S. McCrae, Presbyterian Minister, Cobourg, being called to visit a sick friend, was unable to deliver the closing address.