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The Canada School Journal.

AND WEEKLY REVIEW.

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Table of Contents.

	PAGE.
EDITORIAL:—	
The World.....	109
The School.....	110
Superannuation.....	111
SPECIAL ARTICLES:—	
A Teacher's Soliloquy.....	112
What Shall the Teacher Read?.....	112
EXAMINATION QUESTIONS.....	113
PRACTICAL DEPARTMENT:—	
Only a Chicken.....	114
Primary Drawing.....	115
School Government.....	116
Entrance Literature for July and December.....	116
EDUCATIONAL NOTES AND NEWS.....	117
PERSONAL.....	118
CORRESPONDENCE.....	118
ANSWERS TO CORRESPONDENTS.....	118
MISCELLANEOUS.....	118
TEACHERS' ASSOCIATIONS.....	120
LITERARY REVIEW.....	120

The Canada School Journal and Weekly Review.

Edited by J. E. WELLS, M.A.

and a staff of competent Provincial editors.

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

—O—TERMS.—O—

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

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The World.

A valued subscriber in Charlottetown, P. E. I., says:—

"The idea of offering prizes for competition by subscribers to the CANADA SCHOOL JOURNAL is an excellent one. It will doubtless stir up some of the latent talent of the schoolmasters. I trust that the competition will be general through the provinces, and that some prizes will be secured by 'the dwellers by the sea.' The JOURNAL is a great favorite amongst the teachers here. To me it is a weekly treat that I could ill afford to lose."

We shall be glad to see some of the prizes go down to "the dwellers by the sea," and have little doubt that the wide-awake teachers down there will secure at least a fair proportion.

For what object is England going to fight the Arabs in the Soudan? Is she waging a war of revenge, of conquest, or of self-defence? Is she preparing to do battle simply because she has had a rebuff and her blood is up, or is she sending her armies on a chivalrous mission to free the oppressed, and to stamp out the abominable slave trade? These are questions which Canada should ask, and have satisfactorily answered, before committing herself in any way to the project of sending a contingent to take part in the fray. The question is a moral one, a question of right and wrong, and Canada is surely far enough on the highway to nationality to give her a right to do her own thinking and keep her own conscience.

If England must "smash the Mahdi," most readers will agree with us that it is well the smashing should be left in Wolseley's hands. There may have been much or little ground for the rumour that he was to be re-called, or superseded, but it is difficult to see wherein he has failed to do what was possible for any one. Not even British generals or British soldiers can work miracles, or perform the impossible. The Nile with its formidable rapids is a fact, but so are the fearful dangers of the alternative route over the desert from the Red Sea to the Nile. It is by no means clear that Wolseley did not choose the lesser of the two great evils. That being granted, few will imagine that more rapid progress up the Nile was practicable, or would have saved the lamented Gordon from his fate.

The scene at the inauguration of President Cleveland seems to have been a grand and imposing affair. The inaugural address has called forth a great variety of opinions, which would seem to show that it must be somewhat non-committal. Perhaps this is just as well. It is not for him that putteth on the armor to boast. A degree of reticence in such a case may be an indication of strength rather than weakness. The new President has a huge task before him, and a heavy responsibility upon him. His course so far argues well, and it is hoped that he may withstand all sinister influences and prove himself staunch on all the great political and moral issues he will have to face. There is something grand and inspiring in the spectacle of fifty millions of free people choosing their own ruler, and clothing him with the great executive powers which belong to the President of the United States.

Notwithstanding the cloudy state of the political atmosphere in England, there seems good reason to hope that the grave questions with Russia will be amicably adjusted. It is hard to believe that Russia is anxious to measure swords with Great Britain, though her astute diplomatists may be ready to take advantage of England's embarrassment in Ireland and the Soudan to put on pressure with a view to gain concessions for which they might not otherwise hope. Similar tactics were, it will be remembered, resorted to on a former memorable occasion by Russia with success, but in the present state of opinion or rather feeling, in England, that history is not likely to repeat itself. The statements with regard to Bismarck's promised influence in preventing war, may be taken with a grain of salt. The policy of the German Chancellor is hard to understand, but it is pretty safe to say that it will regard the interests of Germany as represented by Bismarck first, and those of England under the Gladstone Ministry last.

Every Canadian will sympathise to some extent with the feeling that prompts Canadian officers and militia to volunteer for service in Africa. The impulse to stand by the old land and aid, as far as possible, in maintaining her supremacy, is transmitted from sire to son. Yet it would be a pity to have the old world military spirit transplanted in any way to Canadian soil. The mission of America should be one of peace and goodwill. It would be a rather cheap loyalty to send our soldiers to the help of the Mother Country and leave her to foot the bills. On the other hand we may well hope that the day is far distant when peace-loving Canadians shall be taxed either to support regiments abroad or to maintain a standing army at home. But give the fighting spirit free play and a little encouragement and we may shortly find ourselves doing both.

A very broad farce has been for some time and is now on the political boards in Denmark. King Christian IX. on the one hand and the Folkething or Lower House of Parliament on the other are the actors, and a dead lock in legislation the result. The King persists in keeping in power a Minister and Government who are in a ridiculously small minority in Parliament. The Government propose laws which Parliament contemptuously rejects and the Parliament passes laws which are promptly vetoed by the King. King Christian himself seems to be a would-be autocrat without much brain, but with much foreign influence which helps to bolster him on the throne. He is father-in-law of the Prince of Wales and the Czar of Russia, and father of the King of Greece. All the same it is but a question of time when he will have to submit to the settled determination of the people to make their own laws, or give place to one who will, or to revolution, perhaps anarchy. The quarrel at bottom seems to be between the peasants and the landholding aristocracy.

The Bill for the extension of the franchise introduced into the Ontario Legislature by the Government is one of these few measures in regard to which both parties in the House will, it may be presumed, be in substantial accord. Certainly, whatever may be their private convictions not many popular representatives will care to have their votes recorded against such a measure. It is one of those steps too, which, under a system of popular government, are only questions of time. Sooner or later they are inevitable. Once admit the principle, which few in democratic Canada will dispute, that self-government is the highest form of government, and the only one worthy of an intelligent people, and all the rest follows as a matter of course. "Government of the people, by the people, for the people," once conceded, there is no logical stopping-place short of manhood suffrage. It may not in a given case, be wise to adopt that at once, but it is sure to come in course. Much, but by no means all, or the most important part of legislation has to do with property, and when the question, which is the real question, is fairly put, should the money or the man be represented? few men, Liberal or Conservative, will long hesitate about the answer. Mr. Mowat's bill does not reach manhood or citizen suffrage but it is a long stride in that direction, and its adoption will mark an era in the history of Canada.

The School.

We are pleased to note in our exchanges frequent reports of public entertainments given by literary societies in connection with High Schools and Collegiate Institutes. This is as it should be. A well managed literary society in connection with a school performs a double service. The careful preparation of its exercises affords a most valuable supplement to the educational work of the school, and the interest of the community in its work and progress is greatly stimulated by the literary entertainments. Some of these institutions, as, for instance, the Cobourg Collegiate Institute, are, we are glad to see, enlisting the best local talent for courses of lectures on interesting and important topics. The example is worthy of all imitation.

The project of University union is still undergoing discussion in Nova Scotia. Some preliminary steps have been taken, amongst others, the appointment of a committee to formulate a scheme. We fear, however, the prospects of success are not very bright, especially if centralization is made a feature of the scheme. Strong influence would be needed to uproot King's from Windsor, and Acadia from Wolfville, and transplant them into the new soil of Halifax, while the idea of Dalhousie and Acadia going to Windsor, or Dalhousie and Windsor to Wolfville, would be still wilder. It seems, however, as if some scheme of affiliation might be agreed upon which would be of mutual advantage, help to elevate the standard, and give to all concerned the strength and advantages of unity in diversity.

How many of the Public School teachers make any use of the newspaper in the school room? Its educational value to the reading public is universally admitted, but it is not always perceived that judiciously used, it might be made equally valuable in the public school. Under the heading "The World" it has been our aim to aid the teacher by presenting a weekly *resume* of leading events. These notes are necessarily too brief to make the matters treated of clear to the school boy or girl, but the teacher will find that by using some such topics as a basis for a weekly exercise, having them read say before the school, and the children encouraged to ask explanations, the interest of the pupils in what is going on in the actual world may be awakened, their intelligence quickened, their knowledge of geography and history made practical and their thinking powers stimulated. And all this is true education.

"Our printed courses of study, often so detailed and exiguous as to destroy all the teacher's freedom and initiation, and our examination papers and exhibitions, which too often more than make up for lack of thoroughness by the number of studies begun, show off the children so well that we forget that many of our schools are, as has been said, working out here the problem that China has solved so well, viz., how to instruct and not develop."

So says Prof. G. Stanley Hill in the *North American Review*, of the American schools. Every true educator will agree that the danger is by no means an imaginary one. But if a competent observer draws such conclusions in regard to the schools of the United States, what would he say of those of Canada,

and especially those of Ontario, where the system is even more rigid and minute, and the tendency to uniformity and centralization much greater? It is to be hoped, however, that the crisis of the examination fever is past with us. Certainly a marked improvement is of late observable in the character of the papers being set, from those of the University downward, and the question whether the educational process shall aim at instruction or development, depends more upon the kind of those papers than upon anything else.

Does University Confederation as projected in Ontario mean competition or amalgamation? Would the realization of the project give us a generous rivalry between a number of living colleges, each doing the work of the common university in its own way, or would it simply give us a congeries of Theological halls, utilizing the University and its Colleges for non-theological training? The chief interest of the friends of University education, and of the public, centres in the answer to this query. If the former of each of the above alternatives is correct, the scheme is worth working and sacrificing for? If the latter, its sphere is too narrow to make it of much interest to the general public. Some of its advocates seem to have the one idea in mind, some the other. The fact is that there is no one of the colleges which does not need to come into living contact with others in order to shake its management, faculty and students out of their self complacent jog, and its courses and methods out of their narrow and deep-worn ruts. We hope it is not hereby to say that we believe Toronto University needs the shock as much as any of the "one-horse" colleges, and would profit at least equally by it. The tendency to measure themselves by themselves is often even more pronounced and more mischievous with large institutions than with smaller ones. We hope Confederation means real, downright, earnest competition, of college with college, professor with professor, method with method.

It was well said by a prominent member of the Ontario Legislature in a recent debate that a thing to be strongly deprecated is this constant tinkering of our school law. Any one who will run back in thought over the history of our school legislation for the last six or eight years will appreciate the force of the remark. There has been a constant succession of changes not all in the direction of improvement. The minds of trustees, teachers and all others interested, have been kept in a state of uncertainty and unrest, which is very unfavourable to the best discharge of their duties. Not only is it true that change is not always progress, but all experience teaches that in every sphere of active life it is not always wise to resort to change the moment a little defect is discovered, or a possible improvement suggested. It is often better to wait for a favourable moment to remedy a fault than to create general disturbance by seeking to apply a remedy too promptly. We are no advocates of a *laissez faire* policy. Constant improvement should be the aim in every department of public life and work. But it is safer to make haste slowly, to wait until evidence of serious defect has accumulated under the best of all tests, that of experience, than to keep up a series of experimental

changes which are liable to prove worse failures than the methods they are used to supplant. Numerous illustrations will suggest themselves to our readers, ranging all the way down from the creation of a Minister of Education to the origination of the "reader difficulty," and the one-book system.

In the last number of *Education*, Dr. J. D. Anderson makes some good points in regard to the æsthetic in schools. He insists that the teacher can and should, by precept and example, cultivate the love of the beautiful. Every live teacher must have observed the influence of attractive surroundings and the opposite upon the average pupil. Who does not know how much easier it is to preserve order and decorum in a well-finished and well-furnished school-room than in one which is gloomy, dusty and disordered. The rough, ugly desk or window-sill seem to challenge the ready knife or pencil, and will be covered with hieroglyphics, while those neatly finished and polished are left comparatively unmarred. It is the old tumble-down rookery, not the handsome residence, which, when left unoccupied, becomes the target for snow-balls and stones. These well observed facts are full of suggestions for the thoughtful teacher. Children instinctively appreciate neatness and beauty, and the teacher who can skilfully work upon this feeling will find himself in possession of a new element of moral power. Children of both the larger and the smaller growth are more self-respecting and less liable to do a mean or vicious thing when they are conscious of being clean in person and tidy in dress, than when ragged and begrimed. Thus the teacher who cultivates the love for neatness, order and beauty, till it becomes a fixed habit in the child, is not only strengthening his own influence, and doing a present good, but is opening up a new source of pleasure, and erecting a barrier against temptation for all the future life of his pupil.

SUPERANNUATION.

Teachers in Ontario who have been for years contributors, on compulsion, to the Superannuation Fund, are no doubt watching with interest the change of policy proposed in the Bill now before the Legislature. So far as we can gather from inspection of the Bill the changes effected by the new and amended clauses may be briefly described as follows:

I. As annual payments are henceforth to be received only from those who have already contributed to the fund, the superannuation scheme is evidently to be discontinued so far as those who may henceforth enter the profession are concerned.

II. Payment to the fund is no longer compulsory.

III. Those who may elect to continue their contributions must henceforth pay \$8 per annum, instead of four.

IV. The rate of pension to the superannuated is to be fixed instead of being left indefinite as hitherto, six dollars per annum for every year of contribution being the rate named in the Bill.

V. Any teacher resuming his profession after superannuation and continuing to draw from the fund, forfeits all further claim on it.

VI. Any teacher retiring from the profession is entitled to a re-fund of one-half the total of his contributions to the fund.

Most new teachers will, no doubt, approve of the policy of discontinuing the too paternal policy of compulsory payments to a Superannuation Fund. With a multiplicity of benefit societies of various kind to choose from, each teacher can surely be trusted to make his own provision for the future. The fixing of the amount of the annuity on an equitable principle, instead of leaving it as hitherto indefinite, is a step in the right direction. There may be valid reasons for doubling the amount of the annual payments for those who choose to continue them, but certainly those reasons are not on the surface and the increase of the minimum annual payment from \$4 to \$8 looks like an indirect pressure put upon contributors to induce them to discontinue their payments. Simple justice too would seem to require that the annuity should be increased in proportion. If a payment of \$4 per annum for twenty years up to date entitles a beneficiary to \$120 per year, why should not a payment of \$8 per annum for 20 years to come entitle him to \$240 per annum?

Teachers should have a chance to speak out in regard to these proposed changes and others, such as that relating to payment for holidays. Simple justice and common courtesy unite in demanding that the Bill be left over until next session for consideration by those specially interested.

Special Articles.

A TEACHER'S SOLILOQUY.

(By AICE P. BRADISH in Rochester, N. Y., *Educational Gazette*.)

I pause, oftentimes, when I'm weary
And worn with the toil of the day,
When the pathway looks long and so dreary,
The end seeming still far away,
And think o'er the day's work just ended,
The routine of labor and care,
And ask if the world's any better
For what I have done for my share.

Each day brings its toil and its sorrow,
Each night brings its darkness and rest;
Is the rest but for toiling to-morrow?
Is the toil but to fit us for rest?
Do the days stretch onward forever?
Do the nights always come in their turn?
Is their length and their dreariness shortened,
By what I may teach or may learn?

The children around me come thronging
With faces so eager and bright,
I look at them fondly, with longing,
Asking that ever aright
I may guide them, and aid them, and lead,
But the troublesome question will come:
What shall I have to show for my caring
When all of my labor is done?

I sometimes ask, as I'm thinking
Of the centuries of sorrow and sin,
Of the millions of lives which have ended,
Of the myriads yet to begin,
What am I 'mid the circling of ages?
What are you 'mid eternities past?
Can it be that our deeds are of moment?
Can it be that our actions will last?

The stars shining down through the spaces,
With cold, distant looks seem to say,
We are here, we have been here through ages,
We will be here when you are but clay.
What are you then, oh! man, in your wisdom?
What are you in the strength of your might?
What are you with the striving and longing?
What are you in the gleam of our light?

I know that the stars in their places,
Are more than the sands of the sea;
I know that each one through vast spaces
Sends its clear, brilliant light down to me.
They all have been shining for ages,
They will shine on for ages to come,
Each one has its place in the pageant,
Each one has its share in the song.

My heart grows happier, lighter,
My thoughts of the future less sad,
The pathway before me grows brighter,
All nature around me more glad.
I, too, have my place in life's pageant,
I, too, have my share in its song;
Though the end may be sooner or later,
The way's not too short nor too long.

We each have our tasks for fulfilling;
The duties before us lie plain;
If we do what each day sets before us,
We'll find we've no time to complain.
If we pause not for question or query,
Just doing with all of our might,
We'll find when our work here is ended,
And seen by eternity's light.

What seems to us now small and needless,
Will unfold in the radiant whole,
To a far greater beauty and fulness
Than ever has dawned on our soul.
We'll find that each task has its meaning,
Each one, howe'er irksome, was right,
And the years we have passed through so slowly
Will seem but a day's transient light.

WHAT SHALL THE TEACHER READ?

The following paragraphs culled from an article in the *N. E. Journal of Education*, by J. O. Taylor, Texas, contain some excellent suggestions:

In answer to the question, What should the teacher read? one might reasonably say, Anything that any other man or woman ought to read. In answer to the question, From a professional standpoint what should the teacher read? one can only say, Such matter as directly concerns his business, and matter which, possibly, no one else does read. It is the fact that the teacher needs to know some things that the world at large is not expected to know, that insures to his calling the title of a profession. The mere fact that the teacher's work is professional, does of itself enforce the necessity of a professional literature; and a professional literature being the result of the highest efforts of the best practical thinkers and workers in the calling, commends itself to the attention, the consideration, and the profoundest thinking of all who would duly appreciate the honor of their chosen work.

In an eagerness, however, to pursue a special course of reading, the good results to be obtained from a well-chosen and maturely-studied general course ought not to be ignored. The man or woman who would know nothing but teaching is sure not to know that. He who refuses to know what the world has done, is doing, and yet promises to do, in the line of progress,—whether that be directly connected with the school-room or not,—refuses that which he needs, and in which he ought to be deeply concerned.

The school-room occupies only one corner in a vast field of labor, and those who tend it, while stirring the soil

delicate plants that commonly grow in such corners, act well the part of wisdom when they cultivate a liberal sympathy broad enough to reach every other point of the public moral garden. If we are friends to education, we are friends to any other enterprise that promotes public weal. If we are friendly to human progress, we are hostile to that which hinders such progress. If, we are friendly to the one, and hostile to the other of the two opposing elements in the make-up of human affairs, then we are interested in what the world is interested in, we talk about what the world talks about, and read about what the world reads about. For the teacher to assume an air of indifference to political and other important current events, does not display high-mindedness, but narrow-mindedness.

Only a few thoughts are required to bring one directly to the conclusion that all teachers would wisely provide themselves with the broadest possible course of general reading.

* * * * *

Teaching is no more an isolated work than anything else, if indeed some do make it apparently so. Those engaged in the vocation should collect all the knowledge relating thereto that may lie within their reach. The teacher that trusts entirely to his own store of knowledge, and what he may acquire by actual experience, stands on an equal footing with the teacher of a century ago. He is dead to all the rich germs of thought concerning his profession that have been collecting since the institution of the school. The science of education demands thought as well as the science of anything else. It not only demands thought, but it demands, by its growth, collected, concentrated, and sifted thought. This demand has been supplied by leading educators, and their failures and successes in the school-room come to us on the printed page, telling how to avoid their mistakes and uncertain experiments, and how to improve by their successes. Thus we are enabled to take up the line of thought where they quit it, and aid in the further development of the science; not spending our time and efforts in arriving at conclusions that were reached a hundred years ago.

But it is not uncommon to hear an aged, and no doubt well-meaning, fellow-teacher say. "Well, I don't mind reading educational papers, works on methods, theory and practice of teaching, etc.; but then they never did help me much; I never could apply any such information in my school-room." Now the reason he cannot apply it, possibly, may be very evident. Perhaps he takes up some method that is not his own and tests its practicability by trying to make a verbatim application of it. Of course he fails in his part, and then lays the blame to the method. The truth of it is, he deserves nothing better than failure for having tried to ape another teacher. It is not intended for a teacher to make any such use of information; for if so, then one small volume might contain all he would need in a lifetime. On the other hand, he is not expected to make a mimic of himself, but to employ his own methods, improved by the suggestions of others. What will meet the demands of one case, possibly, can never meet the demands of another. When one can throw together a dozen methods of others, extract from the mass half a method of his own, and then supply the other half by his own original thinking, he will be pretty apt to have a method worthy of a thorough testing. In short, a teacher must make a method of his own before he can successfully apply it. He ought to feel that he himself has something at stake in the test.

And now we find ourselves treading on the borders of another reason why educational literature, as above explained, should be read by the teacher. It stimulates thought. By reading what others are doing, the teacher is led to inspect his own work, to turn his mind loose upon his own plans of conducting school work. His

question becomes, How am I to devise better and more effective ways of developing mind, imparting instruction, and governing my school? I read that my fellow-teacher, A, has adopted such and such a method of insuring regular attendance. His plan would fail in my school, but since I have come to think about it, I know a plan that I feel quite certain will work. As a result he adopts his better plan, and his school is thereby improved. One lurking evil of our schools is that stagnant condition of the teacher's mind. He needs to give more thought to his business. His time ought to be undivided and wholly given to school duties. When not in the school-room, he should be studying about what and how to do when he is there. The teacher's qualifications are to be estimated, not by the amount of ease with which he can teach, but by the amount of labor with which he does teach. Let us lay hold of all the ideas of teaching, that they may stir our own minds to think on the subject.

Examination Questions.

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

FOURTH BOOK AND SPELLING.

EXAMINER—JOHN SEATH, B.A.

ONTARIO READER.

1. Ruin seize thee, ruthless king;
Confusion on thy banners wait!
Though fanned by Conquest's crimson wing,
They mock the air with idle state.
Helm, nor hauberck's twisted mail,
Nor e'en thy virtues, tyrant, shall avail
To save thy secret soul from nightly fears,
From Cambria's curse, from Cambria's tears!
(a). Who is the king here addressed? Why is he called "ruthless" and a "tyrant?"
(b). Explain "confusion," "banners," "mock the air," and "idle state."
(c). As what is Conquest represented here? Why is the word spelt with a capital? Why is "Conquest's wing" described as "crimson?"
(d). Write brief notes on "helm," "hauberck," and "twisted mail."
(e). What "virtues" are meant? Why does the bard say "even thy virtues," "secret soul" and "nightly fears?"
(f). Give the meaning of "Cambria" as used here.
(g). What feelings should we express when reading the stanza?
2. A little after midnight, the joyful sound of *Land! Land!* was heard from the *Pinta*, which kept always ahead of the other ships. As soon as morning dawned, all doubts and fears were dispelled. From every ship an island was seen about two leagues to the north, whose flat and verdant fields, well stored with wood, and watered with many rivulets, presented the aspect of a delightful country. The crew of the *Pinta* instantly began the *Te Deum* as a hymn of thanksgiving to God, and were joined by those of the other ships, with tears of joy and transports of congratulation. They threw themselves at the feet of Columbus, with feelings of self-condemnation, mingled with reverence. They implored him to pardon their ignorance, incredulity and insolence, which had caused him so much unnecessary disquiet, and had so often obstructed the prosecution of his well-concerted plan; and passing in the warmth of their admiration from one extreme to another, they now pronounced the man whom they had so lately reviled and threatened, to be a person inspired by heaven with sagacity and fortitude more than human, in order to accomplish a design so far beyond the conceptions of all former ages.
(a). Give for each of the following a meaning which may be put for it in the foregoing passage: "as soon as morning dawned," "aspect of a delightful country," "transports of congratulation," "obstructed the prosecution of his well-concerted plan," "sagacity

and fortitude more than human," "in order to accomplish a design."

(b). What had caused these "doubts and fears?"

(c). How had the crows shown their "ignorance," their "incredulity," and their "insolence?" Why did they now revere Columbus?

(d). State in your own words how the author of the foregoing passage explains "from one extreme to another."

3. Under the following heads give an account of the destruction of Pompeii: The appearance of the city before its destruction; The sudden calamity; What excavators have discovered.

CANADIAN READERS.

1. There was a sound of revelry by night,
And Belgium's capital had gathered there
Her Beauty and her Chivalry, and bright
The lamps shone o'er fair women and brave men;
A thousand hearts beat happily; and when
Music arose with its voluptuous swell,
Soft eyes looked love to eyes which spake again,
And all went merry as a marriage bell.

But hush! hark! a deep sound strikes like a rising knell!

(a). Under what circumstances did the events here narrated take place?

(b). Explain the meaning of "Beauty," and "Chivalry." Why are "Beauty" and "Chivalry" spelt with capitals? What is meant by saying that Belgium's capital had gathered, &c.?

(c). Explain "thousand," "voluptuous swell," "spake" and "again," as used here.

(d). Why is "strikes" present tense while the verbs in what goes before are past?

(e). What different feelings should we express when reading lines 1-8 and line 9?

2. The Duke of Wellington left to his countrymen a great legacy, — greater even than his glory. He left them the contemplation of his character. I will not say his conduct revived the sense of duty in England; I would not say that of our country. But that his conduct inspired public life with a purer and more masculine tone I cannot doubt. His character rebukes restless vanity, and reprimands the irregular ebullitions of a morbid egotism. I doubt not that, among all orders of Englishmen, from those with the highest responsibilities of our society to those who perform the humblest duties, — I dare say there is not a man who in his toil and his perplexity has not sometimes thought of the Duke, and found in his example support and solace.

(a). Give for each of the following a meaning which may be put for it in the foregoing passage: "revived the sense of duty," "inspired public life," "masculine tone," "irregular ebullitions," "morbid egotism," "found in his example support and solace."

(b). Distinguish between "contemplation" and "sight."

(c). Illustrate the meaning of "highest responsibilities of our society" and of "the humblest duties."

(d). Why does the author not say that the Duke's conduct "revived the sense of duty in England?"

(e). What lessons may we learn from the "contemplation of the Duke's character?"

(f). Quote the lines from "A Psalm of Life" suggested by the above passage.

3. Under the following heads give an account of Tom Brown and Arthur: Rugby School; Who Tom and Arthur were; What happened at school the first evening; How Tom felt when he went to bed; His determination. and the great lessons he had learned.

ROYAL READERS.

1. What would we give to our beloved!
The hero's heart to be unmoved,
The poet's star-tuned harp to sweep,
The patriot's voice to teach and rouse,
The monarch's crown to light the brows?
"He giveth His beloved sleep."

What do we give to our beloved?

A little fath all undisproved,
A little dust to overweep,
And bitter memories, to make
The whole earth blasted for our sake;
"He giveth His beloved."

(a). How in each stanza is the last line connected in sense with what goes before it?

(b) Explain "our beloved," "star-tuned," "to light the brows" and "sleep."

(c). State in your own words what we would give to our beloved?

(d). Explain "all undisproved" "to overweep" and "blasted for our sake."

(e). State in your own words what we give to our beloved. When are the gifts received?

(f). Name the words in the first and the last line of each stanza that are to be emphasized.

2. "The most beloved of English writers," — what a title that is for a man! A wild youth, wayward, but full of tenderness and affection, quits the country village where his boyhood has been passed in happy musing, in fond longing to see the great world, and to achieve a name and fortune. After years of dire struggle, of neglect and poverty, his heart turning back as fondly to his native place as it had longed eagerly for change when sheltered there, he writes a book and a poem, full of recollections and feelings of home, — he paints the friends and scenes of his youth, and peoples Auburn and Wakefield with remembrances of Lissoy. Wander he must; but he carries away a home-relic with him, and dies with it on his breast. His nature is truant; in repose it longs for change, as, on the journey, it looks back for friends and quiet. He passes to-day in building an air-castle for to-morrow, or in writing yesterday's elegy; and he would fly away this hour, but that a cage and necessity keeps him.

(a). Give for each of the following a meaning which may be put for it in the foregoing passage; "wayward," "happy musing," "to achieve a name and fortune," "the recollections and feelings of home," "paints," "His nature is truant," "building an air castle," "elegy."

(b). Distinguish between "longing" and "wishing."

(c). Why is the "title" the author quotes a very great one?

(d). Name the book and poem referred to.

(e). What is here meant by "a home-relic?" Explain "dies with it on his breast."

(f). As what is Goldsmith represented in the latter part of last sentence? Why is he so represented?

3. Under the following heads give an account of the battle of Crecy: When the battle was fought; Why it was fought; How it was won; What was the result.

4. Correct any errors in the spelling of the following, and divide into syllables the correct forms of the last two two: lessen, watery, wintery, preceed, conceed, accommodate, paralell, Wedneyday.

1. Tell what you know about the reign of King John.

2. Explain (as well as you can) how England is governed.

3. Write brief notes on: — The Declaration of Rights, The Treaty of Union, The Abolition of Slavery, The Repeal of the Corn Laws.

4. Who was Oliver Cromwell, and how did he rise to the position of Protector?

5. What did the Habeas Corpus Act enact? In whose reign was it passed?

6. Define: — National Exchequer, Fiscal Policy, Trial by Jury.

(To be continued next week.)

Practical Department.

ONLY A CHICKEN.

(A recitation for eight little girls.)

BY EUGENIE J. HALL.

FIRST LITTLE GIRL.

A wonderful story I will tell:
A chicken crept from a broken shell,
And, standing on its tiny feet,
It peeped and peeped for a crumb to eat—
On a beautiful summer morning.

SECOND LITTLE GIRL.

But out of a dark hole popped the head
Of an old gray rat with a cautious tread
He stole along where the grass was thick
And quietly pounced on the peeping chick
That, standing on its tiny feet,
Was crying for a crumb to eat—
On a beautiful summer morning.

THIRD LITTLE GIRL.

Then out of the doorway leaped a cat,
That put her paw on the old gray rat
That out of a dark hole popped his head,
And crept along with a cautious tread,
And a cruel look, where the grass was thick,
To quickly pounce on the peeping chick,
That, standing on its tiny feet,
Was crying for a crumb to eat—
On a beautiful summer morning.

FOURTH LITTLE GIRL.

Around the corner there fiercely flew
A savage dog, of a yellow hue,
That fixed his teeth in the tabby cat,
That put her paw on the old gray rat,
That out of a dark hole popped his head,
And crept along with a cautious tread.
And a cruel look, where the grass was thick,
To quietly pounce on the peeping chick,
That, standing on its tiny feet,
Was crying for a crumb to eat—
On a beautiful summer morning.

FIFTH LITTLE GIRL.

But a naughty boy with a wicked sling
Of a crotched stick and a rubber string,
Looked over the fence with a mean intent,
And a smooth round pebble swiftly sent,
That struck the dog of a yellow hue,
That round the corner fiercely flew.
And fixed his teeth in the tabby cat,
That put her paw on the old gray rat,
That out of a dark hole popped his head,
And crept along with a cautious tread,
And a cruel look, where the grass was thick,
To quietly pounce on the peeping chick,
That, standing on its tiny feet,
Was crying for a crumb to eat—
On a beautiful summer morning

SIXTH LITTLE GIRL.

Next came a man on the double quick
Who beat the boy with a blackthorn stick,
For hunting his dog of a yellow hue,
That round the corner fiercely flew,
And fixed his teeth in the tabby cat,
That put her paw on the old gray rat,
That out of a dark hole popped his head,
That crept along with a cautious tread
And a cruel look, where the grass was thick,
To quickly pounce on the peeping chick,
That, standing on its tiny feet,
Was crying for a crumb to eat—
On a beautiful summer morning.

SEVENTH LITTLE GIRL

The tumult caught the watchful eye
Of a tall policeman passing by,
Who, walking up with a pompous tread,
Arrested and nearly broke the head
Of the man who came on the double quick
To beat the boy with the blackthorn stick,
For hurting the dog of a yellow hue,
That around the corner fiercely flew,
And fixed his teeth in the tabby cat,
That put her paw on the old gray rat
That out of a dark hole popped his head,
And crept along with a cautious tread,
And a cruel look, where the grass was thick,
To quickly pounce on the peeping chick,
That, standing on its tiny feet,
Was crying for a crumb to eat—
On a beautiful summer morning.

EIGHTH LITTLE GIRL.

In a court of justice sternly sat
The portly judge, in a white cravat,
Who told the sheriff, for lack of bail,
To put the man in the county jail,

Who came in sight on the double quick
To beat the boy with the blackthorn stick,
For hurting the dog of yellow hue,
That round the corner fiercely flew,
And fixed his teeth in the tabby cat,
That put her paw on the old gray rat,
That out of a dark hole popped his head,
And crept along with a cautious tread,
And a cruel look, where the grass was thick,
To quickly pounce on the peeping chick,
That, standing on its tiny feet,
Was crying for a crumb to eat—
On a beautiful summer morning.

ALL TOGETHER.

The greatest evil often springs
From the ill effects of the smallest things ;
And all this evil on many fell
Through a little chick from a broken shell,
On a beautiful summer morning.

—Selected

PRIMARY DRAWING—HINTS AND DEFINITIONS.

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

STRAIGHT LINES DEFINED.—HOW TO DRAW THEM.—JUDGING DISTANCES.

Every department of learning employs certain terms ; and they must be clearly understood, or satisfactory progress cannot be made in mastering that to which they relate. Some of these terms not only have their strictly technical meaning, but popular usage also gives them a meaning somewhat different. Between the two we must learn to distinguish with the utmost precision. Unless your pupils learn to do this in drawing, they will fail, to say nothing of other loss, in two of the best things,—preliminary analysis of forms to be drawn, and dictation lessons.

A POINT.—LINES.—SURFACES.—SOLIDS.

Illustrate the definitions which follow by drawings on the black-board, and by all other available means. Require your pupils not only to repeat the definitions, but, above all, to illustrate them. Do not dwell upon them long at any one time ; but, as you advance through the book, often turn back to them, by way of review.

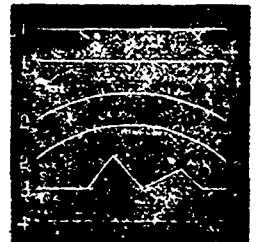
A Point.—*A point is position only; therefore it has no length, breadth, or thickness.*

This is a scientific definition, but is as readily comprehended by a child as by a philosopher. It is common usage to speak of the point of a pencil, and to call a dot a point, though both have size. They may be regarded as indicating points.

A Line.—*A line has length, but no breadth or thickness.*

Think of a point as moving, and its path will form a line. In common usage, the mark made by the point of a pencil is called a line ; but this has breadth, and so does not conform to the scientific definition.

Lines are right or straight, as 1 ; curved, as 2 ; and broken, as 3. Straight lines are horizontal, oblique, or vertical. Curved lines are circular, elliptical, &c. Lines are said to be continuous, as 1 and 2 ; or discontinuous, as 4. Two lines are said to be parallel, when they lie side by side, and have the same direction ; as 1 and 1, 2 and 2. They are, therefore, at the same distance apart throughout their whole length. It will be seen that a broken line consists of a series of lines, united, but having different directions.



Surface.—*Space enclosed by lines is called surface ; it has, therefore, length and breadth, but no thickness.*

Think of a line as moving sidewise, and its path will form a surface. Illustrate by using a piece of wire, straight or curved to represent a line ; moving it sidewise through the air. The surface may be a plane, to all parts of which a straight rule can be applied exactly ; or it may be concave, that is, hollow like the inside of a bowl ; or convex, that is, bulging like the outside of a bowl or ball.

With a rectangular piece of stiff paper, or cardboard, you can illustrate the three definitions which have been given. The angles, or corners, where the edges meet, will represent *points* ; the edges themselves will represent *lines* ; and the surface of the paper will show what is meant by a *plane*.

A Solid.—*Space enclosed by surfaces is called a solid : it has length, breadth, and thickness.*

Observe that the word "solid," as thus defined, has no reference whatever to hardness, as it has in popular usage, but only to magnitude, volume, capacity. Different varieties of the solid will be described towards the end of this Intermediate Course.

Thus there is (1) the *point*, which has no dimension ; (2) the *line*, which has one dimension, length ; (3) *surface*, which is bounded by lines, and has two dimensions, length and breadth ; (4) the *solid*, which is bounded by surfaces, and has three dimensions, length, breadth, height or depth. All these things can be illustrated with a cube.

(To be continued.)

SCHOOL GOVERNMENT.

FROM BALDWIN'S "ART OF SCHOOL MANAGEMENT,"

"Government is the power of control which produces and sustains order. Order is fitness of condition in things." The end of school government is to facilitate growth ; but growth results from voluntary and well-directed effort. The child is to be developed into the self-reliant and self-determining man. Vicious habits are to be broken up, and right habits formed. These results are not reached by force, nor by mere authority, nor by iron rules, nor by cruel punishments. The child must be led to love and choose the good, and to hate and reject the bad. By judicious training, principles, precepts, and examples must be converted into habits. As the best instructor is the one who renders his pupils independent of himself, so the best disciplinarian is the one who trains his pupils to govern themselves. Hence the definition : *School government is the power of control which trains pupils to the habit of self-government.* Order is the result of good government. But, says Mayo :

"There are two styles of order in the school-house—the military and the natural. It is possible to drill a class of children up to a more than clock-work precision of uniform behavior ; but, valuable as some of these lessons of military obedience, promptness, and precision are, I am confident we should aim at a style of discipline deeper and more vital. Your school will not be well or beautifully governed till the majority of your scholars are so enthusiastically engaged in the work in hand that they form a public opinion which compels respectful and orderly behavior as the law of the little community. Your high vocation is to teach these children how to live with each other in American society, each attending faithfully to his own business, and all working together to build up the world's republic—the model country of mankind."

School government is here considered from the standpoint of the child. The teacher does not ask, "How may I keep order?" but rather, "How may I so manage as to develop my pupils into noble, self-governing youth?"

ELEMENTS OF GOVERNING POWER.

Governing power, in its educational sense, is ability to train to the habit of self-control. It is the capacity to marshal and render effective all educational resources. By careful analysis we discover the elements of governing power. The teacher spares no effort to

master and embody these. Thus armed, he assumes the fearful responsibility of child-culture.

I. SYSTEM IS THE FIRST ELEMENT OF GOVERNING POWER.—System characterizes all good government, human and divine. System is a condition of success in all fields of human achievement. The three factors are *Time, Place, and Method.*

1. *System means a Time for Everything.* Order, regularity and promptitude are the pillars of government. How admirably ordered is the well regulated household ! The rising, the retiring, and the meals, occurring each at its appointed time, prevent confusion and produce comfort. A network of railroads is a grand exhibition of the power of system. The time-table has revolutionized society, and the nations have learned to move to the rhythm of the rail. Napoleon once said to his officers, "Give your men plenty to eat and plenty to do, and you will find little difficulty in governing them." "Steady and congenial employment for the people," "Keep the pupils interested and busy" is the best rule ever given for the management of schools. The school programme, by providing congenial employment for each pupil during each portion of the school day, lays the foundation for good government.

2. *System means a Place for Everything.* "A place for everything, and everything in its place," is as important to the teacher as to the housekeeper or the mechanic. Having places for play, for wrappings, for books, for study and for recitation, enables the teacher to secure good order with much greater readiness.

ORDERLY HABITS.—Training pupils to orderly habits in the school-room prepares them for orderly habits through life. The teacher's desk, the pupil's desk, the school-room, and the school-grounds should be models of order and neatness.

3. *System means Method in doing Everything.* Military precision should characterize all school movement. In calling and dismissing school, in class tactics, and in all school exercises, exactness is desirable. Children thus acquire the habit of prompt obedience, and learn to move to the rhythm of society.

RESULTS OF SYSTEM.—System is the key to success. Each one's experience will verify this statement. John and James started with equal chances. John worked according to a plan, and made systematic efforts to become a scholar and a man. James drifted, and was content to while away the precious years. When forty, John was a distinguished member of Congress, but James was merely a nice little man without money, without influence, without brains. Systematic effort made the one a man among men, and drifting made the other a nunny. System builds railroads, carries on the world's commerce, and enables rulers to manage empires. Education is in the highest sense the world's work, and in all its processes the perfection of system is demanded. The school should prepare the pupil for life. The habit of systematic work is worth vastly more than all the knowledge derived from books. In school government, thorough system, vigorously enforced, is simply invincible.

(To be Continued.)

ENTRANCE LITERATURE.

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

AN INCIDENT AT RATISBON, PAGE 211.

Ratisbon is a strong city of Bavaria, where the diets of the Empire used at one time to meet. It has a great trade in salt, for which it is a depot, and sends large quantities of corn and wood to Vienna. In 1809, a battle was fought in the vicinity between the Austrians and the French, in which the latter were victorious. It has an ancient bridge of fifteen arches, over the Danube, and stands on the south side of the river, at the influx of the Rigeu. It is sixty-two miles from Munich, and 195 from Vienna, and has a population of 22,000.

Stormed.—To storm means to attack and attempt to take by scaling the walls.

Prono brow.—Protruding forehead, supposed to indicate massive intellect.

Oppressive.—Burdened with thought. Napoleon had planned the attack of the place, and his whole attitude would seem to indicate extreme anxiety respecting the movements of his officer; Lannes.

Lannes.—The officer who led the attack, and succeeded in scaling the walls.

He mus'd.—He is interrupted in his meditation. The poet has left us to conjecture what would follow should "Lannes waver at yonder wall.

Waver.—To be in danger of falling; to hesitate.

Could Suspect.—What is the object of this verb? parse "tight" and "scarce."

All but.—Parse.

Emperor.—Napoleon became Emperor of the French in 1804.

Marshal.—Chief military commander.

Flag-bird flaps ears.—Flag-bird, that is the eagle—the national standard of France. Sir W. Scott in his "Last Charge of the French at Waterloo," says, "The cohort's eagles flew," and Tennyson in the "Funeral of Wellington" says, "Again the ravening eagle rose," referring to Napoleon who has been called the "Victor Eagle."

"*Nay the killed sire!*"—An example of condensed expression—a power which Browning possessed in a great degree. The poem divides itself into—the locality—the attitude of Napoleon—his meditation—the heroic conduct of the boy, and his conversation with Napoleon. Under these headings write a prose abstract of the lesson.

Napoleon Bonaparte was the greatest military genius of modern times. He was brilliant in devising original plans; heedless of human life, very ambitious, cruel and vain. For seventeen years he disturbed the peace of Europe. He was born at Ajaccio, in Corsica, in 1769. After a brilliant military career he overthrew the French Directory, 1799, and was made Irish Consul. In 1804 he became Emperor of the French. He vanquished the Austrians and Russians at Austerlitz, 1805, and the Prussians at Jena, in 1806. He brought about the Peninsular war in 1808, by placing his brother Joseph on the throne of Spain. In 1812 he undertook his great Russian expedition; was forced to retreat from Moscow, and lost nearly the whole of his army. He abdicated in 1814, and retired to Elba, but returned in less than a year. In 1812 he was defeated by Wellington and Blücher, at Waterloo, and surrendered to the English. He was banished to St. Helena, and died there at the age of 52.

Robert Browning was born in 1812, at Camberwell. He has been ranked next to Tennyson, of contemporary English poets. He was educated at London University. He spent twenty years in Italy. His style is *grotesque*; his fault is obscurity. He has written some tragedies. "Larri Riel," "The Pied Piper of Hamelin," "Evelyn Hope," and "How they Brought the Good News from Ghent to Aix," are from his pen.

THE ROYAL READERS.

QUESTIONS SUITABLE FOR ENTRANTS.

[Prepared for THE CANADA SCHOOL JOURNAL by F. B. Denlow, English Master, Cobourg Collegiate Institute.]

The Unwritten History of our Forefathers.—

I. (a). What do you understand by the term *history*? *Curious History*? *Profane History*?

(b). Who were the Britons? Who furnishes us with the earliest accounts of the Britons? Name in order the different nations that have left marks of conquest in Britain?

II. Give the meaning of *cairns*, *canoe*, *mute*, *lea*, *equipped*, *companions-in-arms*?

III. Distinguish *savage*, *barbarian*, *semi-civilized*.

IV. What is meant by *stone period*? *Bronze period*?

V. What nations of antiquity were noted for their progress in metallurgy?

VI. Parse the words in italics in the following:—

There are spots where the flint arrow-heads have been found in such numbers as to show that the barbarian tribes had met there in battle.

VII. Give a brief sketch of the life of the author?

Educational Notes and News.

The total amount expended for educational purposes in British Columbia during the year 1883-84, was \$68,953.75, of which \$50,762.55 was for teachers' salaries.

The number of pupils enrolled in all the schools of British Columbia during the year 1883-84 was 3,420. An increase of 727 over the preceding year.

The total number of teachers employed on the permanent school staff of British Columbia for the year 1884-85 is 85, of whom 48 are males and 42 females. The highest monthly salary paid is \$110, the lowest 50, average \$61.16.

The *Georgetown Herald* thinks it too bad that Georgetown with a population of 2,000 should be without a High School, when other towns and villages with less than half that number of residents have flourishing High Schools. The *Herald* lays the blame on the mistaken economy of the Town Council.

The contract for the erection of a new School House in Omamee has been awarded to Mr. English for \$2,844.

The Trustees of the Listowel High and Public Schools are considering the question of making provision for the teaching of German in the Schools.

Mr. W. Atkin, inspector of Elgin Public Schools, examined the Dutton schools last Thursday. He expressed himself as well pleased with the efficiency of the teachers and the progress the schools are making, but says the buildings are not what are required.—*Dutton Enterprise*.

The *Whitby Gazette* speaks highly of a recent public entertainment given by the Literary Society of Pickering College.

Thomas Halloway a very rich Englishman is now building the largest women's college on the globe. The location is at Mount Leven, near Windsor Park, not far from London. It comprises ninety six acres of beautiful located ground. The building is to be rectangular in form, measuring 520 feet from east to west, and 376 from north to south. The plan is simple, consisting of two long blocks each six stories high, running parallel to each other and connected in the middle and at either end by lower cross buildings. There are to be accommodations for 300 students, each having two rooms. Every sanitary provision has been observed in the construction of the building, which is now near completion. This institution is designed to give a suitable education to women of the middle classes. Every student is to be allowed to have complete freedom on religious matters; but the internal government will be that of an orderly Christian Household. The total endowment of Mr. Halloway will amount to \$5,000,000. This college for women will, when completed, be the costliest institution of learning ever brought into existence by a single benefactor.

The semi-annual meeting of the Dufferin Teachers' Association will be held in Shelburne, on the 12th and 13th of June. Mr. J. J. Tilley will conduct the Association. He will also give a public lecture in the Town Hall on the evening of the 12th.

Out of eighty teachers now engaged in the County of Dufferin, there are only eight who were here when Mr. Gordon was appointed Inspector five years ago. Mr. McMaster, of Honeywood, and Mr. McLinn, of Orangeville, are the only two who have not changed schools.—*Shelburne Free Press*.

The Cobourg Collegiate Institute is having a course of nine lectures at intervals of two weeks each, by prominent clerical and lay lecturers. Five of the lectures are of a descriptive character, intended to supplement the school work in History and Geography, and the remaining four on subjects relating to culture, physical, aesthetic, moral and intellectual.

The Shelburne *Free Press* gives an account of an incident which occurred recently in the school in section No. 8, Mulmur. Miss Buchan, the teacher, having left the school one afternoon in charge of a senior pupil, the juvenile teacher in charge and his pupils were suddenly startled by unearthly sounds from over their heads. Visions of ghosts were conjured up, and the whole school, teacher and all, stampeded, and made quick time for their respective homes. Soon after, the bright genius who had played the ghost so successfully, emerged from a hole in the gable and quietly wended his way homeward.

Personal.

Mr. J. U. Graham, Head Master of the Fenelon Falls public school, is about leaving the profession to engage in another occupation. The reason assigned is failing health. The *Victoria Warder* says:—Mr. Graham has successfully conducted the Fenelon Falls school during the past four years, and both trustees and pupils, as well as the members of our little community generally will be sorry to lose him.

A. W. Burt B.A., is Head Master of the High School Brockville. The attendance at the school is very large, far too large in fact for the school building. The trustees will either have to provide better accommodation for those who attend or engage a less popular teacher than Mr. Burt.

In a former issue of the CANADA SCHOOL JOURNAL it was announced through mistake that Mr. Neil A. Campbell, was appointed English Master in the Perth Collegiate Institute. It should have read Whitby Collegiate Institute. We are glad to learn that Mr. Campbell is pleased with his position; it was a fore-gone conclusion that the school would like Mr. Campbell.

N. Robertson M.A., Head Master High School Smith's Falls, has been ill for some time past. He is, we are glad to hear, improving.

D. H. Hunter, B.A., Head Master High School, Woodstock, is doing good work as attested by the fact that the attendance at the school has nearly doubled under his regime.

John G. Little, B.A., of the class of '84 in Toronto University, is Mathematical Master of the High School, Smith's Falls, and is succeeding well.

F. L. Mitchell B.A., J.P.S., Lanark Co., is to be complimented upon the magnificent success of the recent meeting of the Lanark Teachers' Association in Perth. There were over one hundred and fifty teachers present, and much interest was displayed in the work.

Correspondence.

ENTRANCE TO NORMAL SCHOOLS.

To the Editor of the CANADA SCHOOL JOURNAL.

SIR, —1st. What subjects are teachers in training at the Normal School, at Ottawa, required to study during the Normal term?

2nd. How far advance in Chemistry and Algebra must a candidate be in order to obtain entrance to the Normal School?

3rd. When was the term after Christmas begun, and when does it end?

4. Would it be necessary for one to make application for admission before term commenced?

By answering these questions, you would confer a great favour on
Yours, etc.,
YOUNG TEACHER.

To the Editor of THE CANADA SCHOOL JOURNAL.

DEAR SIR, —I intend competing for the prizes offered by the publishers of the JOURNAL, for arithmetic sets and school room anecdotes. I am a subscriber, and wish to know whether I can, on

the one subscription, compete for both third and fourth-class arithmetic sets, or does it require two subscriptions? Also, can I compete for anecdotes and one arithmetic set, on the one subscription? Your reply to these queries in the columns of the JOURNAL will much oblige myself and a large number of friends, who are preparing sets of arithmetic questions.
Guelph, March 9th, 1885.
PEDAGOGUE.

Answers to Correspondents.

YOUNG TEACHER.

I. The answer to this question would be a long one, as it would require us to publish the whole programme of Normal School studies. Believing, however, that a full answer may be interesting and useful to many besides our correspondent, we will shortly commence the publication of that programme, and continue it from week to week until completed.

II. There is no Entrance Examination to the Normal Schools. Students to be eligible for Entrance, must hold a Second Class Non-Professional Certificate, and have taught at least one year.

III. There are two sessions of the Provincial Normal Schools in each year.—The first opening on the third Tuesday in January, and closing on the third Friday in June; the second opening on the third Tuesday in August, and closing not later than the twenty-second of December.

IV. In order to be admitted to a Normal School, a student who has the qualification referred to in II., must apply to the Secretary of the Education Department, Toronto, for a form of application. This he fills up and sends to the Department. If his application is approved, and if there is room in either of the Normal Schools, he gets a card of admission, which he presents to the Principal on the day on which the Normal School opens. Students are usually admitted in the order of their applications. It is desirable, therefore, for candidates to apply as early as possible.

T. B. RENFREW. —The work on History for the non-professional examination for grade C. is defined as follows:—A special knowledge of the History of England between 1688 and 1820, as presented in Green's Short History of the English People.

G. M. WOODSTOCK. —We have not space in the columns of the JOURNAL to solve simple problems in Algebra and Arithmetic. Those you send present no difficulty, and will no doubt be explained to you by your teacher if you ask him.

PEDAGOGUE. —The question you ask has been put by others from various quarters. We are sorry that there should have been any ambiguity in the wording of the conditions, but the meaning is that a single subscription gives the right to compete for the prizes in one set only. There are three distinct sets of prizes offered, one for Arithmetical problems, suitable for fourth-class, another for those suitable for third-class, and a third for school room anecdotes. In order to be eligible to compete in any two of these sets, the competitor must have paid for two copies of the JOURNAL, and in order to compete in all three he must have paid for three copies. If he wishes to submit two or more papers in any one set, he is at liberty to do so on condition of having paid for a corresponding number of subscriptions for the year.

Miscellaneous.

ABRAHAM LINCOLN.

From Arnold's "Life of Lincoln" we clip the following extracts, illustrative of the early training and character of this deliverer of America's bondsmen:

"Mrs. Lincoln, the mother of the President, is said to have been, in her youth, a woman of beauty. She was by nature refined, and of far more than ordinary intellect. Her friends spoke of her as being a person of marked and decided character. She was unusually intelligent, reading all the books she could obtain. She taught her husband, as well as her son Abraham, to read and write. She was a woman of deep religious feeling, of the most exemplary character, and most tenderly and affectionately

devoted to her family. Her home indicated a degree of taste and a love of beauty, exceptional in the wild settlement in which she lived, and, judging from her early death, it is probable that she was of a physique less hardy than that of most of those by whom she was surrounded. But, in spite of this, she had been reared where the very means of existence were to be obtained but by a constant struggle, and she had learned to use the rifle as well as the distaff, the cards, and the spinning wheel. She could not only kill the wild game of the woods, but she could also dress it, make of the skins clothes for her family, and prepare the flesh for food. Here was a strong, self-reliant spirit, which commanded the respect as well as the love of the ragged people among whom she lived.

"His mother's death made an impression on the mind of the son as lasting as life. She had found time amidst her weary toil and the hard struggle of her busy life, not only to teach him to read and to write, but to impress ineffaceably upon him that love of truth and justice, that perfect integrity and reverence for God, for which he was noted all his life. These virtues were ever associated in his mind with the most tender love and respect for his mother. 'All that I am, or hope to be,' he said, 'I owe to my angel mother.'" * * *

"The common free schools which now so closely follow the heels of the pioneer and settler in the western portions of the Republic had not then reached Indiana. An itinerant teacher sometimes 'straggled' into a settlement, and if he could teach 'readin', writin', and cipherin' to the rule of three,' he was deemed qualified to set up a school. With teachers thus qualified, Lincoln attended school at different times; in all, about twelve months. An anecdote is told of an incident occurring at one of the schools, which indicates his kindness and his readiness of invention. A poor, diffident girl, who spelled *definite* with a *y*, was threatened and frightened by the rude teacher. Lincoln, with a significant look, putting one of his long fingers to his eye, enabled her to change the letter in time to escape punishment. He early manifested the most eager desire to learn. He acquired knowledge with great facility. What he learned he learned thoroughly, and everything he had once acquired was always at his command.

"Young Abraham borrowed of the neighbours and read every book he could hear of in the settlement within a wide circuit. If by chance he heard of a book that he had not read, he would walk many miles to borrow it. Among other volumes, he borrowed of one Crawford, Weem's 'Life of Washington.' Reading it with the greatest eagerness, he took it to bed with him, in the loft of the cabin, read on until his nubbins of tallow candle had burned out; then he placed the book between the logs of the cabin, that it might be at hand as soon as there was light enough in the morning to enable him to read. But during the night a violent rain came on, and he awoke to find his book wet through and through. Drying it as well as he could, he went to Crawford and told him of the mishap, and, as he had no money to pay for it, offered to work out the value of the injured volume. Crawford fixed the price at three days' work, and the future President pulled corn three days, and thus became the owner of the fascinating book. He thought the labour well invested. He read, over and over again, this graphic and enthusiastic sketch of Washington's career, and no boy ever turned over the pages of Cooper's 'Leather-Stocking Tales' with more intense delight than that with which Lincoln read of the exploits and adventures and virtues of this American hero. Following his plough in breaking the prairie, he pondered over the story of Washington, and longed to imitate him." * * *

"Living thus on the extreme frontier, mingling with the rude, hard-working, simple, honest backwoodsmen, while he soon became

superior in knowledge to all around him, he was at the same time an expert in the use of every implement of agriculture and wood-craft. As an axman he was unequalled. He grew up strong in body, healthful in mind, with no bad habits, no stain of intemperance, profanity or vice. He used neither tobacco nor intoxicating drinks, and, thus living, he grew to be six feet four inches high, and a giant in strength. In all athletic sports he had no equal. His comrades say, 'he could strike the hardest blow with ax or maul, jump higher and further, run faster than any of his fellows, and there was no one, far or near, who could lay him on his back.'" * * *

"One day there came into camp a poor, old, hungry Indian. He had in his possession General Cass's 'safe-conduct' and certificate of friendship for the whites. But this he did not at first show, and the soldiers, suspecting him to be a spy, and exasperated by the late Indian barbarities, with the recent horrible murder by the Indians of some women and children still fresh in their minds, were about to kill him. Many of these soldiers were Kentuckians, with the hereditary Indian hatred, and some, like their captain, could recall the murder by the red men of some ancestor, or other member of their own families. In a frenzy of excitement and blind rage, they believed, or affected to believe, that the 'safe-conduct' of the old Indian, which was now produced, was a forgery, and they were approaching the old savage, with muskets cocked, to dispatch him, when Lincoln rushed forward, knocked up their weapons, and, standing in front of the victim, in a determined voice ordered them not to fire, declaring that the Indian should not be killed. The mob, their passions fully roused, were not so easily to be restrained. Lincoln stood for a moment between the Indian and a dozen muskets, and for a few seconds it seemed doubtful whether both would not be shot down. After a pause, the militia reluctantly, and like bulldogs leaving their prey, lowered their weapons and sullenly turned away. Bill Green, an old comrade, said, "I never in all my life saw Lincoln so roused before." * * *

"On one occasion when Lincoln was present, Taylor, in the midst of a most violent harangue against the Whig aristocrats, made a gesture so forcibly that he tore the buttons off his vest, and the whole magnificence of his ruffles, watch-chain, seals, etc., burst forth, fully exposed. Taylor paused in embarrassment. Lincoln, stepping to the front and turning to Taylor, pointed to his ruffles, and exclaimed, 'Behold the hard-fisted Democrat! Look, gentlemen, at this specimen of the bone and sinew. And here, gentlemen,' said he, laying his great bony hand, bronzed with work, on his own heart, 'here, at your service'—bowing—'here is your aristocrat! Here is one of your silk-stocking gentry'—spreading out his hands. 'Yes, I suppose,' continued he, 'I, according to my friend Taylor, am a bloated aristocrat.' The contrast was irresistibly ludicrous, and the crowd burst into shouts of laughter and uproar. In this campaign the reputation of Lincoln as a speaker was established, and ever afterwards he was recognized as one of the great orators of the State."

HALF A MILLION FOR A PAIR OF BOOTS.

A Southern paper gives an amusing illustration of the value of Confederate money in war times:

In the last few weeks of the war a confederate, serving under Lee, wrote home to his father that he was almost bare-footed, and completely discouraged. As soon as the old man received the letter he mounted his mule and set off at a gallop, but was soon halted by an acquaintance, who called out:

"Hello! Has there been another fight?"

"Not as I've heard of; but I've got a letter from Cyrus."

"What does Cyrus say?"

"He's out o' bates, and clean discouraged."

"And where ye going?"

"Down to Abner Smith's to borry \$700,000 to send to Cyrus to get a cheap pair of shoes, and we're going to write him a long, long letter, and send him a box o' pills, and tell him to hang on to the last; for if Cyrus gets low-spirited and begins to let go, the infernal Yanks will be riding over us afore we kin back a mule outter the barn."

"That's so—that's so!" nodded the other. "I kin let you have the money myself, as well as not. I was saving up to buy three plugs o' tobacker and a box of matches all to once, but the army musn't go barefute when it only takes \$700,000 to \$800,000 to buy a purty good pair o' shoes."

AN EDUCATED MAN.

According to Ruskin, an educated man ought to know these things: First, where he is—that is to say, what sort of a world has he got into, how large it is, what sort of creatures live in it, and how, what it is made of, and what may be made of it. Secondly, where is he going—that is to say, what chances or reports are there of any other world beside this, what seems to be the nature of that other world. Thirdly, what he had best to do in the circumstances—that is to say, what kind of faculties he possesses, what are the present state and wants of mankind, what is his place in society, and what are the readiest means in his power of attaining happiness and diffusing it. The man who knows these things, and who has his will so subdued in the learning of them that he is willing to do what he knows he ought, is an educated man; and the man who knows them not is uneducated, though he could talk many tongues.

THE PROPHET'S INGENUITY.

The Mahdi has, it is said, an ingenious method of "raising the wind." It reminds one of the American Indian's fashion of making a present and then demanding something of greater value in return. It seems that from time to time the Prophet receives a divine command to give up everything he possesses into the public treasury or the "Bait el Mal"—charity-box. All offers to aid him are sternly rejected. "The command is for me, not you." Pretty soon similar commands arrive for the most wealthy of his followers. "They have seen the Prophet himself complying with these directions of the 'Presence,' and how dare any one else disobey? Accordingly, making a virtue of necessity, goods and slaves all find their way to the charity-box, otherwise the Prophet's chest."—*Christian Union*.

Teachers' Associations.

VICTORIA.—A union Convention of the teachers of the two inspectorates of this county was held in the high school, Lindsay, March, 2nd and 3rd, and was largely attended. Mr. W. F. O'Boyle, President, opened the proceedings with an address which was followed by a well-written paper by Mr. J. H. Knight, I.P.S., on Reading and Spelling. The discussion which followed plainly showed that teachers are not unanimous in their mode of teaching these subjects. Mr. J. C. Pomeroy's paper on Literature, exemplifying his method of teaching it, was very practical and satisfactory. Dr. McLellan, Director of Institutes, illustrated his plan of imparting first ideas of numbers, and was listened to with rapt attention. "A Trip to Germany," was the subject of a graphic paper read by Miss Holtorf. In the evening a very large audience assembled in the Opera House to hear Dr. McLellan's lecture on "Education in Ontario." Wm. Grace Esq., chairman of the Board of Education, presided. The eloquent lecturer contrasted the state of education in the country, when he was a boy, with its present advanced condition and also compared our system with that of the United States. He maintained that in many respects ours is superior, especially as regards public school work and professional training of teachers. On the motion of Col. Deacon, a hearty vote of thanks was given to Dr. McLellan.

After routine business the second day, Dr. McLellan gave some very practical hints on "The Art of Questioning," after which Inspector H. Peazin, read a short paper giving the history entrance examinations.

"Grammatical Analysis" formed the subject of another "talk" by Dr. McLellan, which was followed by a brief address by W. O'Connor, M.A., on the importance of Experimental Physics as a branch of study. He thought the Education Department had acted wisely in making it an obligatory subject of study. Resolutions were passed approving of the appointment of directors of institutes, and of the suggestion to plan out a course of literary and scientific reading for teachers. It was decided to hold another convention in the Fall, same to be in union with the West Victoria Association if a director of institutes would attend, and if not it is to be held in Lindsay. The following officers were elected for 1885; Wm. O'Connor, M.A., president; S. Armour, 1st vice; Miss Peplow, 2nd vice; Jno. Head, Lindsay high school, secretary treasurer; W. J. Hallett, librarian; committee, Messrs. J. H. Knight, O'Boyle, O'Brien, Sheppard, Miss Holtorf and Miss Rowe.

Literary Review.

Webster's Practical Dictionary. A Practical Dictionary of the English Language, giving the spelling, Pronunciation and Definition of words, with an Appendix containing various useful Tables, chiefly derived from Webster's unabridged Dictionary, edited under the supervision of Noah Porter, LL.D., President of Yale Colleg, by Dorsey Gardner, with nearly Fifteen Hundred Illustrations.

This compact and comprehensive work of 634 pages, will prove very valuable for general use. The great condensation of the work is due mainly to several novel expedients. One is the system of referring words, formed upon a common prefix, to the first of those words which occurs alphabetically: the prefix being then explained once for all. Another is the consolidation into one paragraph of words derived from the same root, provided they have the same initial letter. By the use of these and other space-saving methods, the editor has been able to condense a vast amount of useful information into a small volume. The numerous illustrations add materially to the value of the work. S. S. Wood, 134 1/2 W. 33rd St., New York, Sole Agent.

The Sixth and Seventh Books of Herodotus; with a life of Herodotus, an epitome of his history, a Summary of the Dialect, and explanatory Notes, by Augustus C. Merriam, Ph.D., Adjunct Professor of Greek in Columbia College, New York. This volume is another of Harper's Classical Series for schools and colleges. Like others of the series the typography of the text is beautifully clear. The notes seem sufficiently copious for the ordinary student. The epitome of the contents of the whole history and the summary of the Herodotean dialect are two features which add materially to the value of the work for school purposes. Harper & Brothers, Franklin Square, New York.

HARPER & BROTHERS have also just published THE WORKS OF VIRGIL, with explanatory notes, by Edward Searing. 719 pages, 8vo. cloth, illustrated. Price by mail, post-paid, \$2.00. This work is a revision and enlargement of Searing's *Aeneid*, and contains, The first six books of *Aeneid*, with map of the Roman Empire, and Life of Virgil, the *Eclogues* and the *Georgics*, with Virgilian Vocabulary, a metrical index, a fac-simile of a page of an original MS., etc.

THE THIRTEENTH ANNUAL REPORT OF THE PUBLIC SCHOOLS OF THE PROVINCE OF BRITISH COLUMBIA, by the Superintendent of Education, a large pamphlet of 236 pages, is to hand. It covers the school year 1883-84. We shall be glad to make use of some of the interesting facts it embodies in our Educational Notes and News from time to time.

ELECTRA, a Magazine of Pure Literature, edited by Annie E. Wilson, and Isabella M. Leyburn, comes to our table from the *Courier Journal* Building, Louisville, Kentucky. The typography of the Magazine is excellent, and its make-up generally attractive. The current number contains some fourteen articles and stories, by writers of both sexes, some of them well known in the literary world, besides an extensive editorial department. We are glad to place *Electra* on our list of exchanges.

We have on our table the February, and March numbers of the *V. P. Journal*, a Monthly Magazine of some fifty pages, published by the Science Association of Victoria University, and devoted to Science, Literature, Education, and the popular treatment of social, intellectual and moral topics. The March number contains amongst other interesting articles two on the living question of College Confederation, one of them giving the *pros* and *cons*, so far as Victoria is concerned fairly and ably, the other setting forth the *cons* in a forcible style. The *V. P. Journal* is a credit to Victoria, and especially to its Science Association.