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The Canada School Journal.

AND WEEKLY REVIEW.

VOL. X.

TORONTO, FEBRUARY 19, 1885.

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Table of Contents.

	PAGE.
EDITORIAL:—	
The World.....	73
The School.....	74
The Week's News.....	77
SPECIAL ARTICLES:—	
Uniform and Promotion Examinations.....	77
How to Teach Morality.....	78
EXAMINATION QUESTIONS.....	78
PRACTICAL DEPARTMENT.....	80
EDUCATIONAL NOTES AND NEWS.....	81
PERSONAL.....	82
CORRESPONDENCE.....	83
MISCELLANEOUS.....	83
QUESTION DRAWER.....	84
TEACHERS' ASSOCIATIONS.....	84
LITERARY REVIEW.....	84

The Canada School Journal and Weekly Review.

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

and a staff of competent Provincial editors.

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

—TERMS.—

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The World.

In our Miscellany this week will be found two interesting and racy pen and ink sketches, one of the Mahdi, and the other of the now lamented Gordon, which we extract from an article in the *Catholic World* for February. The references to Gordon will be read with interest now that the rose-coloured predictions as to his safety and coming triumph have been so sadly falsified by the event.

A "Superior Officer" in the French army sends to the New York *Herald* what purports to be the key to the useless Tonquin campaign of the French Army. According to this authority the expedition arose out of M. Ferry's ambition for the Presidency, which becomes vacant next year. He, it is alleged, thought in this way to win glory for the national arms, and popularity for himself. So far the expedition has not redounded to the glory of either, and the serious falling off in the number of supporters of M. Ferry's ministry returned at the senatorial elections in January, would seem to indicate that the popularity of the first Minister has not been helped by the costly and as yet fruitless quarrel with China.

The Nicaraguan Treaty has failed of confirmation by the United States Senate. The final vote was 32 for and 23 against ratification. Five votes were thus wanting of the 37 necessary to constitute the two-thirds majority required. A resolution was also passed by 30 to 19 looking to negotiations with Great Britain for the abrogation of the Clayton-Bulwer Treaty as a preliminary to making the proposed convention with Nicaragua. In view of the evidence thus afforded of good faith on the part of the American nation, the general conviction that the state of things which led to the Clayton-Bulwer compact no longer exists, and the hearty good feeling between the two nations, it should not be difficult to come to an amicable arrangement such as would permit the canal to be built either by the United States, or by the two nations conjointly.

A very significant step has been taken by the United States Senate in passing what is known as the "Cullom Inter-State Commerce" bill. This bill authorizes the appointment of a Railway Commission of nine members, one from each judicial circuit of the United States. This Commission is authorized to require the railways to furnish annual reports as to their financial condition, also respecting pooling, stock-watering and other current abuses. It is empowered also to hear complaints and award damages against Railway Companies, and to prevent unfair and unequal discrimination in freight rates. The measure is very important, looking as it does in the direction of state control of the great highways of internal commerce, and of the conduct of a host of powerful corporations which have hitherto treated the public pretty much as they pleased.

The news of the death of Gordon has created a profound excitement in England. He had accomplished wonders in rallying around him simply by the magnetism of his personal character, a native support which enabled him to hold Khartoum for many months, against all the forces of the Mahdi. The fact that the city was taken and he slain only by treachery at the last sufficiently discredits the theory that the Mahdi had purposely delayed the capture in order to decoy Wolseley's forces into a trap. With the fall of Gordon ends, it may be assumed, all prospect of a speedy withdrawal of the English from the Soudan. The instinct of self-preservation now demands that the Mahdi be thoroughly crushed. The war to which the British are now committed will cost much money and much blood, but her prestige must be maintained, or her ascendancy over the millions of her Mohammedan subjects in all parts of the Eastern world is endangered. Moreover, the British blood is now up, and no Government which showed signs of hesitancy in such a crisis could stand for a week. There are complicated questions of right and wrong involved in such a contest, but there can be little doubt that the issue will hasten the march of civilization and the downfall of the horrible slave trade, which is still carried on in the heart of "dark continent."

One of the most remarkable political movements of the age is now in quiet progress in Great Britain. The extension of the franchise and the reconstruction of the constituencies not only on new geographical lines but on the new principle of single constituencies for single members, have in them all the significance of a revolution. It is greatly to the credit of both political parties that the redistribution of seats, affording as it might have been made to do, a rare opportunity for "gerrymandering," is being done by a commission in such a way as to give general satisfaction. So far the fairness of the decisions made has not been seriously called in question though numerous "interests" are affected, old political organizations wiped out, allied families separated and hundreds of political agents impoverished. The peaceful result is no doubt largely due to the fact that no politician can even guess what effect the extension of the franchise and the redistribution of seats is going to have upon party strength. Still it would be ungrateful and unjust to deny that the manifest fairness and honesty with which the changes are being made, have contributed much to allay suspicion and disarm hostile criticism.

The School.

A correspondent reminds us of what would otherwise have escaped our notice, that in the confusion incident to changing the JOURNAL from a monthly to a weekly we omitted to publish the December High School Entrance Examinations. In compliance with the wish of a number of teachers we will supply the omission in next issue.

We have received a communication on "Drawing" which we cannot publish as the writer has forgotten to give us his name and address, thus violating the standing journalistic rule. The gist of "Subscriber's" complaint is that while "Drawing" is prescribed as a subject for examination, no indication is given as to the necessary kind or amount required. The matter is certainly left in a very indefinite shape but it cannot be doubted that the pupil who shows a tolerable aptitude in such elementary exercises as those prescribed in Walter Smith's Intermediate Freehand Drawing will be found sufficiently prepared.

The Students of Harvard College have for some time been seeking to cut down the expenses of College life by means of a co-operative association. The business done would seem to be considerable, the cash transactions from September 18th to December 1st of last year, amounting to over \$15,000. The students are said to pronounce the scheme a success and to find the reduction in expenses very considerable. The students of Michigan State University are now following the example of Harvard. Of course the retail dealers in both cities are strongly opposed to a system which means that their "occupation's gone," so far as their trade with students is concerned. We have always wondered that the advantages of co-operation are not more extensively secured, not only by students but by all classes in the community.

Apropos to the question of School Law Consolidation discussed in another paragraph, is it not time that the teachers, as professional bodies in the different Provinces, should exert a larger influence in school legislation? Bills regulating matters connected with Law and Medicine, are, it is well known, generally shaped in accordance with the suggestions of members of those professions, if not actually framed by them. Is there any good reason why an exception should be made in regard to the teaching fraternity? Who so well fitted to pronounce, for instance, upon the merits and demerits of school text books as those whose business it is to make use of them in the actual work of instruction?

The proposal of Mr. Ross to confine Third class Certificates henceforth to counties is one which, we venture to say, will not commend itself either to teachers or to the public. It may be well that the lower class certificates should not be made permanent. "Excelsior" should be the motto of every teacher of the third or any other class. But it would be hard to show any good reason why certificates which are granted on the basis of uniform provincial examinations should not be good for the whole province. To confine them to a single county is to take away the best chances of promotion and so the most direct stimulus to exertion and emulation, from those holding such certificates. Can it be that Mr. Ross is an ingrained monopolist, bound to discourage all competition?

A paper by Miss L. T. Ames, of Boston, in the N. E. Journal of Education contains some good thoughts on the question "Do our Schools Teach Morality?" Starting from the obvious truth that "moral training is pre-eminently the training of the will," Miss Ames goes on to show that while there is reason to fear that there is less and less of this kind of training imparted in the family of the day, and while the church and Sunday School, having no power to enforce anything, cannot touch the child's will, the punctuality, silence, attention, cleanliness, regard for the rights of others, and, more than all, obedience and respect for authority, insisted on in every well-disciplined school, are so many constant and invaluable lessons in self-control. The faithful teacher may find much encouragement in the thought that while he is enforcing these duties as so many conditions necessary to good order and good work in the school-room he is at the same time contributing materially to the formation of habits which are essential to an upright character and a useful life.

An important question has of late been agitating the overseers of Harvard College. It was nothing less than the barbarous proposal to print the Quinquennial Catalogue in English instead of Latin. Reverence for antiquity has for the present prevailed, and the rotund Jacobus, Henricus and Johannes will not be flattened down into plain James, Henry and John, for the gratification of vulgar eyes and ears. English is, however, pushing its way, and bids fair to win before many years. The fact that degrees of various kinds are now conferred, where no knowledge of Latin is required, makes a strong argument in favour of the use of the vernacular. It is

to be hoped that there are not now many graduates of American or Canadian Colleges in the position of the young friend, fresh from graduation, who once brought his B. A. parchment to the writer in search of help to translate it, shrewdly fearing he might be called upon by some unclassical friend to render it into the mother tongue, otherwise another strong argument in favour of the substitution of English in College documents might be forthcoming.

"The use of objects in the class-room is as liable to do harm as good, and whether it does the one or the other depends upon its tendency to enslave or liberate mental activity. If object-teaching increases accuracy and facility in the use of the senses, it is well; but if, as too often happens, it makes the mind dependent upon objects as an aid to thought, as some children count on their fingers, it is a positive evil."

The foregoing sensible remarks of the *American Teacher* we heartily endorse. The object-lesson system has excellent features, and in many cases its introduction would do much to kill out dull mechanical rote, and promote intelligent study in the schools. But like most other useful innovations, it is in great danger of being carried to an absurd and injurious extreme. Anything more inane than some of the specimen exercises set before us occasionally as exponents of the method, it is hard to conceive. If there is danger, in the absence of sense objects, that the child will mistake sounds for ideas, and a jumble of words learned by rote for thoughts and conceptions, is there not still more danger of enfeebling instead of strengthening the mental action by always supplying the child-mind with the crutch of a visible or tangible object?

We gave last week a summary of the changes proposed by the Minister of Education, for incorporation in the Consolidated School law. Amongst Educational Notes and News in this issue will be found a list of similar proposed changes in the High School Bill. Some of these changes in both are of a more important character than might be at first supposed. Many if not all of them demand serious consideration. Protests are already coming in from thoughtful and experienced teachers against certain of the proposed alterations. Fuller consideration leads us to emphasize more strongly the opinion expressed last week, that it would be the part of wisdom to have the Bill printed and circulated, and allow it to lie over one year for fuller discussion and criticism. In no other case, we venture to say, would the Government or Legislature pass an Act specially relating to the work and interests of the members of any profession without first submitting it informally for their approval or criticism. Mr. Ross has already laid himself open to charges of rashness by ill considered action on important questions. We trust that in this case he will perceive that the path of true wisdom as well as of courtesy to the teachers of Ontario, lies in the direction of giving them full opportunity for the expression of opinion.

A writer in the *Central School Journal* gives as one of the first principles of the "New Education" the dictum of Comenius:—"Whatever is to be learned must be learned by doing it." For instance, "the spelling book, the grammar, and

rhetoric are discarded, and the pupil by the use of the tables and pencil learns to write and spell by writing the words as needed and to compose with ease and elegance by composing." But, as the writer goes on to observe, everything depends after all upon the skill, tact and ingenuity of the teacher. But this is true of the old as well as the new method. Given an earnest, active, intelligent and thoughtful teacher and he will make substantially his own system. The less he is cribbed by any cast-iron system the better. Each child pupil must be dealt with as an individual if the highest results are to be obtained. If some minds can be best reached by setting out from an objective standpoint, others, we believe, almost instinctively discard the material symbol and proceed at once to deal with their own conceptions as thought objects. The wise and skilful teacher will lead the former in the direction of abstract thinking, the latter in the direction of concrete, practical, application. There can be, in a word, no one theory or system of education of which it can be said "This is the system, all others are false and worthless."

Dr. Trevor, an experienced educationist, writes to the *London Times* a very emphatic letter on the alleged over-pressure in the primary schools. "Payment by results" he characterizes as "an absurd condition unknown in any other country. The results are a certain number of passes in certain subjects. With a view to these the Department has issued a code to govern the daily lessons, but observance of the code is not enough; the grant is paid only on those children who actually make the requisite passes; for all who fail from natural incapacity, irregularity of attendance, or absence on the day of examination, the school—i. e. the managers and teachers—is fined by denying the grant. The remedy is first to abolish the condition, invented by Mr. Lowe to keep down the grant and starve the schools; and secondly to abolish the code, leaving the managers to work in their own way, subject to some rational inspection and examination." Speaking of the evil results of over-pressure Dr. Trevor says: "The Education Department knows nothing of over-pressure till the mischief is done. It does not want to hear of it. When forced to notice it, it sends down an inspector to discredit the evidence and throw the blame on the teachers and managers. We know well enough of the over-pressure and the cause of it; the mothers know of it who hear their little ones talking in their sleep; the doctors know it; and occasionally the coroners. But all these go for nothing with the clerks in Whitehall who write themselves "My Lords."

An interesting item of news from Montreal is to the effect that the Hon. Donald A. Smith, who has already given fifty thousand dollars for the establishment of separate classes for women at McGill, is about to give another fifty thousand or more, in order to provide a complete arts course for women, in separate classes. This is a move in the right direction and an example worthy of imitation by other wealthy men throughout the Dominion. Whatever room there may be for doubt as to the extent to which the public funds may be properly devoted to.

purposes of higher education, there can be none whatever, as to the desirableness of having the tide of private benefactions turned in this direction. We know no use to which large sums of money could be devoted with assurance of better effect upon the social, intellectual and moral progress of the Dominion, than that of providing facilities for the thorough education of women, under proper conditions and influences. The princely gifts of individuals in the United States for this purpose are already bearing noble fruit and redounding to the best interests not only of the sex but of the nation. Rightly, or wrongly, the objections, or as many would say prejudices, against co-education are so deeply rooted, and the practical difficulties in the way of carrying out that method on an extensive scale are so many and great, that it is useless to hope to see women graduates going out by hundreds and thousands, as we should like to see them, until stronger inducements are offered. There is now a noble opportunity for private beneficence in Toronto. The man or men who should build and endow a thoroughly equipped Ladies' College in this city, to be affiliated with the University or otherwise, would not only hand down his name with honor to posterity but be the means of conferring perennial blessing upon the Province and the Dominion.

SCHOOL BOOK LEGISLATION.

The *Globe* reports the Minister of Education as saying in the course of a debate in the House of Assembly on Thursday:—

"There are objections to the alleged frequent changes in the text-books, but except in our Readers, I propose no immediate change. * * * It has been charged that we have authorized books in advance of their preparation, I simply intend in the future, as in the past, to announce that a book will be authorized at a certain date, and give eighteen months for dealers to get rid of their stocks, and the teachers to prepare for them. I want to say that this (Jeffers) is the only book authorized or intended to be authorized in Canadian history, and I hope to have a better English primer than any now authorized."

It is to be hoped in the interests of all concerned that these statements are correctly reported, and represent the settled policy of the Education Department. How they are to be reconciled with other statements alleged, on apparently good authority, to have been made by the Minister since his accession to office we are unable to guess. Mr. Ross will surely feel it his duty to protect parents and the public by the immediate prosecution of those publishers and others, who have announced new editions of various works, such as the "Orthoepist," as having the authorization of the Department. Surely the attempt to sell books by such announcements, he will regard as an attempt to get money under false pretences. The harmonizing of the last sentence of the quotation with the following from the "instructions" recently issued by the Department, is a still harder task:—

"History.—The outlines of English and Canadian History; how England, Canada, and Ontario are governed; the municipal institutions of Ontario—all as contained in a History Primer, to be authorized by the Education Department about August, 1885."

We give it up. Perhaps some of our readers may be able to find the clue to lead us out of the labyrinth.

It will be observed that the Minister does not directly deny the most damaging of all the charges, viz., that the Department has authorized, or promised authorization—he will not, of course, stoop to take refuge behind an ambiguity—to books in advance of their preparation, but such denial would be a natural inference from the language used. Teachers, parents, and the public will all breathe more freely when they learn that the Minister has not employed, and does not intend to employ amateur book makers to prepare Grammars, Geographies and other text-books, under his own personal supervision, to replace the standard books now in use, and that in every case all concerned will have at least a year and a half in which to examine a proposed new work before it can be forced upon them.

It would have been gratifying had Mr. Ross gone a little further, and assured us that it is all a mistake that he has any intention of attempting to bring about a uniform, "one-book" system. All will agree with him that it is "of the utmost importance that the live teacher should have the very best book in his hands, and that the thinking scholar should be brought into contact with the product of the ripest minds," though all may not be able to convince themselves that the Minister of Education for Ontario has any preternatural discernment or any infallible specific to enable him, and him alone, to determine, which of a large number of competitors may be the "very best book," or the "product of the ripest mind." If the much-talked-of one-book system, and the rumoured employment of this, that and the other *protégé* to produce the "ripest mind" product, are all the baseless fabrics of some romancer's vision, and no such ideas have ever entered the Ministerial brain; if he means to admit that teachers, inspectors and other scholars may have some opinions worth consideration, and has resolved to follow the common sense course of authorizing such books as may be put on the "best" list, after careful examination by the ripest minds amongst us, without attempting to squeeze the whole teaching profession, and all the "thinking scholars" into the narrow rut of a dogmatical and impracticable one-book system, why then we have only to regret having been so misled, and to wish him God speed in his good work. But will he not, in indulgence to dull brains please speak less ambiguously next time.

A horse requires at least 2,466 cubic feet of fresh air per hour. The English army regulations allow in new stables to each horse, 1,605 cubic feet, and 100 square feet of floor space.

"Ah!" sighed the sentimental Snozenbloom as he gazed upon the landscape, "ah, what is so old as the hills? The valleys, my dear," responded Mrs. S., and Snozenbloom looked disgusted.

A father was telling his little son about the wonders of modern science. "Look at astronomy, now; men have learned the distance of the stars, and, with their spectroscopes, what they are made of?" "Yes," said the boy, "and, pa, isn't it strange how they found out all their names?"

A writer in the Nineteenth Century says that the beautiful melody so generally attributed to Ireland. "The Girl I Left Behind Me," is of purely English origin, and was published in England long before it was first played in Ireland by the soldiers of William III.

The Week's News.

O'Donovan Rossa is recovering from the wound inflicted by Mrs. Dudley.

O'Donovan Rossa's paper offers a reward of ten thousand dollars for the body of the Prince of Wales, dead or alive.

It is hoped that the British expedition to Bechuanaland will effect its object without fighting the Boers.

It is stated the Senator Bayard, has been offered and will probably accept the position of Secretary of State in Cleveland's administration.

Mr. M. Daly of Halifax, son of the late Sir Dominic Daly, has been appointed Deputy Speaker of the Canadian House of Commons.

The Russian troops are said to be now within forty miles of Herat, in Afghanistan, and their seizure of that post is regarded as imminent. Complications may ensue.

Several Canadian Officers have offered the British Authorities to raise Canadian regiments for service in Egypt. The offers have not been accepted.

The John H. Stratford Hospital, the munificent gift of Mr. John H. Stratford to the City of Brantford, was formally opened on the 10th inst., by his Honour, the Lieutenant Governor of Ontario.

At a meeting of Fenians held in Chicago, on Sunday, the 8th inst., one of the Speakers announced that it was the object of the organization to blow up the whole City of London with dynamite.

It is announced that the grading on the whole line of the Canadian Pacific Railway between Sudbury Junction and Port Arthur, will be completed within two weeks, and the rails laid within two months.

The Reform Association of South Oxford, on the 10th inst., passed a resolution disapproving of Imperial Federation, and affirming that any change made should be in the direction of Canadian independence.

At a Public Meeting of the Citizens of Kingston, on the 9th inst. strong resolutions against the proposed University Confederation were carried, and a deputation appointed to lay the views of the meeting before the Ontario Government.

Some excitement has been created in England, and a good deal in Australia, by Germany's annexation of the Samoan Islands. Whether this action is taken with the consent of the British Government does not yet appear.

Earl Roseberry, has been appointed Lord of the Privy Seal in place of Lord Carlisle, resigned. The accession of Lord Roseberry, will, it is thought, add considerably to the strength of the British Cabinet.

A terrible holocaust occurred in the burning of the insane wing of the Boscley Almshouse at Philadelphia, on the 10th inst. Of the large number of inmates of the institution, 18 inmates are known to have perished, and 75 were said to be missing and unaccounted for the day after the fire.

Another victory has been won over the rebel Arabs in the Sudan, at the cost of another brave British General, and several soldiers. The rebel position at Birti, was stormed and carried on the 10th inst., by General Earle's command, but the General himself fell while gallantly heading a charge.

An explosion took place on the 10th inst., in the Vale Colliery at Westville, Picton, N. S. Of twenty two men who were in the mine at the time thirteen were instantly killed, and six more or less seriously injured. Thirty-three children are left fatherless by the catastrophe. A coroner's verdict exonerates the manager from blame.

From reports collected by members of Colonel Wilson's party, and now said to be confirmed by an official proclamation of the Mahdi, there is little reason to doubt that Gordon was killed at the taking of Khartoum by a stab in the back as he went out into the street to find out the cause of the commotion. The Mahdi's troops were admitted by treacherous natives whom Gordon trusted.

Special Articles.

UNIFORM AND PROMOTION EXAMINATIONS.

What are they? They are written examinations for the Second, Third, and Fourth Classes, held upon the same day in all the schools of a County, at which all the pupils enrolled for the half-year are required to write. After the answer papers have been valued and returned to the respective schools, the average of each class, and the promotions made, are published. The average of a class is ascertained by dividing the aggregate marks by the number of pupils enrolled, *not* by the number that wrote, otherwise, it would become an object with the teacher to have the poorly prepared ones absent themselves. In this way, trustees and parents have, each year, not only the marks made by each pupil of their own schools, but the average standing of each class in all the schools. The questions are framed to cover the work laid down for each class, and to test, to some extent, the pupil's knowledge of the work of the previous class. Thus the examination answers the double purpose of determining the promotion of pupils, and the standing of classes.

What are their advantages? In the first place, they prevent premature promotions. Some teachers promote on a reading basis; some, to make an appearance of bringing on their pupils; some promote because the parents urge it; and some, because they are about to leave, and desire to forestall their successors. Not unfrequently, a teacher engaging in a school of this kind has to spend a year in fitting the pupils for the classes in which he finds them, and is unable to make a promotion during the whole period. Having brought up the school to a point at which the results of his labor begin to be apparent, he is succeeded by a teacher, or rather a school-keeper, who, in two months, neutralizes all the previous good work done, by promoting every class in the school, winning golden opinions from the section, while the former teacher is censured as indolent or indifferent. Some teachers build up a reputation for successful work, by preparing pupils for Entrance Examinations, while neglecting, or slighting, the lower classes of the school. Having, in this way, in the course of a couple of years, cleared out the more clever pupils, they transfer their labours to another school, and continue a kind of parasitic existence, thriving upon the solid work of their less showy, but more efficient brethren.

All these defects are remedied by the examinations under consideration. A system of uniform promotion is adopted, and thoroughness in school work secured. Neglect of any portion of the school, or inattention to any subject of the course, will be plainly indicated. The record will discriminate with unmistakable clearness between the industrious teacher and the indolent one, between the efficient and the incompetent. The results are made public, the answer papers with their values are returned to the pupils, and their consideration gives parents and trustees a new interest in school matters. The advantage of employing a good teacher, or the loss consequent on an irregular attendance at school, comes to them with new force. They begin to realize that the superficial teacher whom they characterize as a *good* one, because he "suits everybody," may be doing *anything* but good work. A healthy emulation is excited among pupils and parents to have their school maintain a creditable standing as compared with that of others. This leads to more work and better work, in school and out of it.

Contrast this state of affairs with that which follows a half-day's inspectorial visit, having in view, primarily, the same object—estimating the standing of the classes and of the school. With the time at his disposal, the examination cannot but be superficial, and

the inspector gets only a shadowy idea of the attainments of the class, and none whatever of the proficiency of individuals. He is unable to tell whether the same individuals constituted the class at his former visit, or whether those present fairly represent the whole class. A stormy day may keep three-fourths of the pupils away, and the standing of the few present may most unfairly be taken to indicate that of the whole school. Nevertheless, he enters his record, ranging from "very bad" to "excellent," and goes his way, neither people nor trustees being a whit wiser as to the condition of their school. There is little in this to promote that feeling of community of interest between people and inspector that is essential to a successful and harmonious working out of the details of the school system.

These examinations are beneficial to teachers by inciting them to greater industry and to better modes of instruction; by securing due recognition and preferment for the meritorious teacher, and probably the rejection of the useless one.

Finally, as a system of uniform and promotion examinations cannot be successfully carried out in any county without the hearty sympathy and co-operation of a very large proportion of its teachers, it may be safely assumed that in any county where these examinations are in vogue, the teachers are, as a body, earnest, active, intelligent and enthusiastic, or determined to become so. B.

HOW TO TEACH MORALITY.

Assuming that the school-room is the place to impress lessons of morality upon the minds of children, there yet remains to be solved a question as to the most effective method of making such lessons impressive.

Teachers, as well as other people, are apt to let their enthusiasm at times run ahead of their reason. This is no less true in giving moral instruction than it is in any other branch of the teacher's work. Many enthusiastic and well-aiming teachers, in their eagerness to cultivate the moral character of their pupils, go so far as to make a "hobby" of this one point. The children are quick to discover the defect, and the result is a loss of influence on the part of the teacher. The chief mistake is one made not so much in public schools as in private ones, and is the abominable habit of continually "lecturing" to the school on "Character," "Manhood" and such high-sounding subjects. There are many teachers who would not feel as though they had finished a day's labor unless they had taken an hour at the close of the afternoon session to harangue; saying, in all probability, the same thing they have been saying all the year, while the pupils, warned by the appearance of the "old gentleman" before them wearing a long face, prepare for the solemn occasion by closing their books, heaving a sigh or two, and settling themselves down to an hour's moral nausea.

Such a method of feeding the moral nature is defective, and does not accord with the laws of moral growth, but displays a lack of skill in teaching, and an enormous amount of unpardonable ignorance of human nature. Whenever pupils begin to grow impatient with a teacher's talking, then common sense would tell him to stop. Never talk to pupils on such matters unless they are willing to hear you. Otherwise your words fall flat and dead at their feet.

Shall we, then, dispense with character-building in our school-rooms? Positively, no. What then shall we do? Only teach moral truths and true worth with renewed zeal, but with more skill and better judgment. Let us remember that there are a right time and a right way to do everything. Nothing is of so much importance as to demand prominence on every occasion. Do not stuff pupils with any subject to that extent that you create within

them a distaste for it. A man may be cut off from the benefits of the most nutritious and pleasant-tasting food, by being crammed with so much that he grows sick of it. When a man has once acquired a distaste for food, it is of no more use to him. Likewise when a pupil has been subjected to an overdose of moral physic, his stomach grows weak, and he sickens at the idea of having the dose repeated.

The only sure way of impressing manliness of character on the mind of children is, not by giving undue prominence to that point, but by teaching it incidentally. Do not let a pupil know that you are making a special effort to elevate his idea of life. Let him be unconscious of the fact. If you have any moral worth in you, rest assured that your pupil will discover and duly appreciate it. If you have not, then never undertake to cultivate moral principles in others by means of empty words. Be what you would have your pupils be; do what you would have them do. Stand firm for the right and against the wrong; shoot no empty cartridges; strike only when necessary, and you will never lack followers among your pupils. They will have to respect you, love you, obey you, and try to do like you.—J. O. Taylor N. E. Journal of Ed.

Examination Questions.

UNITED COUNTIES OF DUNDAS, STORMONT AND GLENGARRY. — UNIFORM AND PROMOTION EXAMINATION, NOVEMBER 28th, 1884.

ARITHMETIC.—CLASS II.

(Continued From Last Week.)

(FULL WORK MUST BE PUT DOWN. NO VALUE FOR ANSWERS ALONE.)

- Express in figures:—Nine hundred thousand and ten; Sixty thousand one hundred and one; Write in words:—980; 70206; 478432.
- Add together the following numbers:—946085; 37989; 4865; 937906; 409085; 787; 10006.
- Work the following examples in subtraction:—

8045268	10080542635
8062934	9990819086
- John owns 49876 acres of land, and Charles owns 301101 acres. How many has one more than the other?
- Multiply 895968 by 9. Divide 94648 by 11.
- Multiply 876402 by 17. Multiply 104065 by 7908.
- A rancher has 845 sheep, which altogether weigh 35986 lbs. He sells 198 of them which weigh, 8909 lbs. How many sheep has he left? What do they weigh, and how much would that average per sheep?
- Put down the signs of addition, subtraction, multiplication and division, and give the names of the first two.
- A man has \$1200; he buys 9 cows at \$32 each, a span of horses at \$120 each, and 42 sheep at \$5 each. How much has he left?
- Divide the difference between 8406520 and 3972481 by 89. Values—10 each.

ARITHMETIC.—CLASS III.

(FULL WORK MUST BE PUT DOWN. NO VALUE FOR ANSWERS ONLY.)

- Write down in figures—Twenty millions fifteen thousand and ninety; express in Roman numerals—809 and 1884; write in words—90806050.
- Multiply 506400 by 90809; divide 5143134 by 7002.
- Find the G. C. M. of 18996 and 29932; and the L. C. M. of 3, 6, 18, 17, 42, 64.
- From the sum of $8\frac{1}{2}$ and $5\frac{1}{8}$, subtract the difference between $8\frac{1}{2}$ and $5\frac{1}{8}$.

5. How many square yards are there in 123 acres 17 per.
 6. Three men bought a horse. The first paid \$28½; the second, as much as the first and \$20.25; the third paid as much as the other two. What was the cost of the horse?
 7. Four apples cost as much as five pears, and ten pears cost 20 cents. Find the cost of one dozen apples and one-half as many pears.
 8. Find the cost of 1700 lbs. of oats at 42 cents per bushel.
 9. If I buy 11½ yds. of cotton at 8 cents a yard, 12 lbs. of sugar at 10½ cents per pound, 5 lbs. of butter at 22 cents per lb. How much change ought I to get from a \$4 bill?
 10. The quotient is 840, the divisor 950, and the remainder 168. What is the Dividend?
- Values—10 each.

ARITHMETIC.—CLASS IV.

(ALL THE WORK MUST BE PUT DOWN. NO VALUE GIVEN FOR ANSWERS ONLY.)

1. Define factor, decimal, notation, prime number, interest.
 2. Divide the sum of $3\frac{1}{2}$ and $2\frac{3}{5}$ by their difference; add the quotient to the difference between $5\frac{5}{8}$ and $3\frac{1}{2}$, and divide the result by $\frac{1}{2}$.
 3. Find the number of square feet of inch boards required to make a box 6 ft. long, 3 ft. wide and 2 ft. high outside measurement, not allowing anything for waste.
 4. Divide .00281 by .00145, decimally. Prove the correctness of your work.
 5. A farmer bought a yoke of oxen and paid \$50 down, which was $\frac{7}{8}$ of the price. How many cords of wood at \$3 per cord will it take to pay the balance?
 6. The perimeter (sum of the four sides) of a room is 120 feet, and the width is two-thirds of the length, find the cost of carpeting the room with 30 in. carpet at \$1.20 per yard.
 7. Find the cost of pickets for fencing a field 40 rods by 60 rods, the pickets 3 in. wide and 3 in. apart, at 4 pickets for 5 cents.
 8. A. gives \$5 for hay at \$9 per ton; B. gives \$7 for some at \$12 per ton. How many pounds more does one get than the other?
 9. What is due on a note for \$57.60 after 1 year and 5 months, at 8% simple interest?
 10. Reduce 5 ft. 11 in. to the decimal of a mile.
 11. Find how many bushels the box mentioned in No. 3 would contain, allowing 2150.4 cubic in. to a bushel.
- Values—10 each. The first 10 to be considered a full paper.

GRAMMAR.—CLASS IV.

1. Define relative pronoun, antecedent, adverbial phrase, mood, voice.
 2. Analyze:—"Soon after his apprenticeship had expired, he found employment as foreman in a printing office; and in this situation he remained five or six years, with scarcely a hope for any advancement."
 3. In the foregoing passage parse:—Soon, after, he, apprenticeship, foreman, this, remained, years, hope, higher.
 4. Write the past indicative and past participle of the verbs—sit, ride, come, write, smile, go, forsake, know, lay, speak.
 5. Correct the following:—
(a) Him and her was of the same age. (b) We was not there when he done it. (c) Mary don't know why John has went away. (d) She is as old as me but I am taller than her. (e) Every person must bear their own burden.
 6. Give the 3rd person singular of each tense of the indicative and subjunctive moods of the verb to be.
 7. Name the silent letters in each of the following words, and spell the words phonetically, that is according to sound:—though, heaven, beauty.
- Values—1—10; 2—15; 3—20; 4—20; 5—20; 6—15; 7—10.
See (14) of Regulations. The first six a full paper.

GRAMMAR.—CLASS III.

1. Tell what part of speech each word in the following sentences is:—"I once saw a little family of tiny squirrels at play in spring and they ran into a hollow log."
 2. What is a noun, verb, adjective, pronoun, adverb?
 3. Write the following words so that they may mean more than one of each;—man, horse, lady, woman, child.
 4. Divide the following into noun part and verb part:—
(a) Soft and serene is the moon's pale light.
(b) In the beginning, God created the heavens and the earth.
(c) On the bank of the river stood an old log house.
(d) Out of the abundance of the heart, the mouth speaketh.
(e) The leaves have fallen from the trees.
 5. Write sentences each of which shall contain one of the following words:—bright, sour, early, letter, nest, danger, idle, fifty, frozen, to learn.
 6. Correct the following:—(a) I have came to school. (b) He done his sums right. (c) Mo and Robert was there. (d) Helen gets her lesson good. (e) He would have went with you. (f) Sarah made her and I a visit. (g) She seen the danger. (h) John and him are good boys.
 7. Name the cases of nouns, the degrees of comparison, the genders.
- Values—1—20; 2—10; 3—10; 4—20; 5—10; 6—20; 7—10.
See (14) of Regulations.

GEOGRAPHY.—CLASS II.

1. Tell what a river is; a valley; a canal; a mountain; an island; a hill; a lake; a village; a map.
 2. Tell the name of the river that runs past the county in which you live. On which side of the county is it? Which way does it run, and where does it go to?
 3. What part of a map is north? South? East? West.
 4. Name the county in which you live? What county lies east of it? West of it? Name the townships in it.
 5. Make a picture of a lake with a river running into it, and an island in it.
- Values—1—20; 2—20; 3—10; 4—10; 5—15.

GEOGRAPHY.—CLASS III.

1. Define peninsula, cape, bay, river, lake, and draw a map showing each of these divisions.
 2. Draw a map of the county in which you live, showing the townships into which it is divided, and the location of its villages.
 3. Name and tell the positions of each of the five oceans.
 4. Name the counties of Ontario bordering on (a) Lake Ontario; (b) Niagara River; (c) Lake Erie.
 5. Bound North America.
 6. Into what do the following rivers empty:—Ottawa, Severn, Nation, Missouri, Columbia, Assiniboine, Fraser, Moira, Red (2)?
 7. What city at the mouth of the Moira, Ottawa, Hudson, Assiniboine, Fraser?
 8. Where are Hudson Bay, Florida, Vancouver Island, Hamilton, Long Sault, Bay of Quinte, Welland Canal, Bay of Fundy, Patagonia, Ottawa City?
- Values—(7)—5; each of the others, 10.

GEOGRAPHY.—CLASS IV.

1. Define ecliptic, horizon, orbit, longitude, latitude.
2. Name the counties bordering on Georgian Bay, and on both sides of the Ottawa River.
3. Explain the cause of the varying length of day and night, and illustrate by diagrams.
4. Draw a diagram showing the position of the zones, their names and breadths in degrees.
5. Name the railways passed over in a journey from Montreal to Toronto, (a) via Ottawa and Prescott; (b) via Ottawa and Smith's Falls.

6. What and where are Algoma Mills, Tonquin, Tokio, Sudbury, Khartoum, Battleford, Assuan, Maracybo, Hecla, Solway.
7. Draw a map of North America, showing its principal physical features.

Value--(7)--15; each of the others 10.

WRITING.—CLASS II, III AND IV.

Each pupil will write the following:—

In a crack near the cupboard with dainties provided,
A certain young mouse with her mother resided;
So securely they lived in that snug, quiet spot,
Any mouse in the land might have envied their lot.

Value—50.

DICTATION.—CLASS II.

(EXAMINERS WILL SEE DIRECTIONS AS TO THIS SUBJECT ON TIME TABLE.)

"The clock struck ten. Grace could bear her suspense no longer, and scarcely knowing whether she were doing right or wrong, she put on her shawl and bonnet and resolved to start in search of him. When, however, she had gone but a little way, she thought he would perhaps be angry with her, and think she was watching him, and she stood still, hesitating what to do. As she did so she heard footsteps drawing near, and ran back to the house. It was her father coming now, indeed, but as he entered Grace saw beyond doubt that he was very far from sober. For the first time since Jane's death they went to bed without reading a chapter."

Value—50. Two marks off for each word misspelled, or wrong use or omission of capital or period.

Practical Department.

PRIMARY DRAWING—HINTS AND DEFINITIONS.

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

BODY—HAND—PENCIL—BOOK.

There is no one way in which it is always best to sit, to place the hand, hold the pencil, and keep the book. As a rule, it may be assumed that the pupil who takes an interest in his work, and is anxious to do it, will be likely influenced by this feeling, to put his body in the position that will best enable him to do as his mind desires. There can be given, however, a few useful general directions.

Whatever the position of the body, it should always be easy and healthy, the eye never any nearer the paper than is essential for a clear view of the lines. Neither the arm nor the fingers should be constrained or cramped, but at all times perfectly free, that the pencil may be readily moved, and the drawing continued for hours, if necessary, without special fatigue of the muscles. The pencil should be held with the fingers about an inch and a half from the point. The smaller the pupils, however, the nearer the point of the pencil should the fingers come; thus accommodating the pencil to the fingers. For a horizontal line, hold the pencil as a pen is usually held in writing; for all other lines, change its position as required in order to draw the different lines with ease. When lining in a drawing, hold it more nearly upright than when making the sketch.

As a rule, the book should lie square in front of the pupil, whether he sits directly facing the desk, or not—a matter to be determined by comfort—since that position of the book affords a better view of the drawing than one gets when the book is partly turned. There must, however, always be an unobstructed view of the space where the line is to be drawn. This is a prime condition, which can be secured in two ways: by changing the position of the hand and pencil, as already recommended, or by turning the book.

It takes more time, and is more trouble to do the latter than the former; and so the former, when it will answer the purpose, is to be preferred. But when you are drawing a curve line, the concave, and not the convex side should be towards the hand; for this affords much the best view of the line. In order to have it thus, turn the book if necessary. There is no other time when it is decidedly best to turn the book simply for the purpose of drawing a line, since we soon learn to draw lines readily in different directions by so drawing them. If, however, any pupil fails to acquire such power after a reasonable amount of practice, permit him to turn his book as he chooses.

While, as a rule, the book need not be turned simply for the purpose of drawing lines in different directions, yet it should be turned in order to examine and correct a drawing at different stages in its progress; since errors can be more easily discovered when the drawing is viewed on all sides. For the purpose of examination, it is best to hold a drawing vertically before the eye, and far enough off to afford a good view of the whole at once.

It is the tendency of young pupils, at first, to turn their books when they need not; that is, to turn them for the purpose of drawing all lines one way, horizontally for example. At the same time they neglect to turn them when they should; that is, for the purpose of deliberately, critically viewing the drawing on all sides, in order to detect errors.

There should be nothing arbitrary about the methods of the school-room: they should, in a word, be those which the practical draughtsman has found it best to employ in the execution of his work, those which will enable the pupils to execute their drawings with the greatest ease and rapidity according to the nature of the work to be done.

ENTRANCE LITERATURE FOR JULY AND DECEMBER, 1885.

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

BATTLE OF THE BALTIC.—PAGE 226.

The Baltic is a sea, between Denmark, Germany, Russia and Sweden. It contains a great number of islands, the principal of which are Aland, Gothland, Oeland; and the islands of Zealand and Funen separate it from the Categat, by which it communicates with the ocean. Between the Categat and the Baltic there are three navigable channels, viz.: the Sound, the Great Belt, the Little Belt. The navigation of the Sound is least difficult, and it is the one most frequented. The area of the Baltic is estimated at 120,000 square miles. It is very shallow, less salt than the ocean, has little or no tide, and is extensively frozen over in winter.

Horatio Nelson was born in Norfolk, 1758; went to sea in 1770, and sailed in an expedition to discover a north-west passage in 1773. The French war broke out in 1793 and Nelson sailed to the Mediterranean in command of the *Agamemon*; he lost his right eye at Calvi, in Corsica, 1794, and his right arm at Santa Cruz, in the Azores, in 1798. He shattered the naval power of France and her allies off Cape St. Vincent in 1797; at the Nile 1798, and at Trafalgar, 1805, when he was killed.

By the battle of the Baltic, or Copenhagen, 1801, he broke up the northern league—Denmark, Russia, and Sweden—intended to injure British commerce. He was made a baron, 1798, and a Viscount, 1801. He was England's greatest sailor; dauntless in courage and determination, and a strong advocate of duty. "England expects that every man will do his duty,"—his signal at the battle of Trafalgar will be remembered so long as the language or

even the memory of England shall remain. He made England "mistress of the seas." She recognized his worth and all the honours a grateful country could bestow were heaped upon his memory.

The North.—In 1800, Russia, Prussia and Denmark, formed a maritime confederacy, or northern league, against Britain. A fleet of eighteen sail, under Sir Hyde Parker and Admiral Nelson, was despatched to the Baltic to break it up. Nelson undertook, with his squadron, to reduce the batteries of Copenhagen.

Glorious day.—The battle was fought April 2nd, 1801.

Prince of all the land.—The Prince Regent of Denmark commanded the Danish forces. He had been declared Regent in 1784, when his father, Christian VII. became deranged. In 1801 he succeeded to the throne as Frederick VI.

The sign of battle.—In naval engagements signals are hoisted from the mast-head to indicate the commander's orders.

Her van the fleetest rush'd.—The Edgar, commanded by Captain George Murray, led the van in very gallant style.

They strike the shatter'd sail.—This is a nautical expression, used for a vessel which has hoisted a signal of surrender.

The Victor.—Admiral Nelson.

Ye are brothers.—When some of the Danish ships which had struck their colours, fired upon the boats sent to take possession of them, Nelson wrote to the Crown Prince: "The brave Danes are the brothers, and should never be the enemies of the English;" referring to their Common Teutonic origin.

Yield, proud foe.—After the battle Nelson went on shore, a conference took place, an armistice was agreed to and ratified, on the part of the Crown Prince on the one hand, and Sir H. Parker on the other. The result was the secession of Denmark from the league, and the death of the Emperor of Russia, soon after, virtually dissolved the Northern league or armed neutrality, as it was sometimes called.

Our chief.—Sir Hyde Parker.

Death withdrew his shades, also death-shade in stanza iii. There is something very touching in this thought. The shade of death as it really was to so many brave men who were in truth entering the "dark valley." Death has come perhaps very close to most of us, and we have realized its gloom. The "sable garb," the tear, the vault, the urn, the "narrow cell," these are its associates, and they are gloomy. But to the man of duty—dutiful to his God, and dutiful to his fellow-men—death is robbed of much of its shade. Nelson, in writing to his wife from Calvi, said: "Only recollect that a brave man dies but once—a coward all his life long." In another letter he wrote: "Death is a debt we must all pay, and whether now, or a few years hence, can be of little consequence." And the dying Christian, in Pope's beautiful lines exclaims in rapture with Paul: "O Death! where is thy sting?"

The festal cities' blaze.—There was great feasting and rejoicing throughout England in consequence of this victory.

Elsinore.—A town and seaport of Denmark, on the western side of the Sound.

Rion.—Captain Rion, justly styled, "the gallant and good," by Nelson in his despatches, was killed in this battle.

Mermoid.—A marine animal, said to resemble a woman above and a fish below.

Campbell's war lyrics, are the finest in the language. He was a master at word picturing, and here he has laid the colours on with pleasing effect. The power is a pen painting. One can almost imagine himself an eye-witness of the battle. The whole ocean is vivid. The silent falling into line of the ships—the breathless expectation of the sailors—the boom of cannon—the mid-day sun obscured by the war cloud—the corpse strewn sea, ghastly in the

lurid glare of burning hulks—the calm of peace succeeding the hurricane of battle—England's rapture over Nelson's victory—the tribute, worthy of Campbell, to Rion and the brave fellows whose watery graves helped to make England "mistress of the sea," is a picture requiring no gilded frame.

Thomas Campbell, was a poet, born in Glasgow in 1777, author of Gertrude of Wyoming, and the Pleasures of Hope; best known of his war lyrics, Hohenlinden, the Battle of the Baltic, and Ye Mariners of England. He died in 1844. His contemporary poets were: Thomas Moore, Mrs. Hemans, Kirke White, Percy, Shelly, and John Keats.

RENOWN, Fame.
DETERMINED, Resolute.
LEVIATHANS, Sea-monsters.
ADAMANTINE, Impenetrable.
HURRICANE, Tempestuous.
ECLIPSE, Obscuration.

ANTICIPATE, Forestall.
HAVE, Devastation.
SHATTERED, Shivered.
CONFLAGRATION, Flame.
SURRENDER, Surrender.
CONDOLES, Sympathizes.

Educational Notes and News.

The *School Bulletin* gives the following account of a business transaction with a teacher who evidently has an eye to the main chance:—"A New York teacher of whom we might expect better things recently sent to us for a copy of a physical geography 'for examination with a view to introduction.' We replied that we did not publish any. He then wrote asking us to send him the one we thought best, with bill. This we did: whereupon he wrote to the publishers for a free copy, and then sent back the one we had forwarded, asking us to credit the bill back to him, and saying that as he could not send it by mail with postage C. O. D., he would prepay the postage, and deduct it from another bill he was owing us!"

The amount paid by the Department of Education to Separate Schools in Ontario in 1884, was \$14,400; increase, \$19. The amount of school rates from supporters of Separate Schools was \$108,634; increase, \$11,383. The amount subscribed by supporters of Separate Schools, and from other sources, was \$43,254; decrease, \$11,851. The total amount received from all sources was \$166,289; decrease, \$449.

The expenditure for payment of teachers of Separate Schools in Ontario in 1884 was \$91,702; increase, \$7,606. For maps, prize-books, and libraries, \$1,655; increase, \$352. For sites and building school houses, \$23,025; decrease, \$13,535. For other school purposes, \$36,929; increase, \$4,848. Total amount expended, \$153,611; decrease, \$728. Balance, \$12,678; increase, \$279.

Aylmer High School has made marked improvements under the management of Mr. W. W. Rutherford, B.A., who has been Head Master for one year and a half. Prior to this time the attendance was about 40, at present there are more than 90 attending, about thirty-five of these are boarding in town.

Waterloo High School has at present an attendance of over 75 pupils, a larger number than ever in its history, and seems to be getting along finely under its new head-master, Mr. A. Creighton, B.A.—*Georgetown Herald*.

Mr. A. Hudspeth was appointed to the Lindsay Board of Education by the county council last week. Mr. Hudspeth having always taken so deep an interest in everything pertaining to our educational system will bring considerable ability and experience to the deliberations of the board.—*Victoria Warrier*.

The total number of teachers reported as having attended the Normal Schools at Toronto or Ottawa in 1884, was 1853, a decrease of 20.

The total number of certificated or licensed teachers reported for 1884, in Ontario was 6,911; increase, 54.

The total number of certificates granted to teachers in Ontario in 1884 was, Provincial certificates—First-class 211, decrease 35; second-class 2,167, decrease 2. County Board certificates of the old standard—First-class 183, decrease 33; second-class 71, decrease 51; third-class certificates 3,426, decrease 45. Interim certificates 603, increase 194; other certificates 250, increase 26.

Rev. J. S. O'Connor has been elected Chairman and James Morrison Secretary of the Roman Catholic Separate School Board of Perth, for 1885.

THE WORD "WINNIPEG."—Prof. C. N. Bell gives the following account of the changes which this word has undergone:—"I give the word as printed in works from 1734 to 1833, since which last named date there has been no change:

Ouinipigon.....	Vereudrye—1734
Ouinipidue.....	Dobbs—1742
Vmpignon.....	Galtsoniere—1750
Ouinipeg.....	Bourgainville—1757
Ouinipigon.....	Jefferys—1760
Ouinipique.....	French man—1776
Winnepeck.....	Carter—1768
Winnipeg.....	Henry—1775
Winipic.....	Mackenzie—1789
Winipick.....	Parson—1809
Winupic.....	Pike—1805
Winpie.....	Lord Selkirk—1816
Winupie.....	Ross Cox—1817
Winupic.....	Schoolcraft—1820
Winnepeck.....	Keating—1823
Winipeg.....	Beltram—1823
Winnipeg.....	Capt. Back—1833

The name is derived from the Cree words Win—dirty, and Nepe—water.

The Free Industrial Drawing Classes in Ontario were attended during the year by 127 teachers, male and female. Following is the list of proficiency certificates awarded at the end of the session:—71 teachers passed in Freehand Drawing, 102 in Practical Geometry, 75 in Linear Perspective, 48 in Model Drawing, 55 in Black-board Drawing.

The number of pupils reported as attending the Separate Schools of Ontario in 1884, was 26,177; increase, 29. Average attendance, 13,705; increase, 131. The whole number of teachers employed in the Separate Schools was 397; increase, male teachers, 37; decrease, 1. Female teachers, 300; increase, 8.

The average salary of male teachers in the Separate Schools in Ontario in 1884, was \$352; of female, \$188. Thus, it is observed, is considerably below the Public School standard; but it must be remembered that quite a number of the Separate School teachers are members of religious orders, receiving, merely nominal salaries.

The Inglethorpe correspondent of the *Windsor* says:—The schools round here are mostly supplied with teachers. In section No. 2 they have a good teacher in the person of Mr. Puffer, and in section No. 1 there is a teacher, hailing somewhere from the front, near Peterboro, who sits in the school day after day without a scholar. The trustees have him engaged for six months, and the children from a part of the section are attending section No. 2. He says he can sit for six months. Perhaps by that time he will have some scholars.

Of 63 candidates who wrote at the recent Entrance Examinations at Milton and Oakville 25 were successful. Of those who were unsuccessful 5 failed in Geography, 1 in Composition, 25 in Grammar, 21 in Arithmetic, 1 in Dictation, 7 in Fourth Book, 22 in History, and 49 in total number of marks.

Following are some of the principal amendments proposed in the Consolidated High School Act of Ontario, introduced on Wednesday in the Legislature by the Minister of Education. An average attendance of 100 pupils for the first half-year and of 80 for the second half-year will qualify a High School for erection into a Collegiate Institute. The Chairman of High School Boards shall have only one vote. High School trustees shall have power to suspend a pupil for insubordination. The Municipal Treasurer shall be the treasurer of High School Boards. High School masters shall be remunerated for services rendered as examiners. The High Schools shall close for the holidays simultaneously with the Public Schools. Teachers resigning their charge of schools during the summer holidays shall be paid according to the proportion their time of service bears to the total of teaching days in the year. The legislative grant shall be paid directly to the treasurer of High School Boards, and it shall be based upon the amount of salaries paid to teachers, the character and equipment of High School buildings, and the average attendance.

QUEBEC.

The most important event connected with the educational work of the Province, is the resignation of the Rev. Dr. Lobley, Principal of the University of Bishop's College, Lennoxville, a position which he has occupied with great honor to himself and advantage

to the college for the past eight years, a wrangler of Cambridge, and engaged in parish work in England, he was called to Montreal, to take charge of a Theological School. He was subsequently appointed to his present position on the retirement of Dr. Lobley, to return to Parish work in England, the Province loses one of its ablest men, and the University a leader that it will be difficult to replace.

The Rev. Dr. Begin, has been appointed Successor to the late Father Legase, as Principal of the Laval Normal School. Born in 1849 Dr. Begin graduated with honors at Laval University in 1863, and continued his studies at Rome, for three years, at the close of which he obtained the Degree of Doctor of Theology. In 1868 he returned to Quebec, having been appointed Professor of Laval University. He maintained his connection with the university until 1881, when a desire for retirement and rest induced him to withdraw from university life and engage in Parish work. The appointment has been received with general favor.

The *Consolidation of the School Law* has been occupying the attention of the authorities for some time, and the first copies of the Revision have recently been placed in the hands of the members of the Committees of the Council of Public Instruction, and these copies are undergoing a thorough examination. Since the consolidation of the Statutes of Lower Canada in 1860, a great many amendments and additions have been made to the educational laws of the Province which make them very lengthy and difficult of interpretation. The present revision if carefully prepared will prove a great boon to those who have to do with the working and interpretation of the School Law.

The McGill Normal School Session has been shortened from ten to nine months to enable the Professors to hold Normal Teachers Institutes during the summer in the County Districts. Two of these Institutes were held last summer as an experiment under the direction of the Principal of the Normal School, and the Protestant Secretary of the Education Department; and the marked success which attended their efforts has led to the adoption of their Institutes as part of the official programme. At least three of these Institutes are to be held during the coming summer.

The Protestant Secretary of the Department of Public Instruction has been giving a course of lectures at the McGill Normal School, upon School Law and School organization.

The Honorable Donald A. Smith—who has already given fifty-thousand dollars for the establishment of Separate Classes for Women in McGill College, has intimated his intention of giving at least fifty thousand dollars more to enable the College to provide a complete Arts course for women in separate classes. These generous gifts will no doubt prove unanswerable arguments in favor of the opponents of co-education, and will no doubt practically settle the question of co-education or separate education which has been under the consideration of the Corporation of the University for some time.

The next meeting of the Protestant Committee of the Council of Public Instruction will be held on Wednesday, 25th, February

Personal.

Mr. Ray, of Lindsay, who has taught at Creemore, three miles from here, has been compelled to resign his position, on account of bad health. * * * Mr. William Yeo, formerly teacher at Little Britain, is teaching at Stayner. * * * Miss Maggie McPherson, of Lennoxville, is teaching on the mountain near here. * * * Collingwood boasts of a Collegiate Institute not of a High School. The Institute is now reckoned one of the best in the Province for the educational work.—*Woodville Advocate*.

Mr. J. B. Powles has been re-engaged as teacher at Pleasant Valley, with an increase of salary.

Mr. J. C. Rodgers has been re-engaged in the Cambray school this year. He is spoken of as a painstaking and thorough teacher.

Miss Barbara McLean, of Milton, is filling Miss Gallio's department in the Oakville School, during the latter's attendance at the Toronto Normal.

Mr. A. W. Burt, Head Master of the Brockville High School, assisted by his brother, Mr. F. P. Burt, has been appointed drawing master in connection with the Brockville Mechanics' Institute.

Mr. J. Twohey, B.A., of Port Colborne, is teaching in Aylmer, as Classical Master. Mr. Twohey commences his career as a teacher after a most brilliant course at University College. He passed the entrance examination in July '78, and within six years took his degree, standing first in classics the last three years of his course. We wish him success.

Orono Public School is prospering under Mr. W. C. Allin, the Head Master.

Mr. J. J. Rooney, Head Master of the Ashburnham Public Schools, was married a few days since to Miss Bella Noble, daughter of William Noble, Esq., of Whittfield.

James Ferguson, late Head Master of the Wingham Schools, has been appointed Head Master of the Teeswater Public Schools.

Miss Maggie West, of the Orangeville Public School, has resigned her position, and intends going to the North-West.

Mr. D. M. Ross, late Principal of the Lanark Public School, is teacher of mathematics and science in the Brockville High School, and is also studying law in the office of Hon. C. F. Fraser in that town.

Miss Barbara Ross, of Argyle, has taken charge of Maple Hill Public School, Fenelon. She goes well recommended.

Mr. C. S. Eggleton, who during the past two years taught in Hungerford, No. 3, has been appointed Master of the Bogart Public School.

In common with the teachers of South Hastings, and many others, we very much regret to hear of the illness of John Johnston Esq., Inspector of Public Schools for South Hastings.

Mr. J. S. Deacon, who has been for some time Head Master of the Ingersoll Public School, has resigned and taken a similar position in Woodstock. Woodstock is to be congratulated. Mr. Deacon is a competent teacher and a hard worker.

Correspondence.

To the Editor of the CANADA SCHOOL JOURNAL.

SIR,—Allow me space for a few remarks in reference to your notice of my letter to the JOURNAL of the 5th inst. You say that a combined action on the part of the teachers themselves is all that is required. I do not know, Mr. Editor, the extent of your acquaintance with teachers in the rural districts, but from my own experience of some twenty-five years, I have no hesitation whatever in pronouncing such a course utterly impracticable. A great many are glad to get schools from year to year on any conditions. Would you expect them to combine for their rights and thereby incur the displeasure of trustees? Again, others are only using the profession as a stepping-stone to some other profession, and do not care whether the pay comes oftener or not, so long as their object, viz.: the replenishing of their purses, is effected. These do not care to go to any trouble in the matter, as they do not intend to make teaching their life work. You also say that it is well for the Government to interfere as little as possible with the freedom of Trustees and Teachers in business matters. Perhaps you are right. I am not politician enough to know just how it would effect the popularity of the Government were such an act of justice done the teachers of Ontario. But, Mr. Editor, is the Government not interfering already with the freedom of Trustees and Teachers? What about payment for the holidays? Is it any more necessary that there should be legislation in that direction than in the one I am advocating? Would it not be as easy for trustees, who hire teachers whose engagements end just before the holidays, to put in their agreement with such teachers that they would not be entitled to any pay for such holidays as for the teachers of Ontario to combine and enforce trustees to pay them oftener than at present? It would, and yet we are to have legislation in this simple matter while an infinitely greater grievance is not, as far as I know, even mentioned. I trust however that it is not yet too late, and that the Hon. G. W. Ross may see his way clear in a matter that, in my opinion, will always bear heavily on teachers till the legislature steps in and gives relief. Hoping I am not trespassing too much of your space. I remain, yours fraternally,

TEACHER.

Wellington County, Feb. 9th, 1885.

To the Editor of THE CANADA SCHOOL JOURNAL.

SIR,—Some editorial utterances in your issue of Feb. 5th, call for discussion. You assert that the primer in History and Science is bad. It appears to me your statement is too sweeping. I certainly think that such a production covering a comparatively short period, may be both useful and interesting. I might instance Jeffer's Primer of Canada. But when the attempt is made to condense the facts of English History into the same space, to say nothing of English History, Canadian History, Municipal Institutions, &c., it is the height of absurdity. You may get the facts, but is an impossibility to make them interesting reading for a child. I would as soon think of putting a volume of statistics into his hand and expect him to be enraptured with the contents. I have been teaching history for Entrance Examinations for several years and come to the conclusion that we are "feeding dry bones." Why not assign one period, say the Guelph period, and thus allow of more care and fulness, and less cram? It would give pupils more time to read larger works, thus gaining deeper insight into the facts, and deeper interest in the study. The delving into antiquities could more profitably be deferred till the mind is more matured.

If teachers generally agree with me let them speak out and we can yet bring about a change.

RURALIST.

Nobleton, Feb. 7th, 1885.

Miscellaneous.

THE LITTLE GRAVE.

"It's only a little grave," they said,
"Only just a child that's dead!"
And so they carelessly turned away
From the mound the spade had made that day.
Ah! they did not know how deep a shade
That little grave in one house had made.

True, the coffin was narrow and small,
One yard would have served for an ample pall;
And one man, in his arms, could have borne away
The rosewood and its freight of clay.
But what darling hopes were hid
Beneath that little coffin lid.

A weeping mother stood that day
With folded hands by that form of clay;
And painful, burning tears were hid
'Neath the drooping lash and aching lid;
And her lip, and cheek, and brow
Were almost as white as her baby's now.

And then some things were put away,
The crimson frock, and wrappings gay;
The little sock, and the half-worn shoe,
The cap with its plume and tassels blue;
And an empty crib stands with covers spread,
As white as the face of the sinless dead.

'Tis a little grave; but oh! what care!
What world-wide hopes are buried there!
And ye, perhaps, in coming years,
May see, like her, through blinding tears,
How much of light, how much of joy,
Is buried up with an only boy!

A CANADIAN SCENE.

It is really too bad of the *Illustrated London News* to set that very graphic artist, Mr. Caton Woodville, to work upon Canadian scenes. Probably it is due to protests from the Egyptians and Hindoos, for no free-lance out of a melodrama could be so wild and intense or be dressed in so fantastic a mixture of Crusader's armour and flowing robes as his denizens of the Nile, where they are not obtrusively naked. His Anglo-Indians are also fierce and foreign-looking beings, with viragos for wives. The size of the

eye-glasses and the height of the collars met with by Mr. Woodville in English society, are truly striking, but if Canadians are not past being astonished by artistic ignorance we have what will astonish them in his picture of "Christmas in Canada - Going to Church." A pretty woman with a tartan shawl over her head, and carrying a babe and a pair of snow-shoes, walks through a thickly wooded mountain gorge beside a man got up in the toggery of a lord returned from the Rocky Mountains, with gun, belt, and mighty hunting knife, all complete, and the inevitable snow-shoes on his back. The snow has just fallen heavily, witness the boughs laden with it, but the path seems to be quite good, as the snow-shoes are not in use. Although the village is near, there is evidently a great suspicion of prowling Indians and wolves. The editor of the *News*, who has perhaps some modern information with regard to Canada explains in letter press that this is Canada in the old time—what olden time is not said. But the picture itself goes abroad without any such explanation to show what lives we live in the backwoods. — *Montreal Witness*.

FROZEN KINDNESS.

The world is full of kindness that never was spoken, and that is not much better than no kindness at all. The fuel in the stove makes the room warm, but there are great piles of fallen trees lying on rocks and on tops of hills where nobody can get them; these do not make anybody warm. You might freeze to death for want of wood in plain sight of these fallen trees if you had no means of getting the wood home, and making a fire of it. Just so in a family, love is what makes the parents and children, the brothers and sisters happy. But if they take care never to say a word about it; if they keep it a profound secret as if it were a crime, they will not be much happier than if there was not any love among them; the house will seem cold even in summer, and if you live there you will envy the dog when any one calls him poor fellow.

A REMARKABLE MOSAIC.

A remarkable mosaic has just been discovered at Nimes. It contains more than 150 square feet, and represents a Roman emperor seated on a throne, besides which stands a female figure. There are also two figures of men, one of them leading a lion, and the other a wild bear. A warrior with a Roman helmet completes the group. The work has escaped injury, and the lines and colors are said to be as fresh as though they dated from yesterday. "It is declared by competent judges," says the *St. James Gazette*, "to be the richest mosaic yet discovered, no museum in Europe possessing one to match it. As for its value, they decline to name a definite sum, though they express the opinion that it cannot be worth less than a million of francs at the lowest. The unfortunate owner of the house in which this treasure has been discovered had just sold the property to the municipality for less than £2,600. This body will frame the mosaic and place it in the museum of the town, already so rich in local relics of the Roman period." — *New York Tribune*.

"The worst thing about India," says a gentleman who has just returned from there, "is the nuisance of numerous servants. Why, when I was at Begglywallah I had four servants to look after my pipe alone!" "Four servants to attend to your pipe?" "Yes. The first one brought it to me, the second filled it, third lit it. "And the fourth?" "Oh, he smoked it! I never could abide tobacco in any form, you know!"

Question Drawer.

M. C. sends the following:—

I. The hands of a clock move irregularly, the hour hand moving 5% too fast, the minute hand 10% too slow. In 15 minutes true time they will be together. How many minute spaces measured on the face of the clock are they apart now?

II. A mortgage for \$1,000, paying 7% per annum, payable yearly, has two years to run. What should a Loan Society give for the mortgage that it may receive 8% on its investment, if all moneys received by the society are loaned out at 8%.

ANSWER TO QUESTION IN SCHOOL JOURNAL, OF FEBRUARY 5, 1885.

I. The difference between the true time and the supposed time being 5 minutes less than an hour, the hour hand, which indicates the minutes in supposed time must be 5 minute divisions ahead of the minute hand. The hour hand is between II and III. When it was at II, the minute hand was 10 minute divisions behind, therefore, it has gained 5 (10-5) minute divisions on the hour hand since 2 o'clock. As the minute hand moves 12 times as fast as the hour hand, it gains 11 minute divisions in 12 minutes or 1 in $\frac{1}{11}$ minutes; it gains 5 in $\frac{5}{11}$ minutes + 5 = $5\frac{5}{11}$ minutes. ∴ the time is $5\frac{5}{11}$ minutes past two, and there can be no other answer.

W. J. MACDONALD.

Guelph, Feb. 9, 1885.

Teachers' Associations.

PETERBORO. — The Convention of the Teachers of the County of Peterboro' met in the town of Peterboro', on the 5th inst. The attendance of teachers was large. J. C. Brown, Esq., Inspector of schools for the county, occupied the chair. An informal meeting was held in the morning of the first day, the chief point under discussion being the best method of appropriating the funds on hand. It was at length agreed that a part should be used towards payment of teachers' subscriptions to some good school journal, the Association paying one-half the price, and the individual teachers the other half of subscription price.

Mr. J. H. Long, read an elaborate paper on Phonography, speaking strongly of the importance of the subject, and advocating its claim to a place on the Public School Curriculum.

Mr. Hutchison read a paper on Elementary Arithmetic, and Mr. H. Kay Coleman, Head Master of the Peterboro' Public Schools, gave an able address on the subject of "Entrance Literature." Mr. Coleman explained that as there is at present no book of notes on the twelve extracts prescribed for the July Entrance Examinations, four of the leading teachers of Peterboro' had agreed to prepare notes, each on three of the extracts, and thus help each other along. The benefits of this excellent plan will be extended to others, as Mr. Coleman, Head Master of the Public School, and Mr. J. E. McIlennyle, Head Master of the Separate School of Peterboro', have kindly consented to edit notes on the twelve lessons for publication in the columns of the CANADA SCHOOL JOURNAL. These will be of great service to the Public School Teachers not only of Peterboro' County, but all over the Province, and will cost them nothing, provided they all are, as they should be, subscribers to the JOURNAL.

Mr. McIlennyle gave some excellent advice on "How to Teach Writing in the Public Schools of Ontario." His suggestions and illustrations were to the point, and well received.

Dr. McLe'lan was present, and gave several lectures before the Convention. He was received with enthusiasm, and his talks to the teachers were thoroughly appreciated.

Literary Review.

The Canadian Pocket Diary, published by Brown Brothers, Toronto, is a most convenient affair, neatly and substantially bound. It is the business man's *Trade mecum*.

Harp's Young People, for February 10th, contains amongst other matters of interest to the little folks, a full page illustration of whale fishing off Long Island.

The Queen of Hearts. A Dramatic Fantasia, by J. G. B. Boston, Ginn, Heath & Co. This little work will be a pleasing addition to the "Diversions for Students." Mailing prices 22 cents. C. Clarkson, 35 Haseltin Street Toronto.