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# The Canada School Journal.

Vol. VI.

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## The Canada School Journal

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CANADA SCHOOL JOURNAL HAS RECEIVED

*An Honorable Mention at Paris Exhibition, 1878.  
Recommended by the Minister of Education for Ontario  
Recommended by the Council of Public Instruction, Quebec.  
Recommended by Chief Superintendent of Education, New Brunswick.  
Recommended by Chief Superintendent of Education, Nova Scotia.  
Recommended by Chief Superintendent of Education, British Columbia.  
Recommended by Chief Superintendent of Education, Manitoba.*

The Publishers frequently receive letters from their friends complaining of the non receipt of the JOURNAL. In explanation they would state, as subscriptions are necessarily payable in advance, the mailing clerks have instructions to discontinue the paper when a subscription expires. The clerks are, of course, unable to make any distinction in a list containing names from all parts of the United States and Canada.

### INSPECTOR MARLING VERSUS MATHEMATICS.

The High School Inspectors' reports for 1879 are somewhat meagre. Dr. McLellan has no report at all; we hope the senior Inspector has not been terrified into silence by the hypercriticism of the *Mail*. Mr. Buchan's report calls for no comment. We regret to have to express the opinion that in some respects Mr. Marling's shows narrowness; it is certainly misleading in at least one important point: we refer to his attack on Mathematics.

He affirms (1) that "it is not uncommon to find fully five-eighths of the school time taken up with these subjects;" (2) that "the solution of problems is of but small educational value;" and (3) "that most of the mathematical teachers, especially University men, agree with him in his opinions."

Concerning these assertions we remark: (1) We have reasons for believing the first statement to be greatly exaggerated. Possibly there may be here and there a class composed of candidates for second class certificates, who enter a High School almost entirely ignorant of mathematics, and yet expect to be prepared for examination in from four to six months, whose members have to spend five-eighths of their school time in mathematical study. No value can be attached to a general statement based on such exceptional instances. Will Mr. Marling favor us with the name of a single High School noted for efficient mathematical teaching in which such a disproportionate attention is being paid to the subject?

(2) "The solution of problems is of but small educational value," says Mr. Marling. "In every problem which the pupil solves, the same faculties are exercised which in their higher degrees produced the greatest discoveries in Geometry," says John Stuart Mill. In a conflict of opinion between these gentlemen, we must be pardoned for agreeing with Mill.

(3) We are acquainted with several of the prominent mathematical teachers in our High Schools, and we do not know one who is "with" Mr. Marling in these assertions.

(4) Mr. Marling admits that the Intermediate Examination is acknowledged "candid and judicious educationists conversant with our school history to have wrought a change in the teaching and the learning little short of marvellous." We believe, and we are confident that most teachers will agree with our opinion, that the "marvellous" change is largely due to mathematics.

The following general observations should be kept in view in considering this question:—

1. Few teachers will say that students of average ability with good mathematical teaching require five-eighths of their school time to acquire a sufficient knowledge of mathematics to pass the Intermediate Examination.

2. It is a recognized fact among the best teachers that, owing to improved methods of teaching mathematics, students now learn a given amount of elementary mathematics in about one-half the time needed ten years ago.

3. The examiners in all the Universities declare that students in all departments come better prepared for the matriculation examination than they did ten years ago. This clearly shows that the study of mathematics has not engrossed an undue share of attention, or prevented the thorough study of other subjects.

In view of these facts, Mr. Marling surely will not expect intelligent men to accept his unsupported assertion that the study of mathematics has proved and is proving injurious to the intellectual life of the rising generation. We are free to admit, however, that while we would regard it as decidedly unwise to teach mathematics less vigorously than at present, we think there is considerable force in the suggestion made in the Legislature by Dr. McLaughlin concerning the advisability of allowing girls an option between modern languages and mathematics beyond a certain minimum course.

### HIGHER EDUCATION IN NOVA SCOTIA.

The question of provincial aid to the higher education continues to excite considerable thought and discussion in Nova Scotia. The statutory lapse of the grants to colleges has, as it were, forced the subject on public attention.

So far as we at this distance can gather, the clearance of opinion is not upon a single line. There is first the position of the friends of the denominational colleges. Most of these are agitating simply for a renewal of the grants from the public treasury, claiming that this system of combined provincial and (we do not use the word in an odious sense) sectarian sustentation is more economical for the Province than a concentration of its patronage on a single State-supported institution, and at the same time conducive to better educational results.

This view is directly combated by those who wish to accept existing legislation as final, and who oppose the renewals of the

grants in any form. This class seems to include both friends and foes of the project of a central teaching university. Then again, there are the friends of the established University of Halifax, including, it would appear, some from each of the two general classes mentioned, yet in some sense forming a class by themselves. At present one of the most obscure elements of the problem is the shape in which the University, which, our readers do not require to be told, is simply a degree-conferring institution, shall emerge from the imminent legislation discussion.

The *Morning Chronicle* (Opposition) concludes a series of articles (editorial) with a suggestion that the money voted by the Province to sustain collegiate education shall be distributed among the colleges on the basis of the relative work done, the tests to be applied through the agency of the Halifax University. This suggestion, though of course our position does not enable us to judge fully of its wisdom, seems to possess an element of common sense.

For the benefit of our readers we copy the conclusion of the *Chronicle's* article :

"Now, however straitened the Province may be financially, it is evident that a certain amount of money will have to be annually expended in fostering higher education; and the proper mode of subsidising the colleges, the sensible and rational plan of encouraging them to higher efforts, is to pay them for work actually done. This can be easily effected by requiring every college desirous of participating in the distribution of the Provincial grant to send its candidates to the examinations held by the University of Halifax, the college being entitled to receive, for every candidate it passes through this by no means excessive ordeal, a certain sum, varying according to the grade of the examination. In this way the aid asserted to be required by the colleges can be obtained by them, the public will have the means of judging of the actual value of the education given at the several institutions, and will know that their money is well spent, and the University will discharge in full functions which at present it is unable to fulfil completely, owing to the peculiar position it occupies towards the colleges. This is, in brief, the scheme we propose, as the only reasonable substitute for that we prefer to all others, namely, a central teaching University, and which we propose as an alternative, because it is a step in the direction of progress, tending to uniformity in the character of the education given in our colleges, to healthy competition between them, and the only justifiable way of subsidising these institutions."

#### THE MINISTER OF EDUCATION ON THE ESTIMATES.

Like the man "just and tenacious of his purpose" described by Horace, the Minister of Education has maintained his position in spite of the sinister predictions of those who, for a purpose, have undertaken the role of educational pessimists. The Minister's speech on the Estimates consists of a plain array of facts, without disproving which it is impossible to contest the proposition that a great advance with regard to the examination and training of teachers, and the general working of the Department, has been made within the last few years, culminating in the present position of the educational system of the Province.

It is a fact that the year's expenditure of 1879 shows a diminution of \$160,000 as compared with that of 1877, and yet the year 1879 shows an increase in teachers' salaries of \$60,000. The decrease in the total is accounted for by the

fact that school accommodation has been to a great degree provided for. It is a fact that the Normal Schools of Toronto and Ottawa are turning out an annual supply of between 200 and 300 trained teachers. It is a fact that the experiment of 1877 in establishing Model Schools has been a decided success. It is a fact that the examinations of teachers have been put on a footing that ensures efficiency and precludes unfair dealing or favoritism. It is a fact that the system of County Inspectors is a marked improvement on the regime of the Township Inspectors who preceded them, and that while for the necessities of unification and fair play, the examining power was centralized, in all the administrative details the utmost de-centralization had been attained in favor of the local trustees and County Councils. It is also a fact, in the face of fictions industriously circulated to the contrary, that no member of the central committee ever wrote a text-book.

The conclusion we have drawn from these facts is one patent enough to any one who has not been, as Mr. Gibson feared had unfortunately happened to the member for East Grey, asleep for the last five years.

#### HOME STUDY.

The relation of home study to school instruction is one of the vexed questions apt to cause friction between the authorities of home and school. Under the old regime of teaching, home was but the complement of school, the place where were prepared the "tasks" for the hour after hour of recitation of school time. Who does not recollect with gratitude, that sweetest part of a holiday, the evening's exemption from study? Teachers ambitious of a high average of marks, and of the profit as well as the praise resulting therefrom, are perhaps given to push home study too far, and parents brought up under the same system are apt to measure the teacher's interest in pupils by the amount of book-work to be prepared at home.

On the other hand, it is urged that the hours given to school are quite sufficient for study; that recreation, the home-life, and exercise claim a share in the day on which "lessons" ought not to trench. In poorer families the help of a boy or girl is required by the parents, and the loss of that help in the afternoon or evening seems a very poor return for the effort made in sending them to school during the day.

The truth, as usual, lies probably in a middle position. All home study of new work should, as far as possible, be avoided until the body has outgrown the weakness of childhood. Till then, home study should consist of reviewing the instruction received during the day, with the single exception of going over the morning reading lesson. But for healthy, well-grown boys or girls, we have no fear that a fair amount of home study will injure their health, especially if proper attention be paid to drill and gymnastics during school hours. Far more harm is done to health, far more loss of natural sleep, overstrained nerves, and mental and bodily exhaustion are in reality caused by the premature and precocious social dissipation which even in country districts is so common among young people, whose health would be far better if they were left undisturbed at their studies. But for the younger scholars the habitual pro-

paration of lessons at school will ensure the advice and direction of the teacher, will greatly economise time, and render the great finder of work for "idle hands" an extinct Satan.

### THE UNIVERSITY FIZZLE.

The great University grievance has loomed in vast proportions during the last six months in the happy hunting grounds of those ingenious journalists who have been so irrepressible in their attacks on the Educational Department, for reasons no doubt satisfactory to what, in the scientist slang of the day, we may call the "tribal conscience" of their party. We have been told, with somewhat, perhaps, of that "vain repetition" which "the heathen" are not alone in regarding as a claim to be heard, that "Mr. Warren had been appointed Professor over the heads of the existing Professorial Staff; that a disproportionately high salary had been bestowed on the newly-imported favorite of officialism; that the highest office in the University was reserved for him, that of President, should the eminent Canadian scholar who fills it be carried off by some ardent votary of co-education being induced to act the part of Charlotte Corday!" Such was the terrible array of rumours and hear-say evidence, which were every now and then set up and knocked down in the columns of the *Mail*, after the fashion of those redoubted warriors who demolish soldiers of straw constructed by themselves. But with the Session of the Local House came explanation and statement of fact. It turned out that Mr. Warren had *not* been made Professor of Classics or of anything else; that *no* salary had been offered him; and that all this appeal to nationalism and patriotic indignation against supposed insult offered to Canadian scholarship rested on no more solid evidence than did Mr. Pickwick's breach of contract with Mrs. Bardell. We regret the waste of energy and time, and the perversion to party purposes of journalistic powers so well fitted to promote those true interests of education, which, as we have all along maintained, should be considered quite independently of the heated passions of political strife.

### HAIGHT VERSUS DICKSON.

When a school succeeds in winning high honors at our universities, or at the teachers' examinations, through the energy and ability of its masters and students, we are ready to give it praise without reservation. When, however, a man attempts to elevate himself by taking an unfair advantage over his fellow teachers; when he stoops to lure the brightest students from his more modest rivals, that he may through them gain credit for brilliancy which he does not possess, honest men must condemn his practices. We have tried to show in these columns that such a course is not only indecent and unprofessional, but that it is unfair to students, who are led away from home, to incur increased expense, in attending a school in many respects inferior to the one in their own locality. It seems, however, that the quality of the education given is not the only thing with reference to which students

may be misled. Finding that the former attempts at trumpeting the praise of his school were failing to draw material sufficient to satisfy him, the Principal of the Hamilton Collegiate Institute issued circulars to promising students through the country, offering scholarships to those who took the highest standing at approaching examinations as students of the Hamilton Institute. It turns out that he was not authorized by his Board to do this, and those who won their scholarships were refused payment. Mr. George Dickson actually refused to pay the money solemnly promised by Mr. George Dickson. Mr. Milton Haight, one of those who earned scholarships, and was refused payment, entered a suit against Mr. Dickson to recover the amount, \$75.00, as stated in the last number of the *JOURNAL*. The case was tried on February 28th, in Hamilton, before a jury, and a verdict was returned for Mr. Haight for the full amount of his claim, with costs. Want of space prevents our making any comment on these facts in this number.

When we published some letters a few months ago, sent by correspondents of the highest integrity, and referring to the remarkable course of the Hamilton Institute in issuing an advertizing sheet under the guise of a school journal, the conductor of the said journal had the hardihood to state over his own signature that these letters were not genuine. After reading the letter of Mr. Whittington in another column, charging the publisher of the *Hamilton School Magazine* with the most barefaced forgery of a testimonial, we are in a position to understand why he should make such an unfounded assertion concerning the letters which have appeared in this *JOURNAL*.

We are glad to learn that Inspectors and High School Masters throughout the Province are now fully alive to their own interests in this matter, and hope that they will be true to themselves and the young people of their districts, by preventing the introduction of any insidious influences, whose real aim is to mislead those intending to prosecute a higher course of study, and elevate one school at the expense of all others of a similar character.

### SUCCESS OF THE CANADA SCHOOL JOURNAL. ✓

We are under obligations to our many friends throughout the Dominion for the large subscription lists which we are constantly receiving. The *CANADA SCHOOL JOURNAL* is rapidly becoming what we always designed it should be, the recognized organ of all grades of the teaching profession in Canada. We are especially pleased that in Ontario, it is being adopted by the local associations all over the Province. Several counties have decided in its favor during the past month. Perhaps the most gratifying report came to us by telegram from Watford, as follows:

"East Lambton Teachers' Association passed resolution that every member be supplied with copy of *CANADA SCHOOL JOURNAL* and *Gage's School Examiner* for eighty-one."

One association issues a circular to all the teachers of its district, from which we make the following quotation:

"THE *CANADA SCHOOL JOURNAL* is the organ of the association.

No teacher can afford to be without at least one periodical devoted to the interests of the profession, and you should prevail on your trustees to take the CANADA SCHOOL JOURNAL. Under Sub-section 23 of the 102nd Section of the Public Schools Act, trustees are required 'to procure annually, for the benefit of their school section, some periodical devoted to education.'

This Section of the School Act is too frequently overlooked.

In return for the kindness of our friends, we can only repeat our desire to make the CANADA SCHOOL JOURNAL a means of elevating the profession intellectually and socially, and we will always be pleased to receive suggestions as to its improvement.

#### "HAVE I A VOCATION TO BE A TEACHER" ?

When young people choose a life-calling from mere caprice, or imitation, or any other reason but the only adequate one of conscious fitness and reasonable hope of remunerative success, the results are apt to be as unsatisfactory as those of marriages entered into hastily, without affection or means of support. In most cases, young people are wedded once for all to whatever calling they have chosen, nor is divorce, on the ground of incompatibility possible.

In the present generation, there seems to be a reaction against the hard manual work of the two or three generations which have made the country what it is. It is increasingly common for farmers' sons to seek a calling whose chief recommendation seems to be exemption from labor. In consequence of this, the market is flooded with clerks, doctors, clergymen, lawyers, and teachers. In the four former cases, the evil works its own remedy, the incompetent surpluses being disposed of by that beneficent law, "the non-survival of the unfittest." But in the case of teachers, there exists a class of people interested in promoting the survival of incompetent teachers, in order to cheapen and underrule the competent. But the position of "the cheap teacher" is not a pleasant one. It will cease to exist as soon as the good sense of the community awakes to the need of abolishing the condition of things which overcrowds the teaching profession with inferior members.

But with really good teachers, the profession is far from being overcrowded, and any young man or woman who has the true vocation for teaching, now, more than at any former time in the history of this country, may count on an assured future of usefulness and honour. Never before has public interest so turned to the subject of education. Both the pecuniary rewards and the social position are rising, and are sure to rise further still.

#### UPPER CANADA COLLEGE.

The Minister of Education has laid before the Ontario Legislature his special report on Upper Canada College, which certainly shows that the College has done good work in supplying the University of Toronto with a large number of matriculated students ever since 1840. But, as the report goes on to state, "since the great educational improvement in the work of the High Schools, recently effected by the Entrance and Intermediate Examinations, and half-yearly inspection, and the increase in their financial resources, the college is surrounded

"by numerous energetic and worthy competitors for scholastic honors," that is to say, the College now no longer stands alone, but is met on its own ground by the High Schools and Collegiate Institutes of the Province. Under these circumstances we are not surprised that the Minister proposes certain changes in the management of the College, the most important of which are inspection by the Department, and extension of the Exhibition Regulations, so as to be more generally beneficial to pupils from all parts of the Province. Whether the instalment of reform in the management of Upper Canada College will finally satisfy public opinion in the Province is a question which our High School friends will probably press on the Department's serious consideration.

—In an excellent paper read at the "Woman's Literary Club," by Mrs. K. S. MacLean, of Kingston, the remark is made that in the States it almost always seems the first ambition of the teacher to make the scholar realize his future duties as the citizen of a great Republic. Ethical and social teaching should certainly form a part of the public school course, and on no subject could this be given with more certainty of practical benefit than that of Temperance. In England we are glad to see that efforts in this direction are not relaxed. At the last quarterly meeting of the National Union of Elementary Teachers at Norwich, Mr. J. H. Tench read an excellent paper on Temperance, and proposed a resolution in favor of total abstinence as a basis of temperance ethics in the schools, which was carried with but one dissentient.

—MR. NATHANIEL GORDON has been appointed Inspector of the newly-organized County of Dufferin. Mr. Gordon has been for nine years principal of the Picton Public Schools, and has had charge of the County Model School in that town since its establishment. He taught twenty-one years in Prince Edward County, rising gradually from the ranks to the best school in the county. He could have received no better training for the position of Inspector. He has always been an earnest and energetic teacher, who worked hard himself, and succeeded in inspiring in his pupils a love for independent work. His past success gives every reason to hope that he will do much good for the cause of education in Dufferin.

—It is a gratifying fact that, while a large number of members during the last session of Parliament spoke in favor of curtailing the powers of Public School Inspectors, only one weakly note of complaint has been sounded during the present session. Mr. Ross, of Huron, deserves the gratitude of the profession for the manly way in which he defended the Inspectors, as well as for the intelligent interest he takes in education generally. The educational somnambulist from East Grey should remember that progressive institutions are not to be discredited or overthrown by Rip Van Winkle's "solid vote."

—The death is announced of the venerable Provost of Trinity College, Dublin, the celebrated mathematician and mag-

netic observer, Dr. Lloyd. Dr. Lloyd succeeded the late Dr. MacDonnell as Provost. He was one of the oldest of the Senior Fellows of Trinity, having been a contemporary of Dr. Wall, and the celebrated and eccentric Dr. Barrett, both of whom are brought on the scene in the amusing *travestie* of Trinity College life, in Lever's "Charles O'Malley."

—The *Napanee Standard* has a sensible editorial on the Summer vacation question, which, it appears, from the Minister of Education's Report, but few schools have availed themselves of the permission to shorten. The *Beaver* is of opinion that "the slack season of Summer" is better suited for school work than the bad roads and busy season of Winter. But our contemporary should consider the serious objections to brain work during the heated term, as well as the absolute need of rest to the jaded nerves of the teacher. The proposal for shortening the Summer vacation does not seem popular.

—The French Government has published a concise code of regulations for the government of those schools which, in France, answer to the Public Schools here. All corporal punishment is unreservedly abolished, and its infliction will render any teacher liable to punishment by law. Also the right of the parent to be consulted as to whether his child shall be permitted to receive devotional teaching. Neither catechizing nor church services will, in future, be permitted to interfere with school hours.

—The Minnesota Normal School Board has unanimously adopted a resolution establishing a Kindergarten in the Winona Normal School. The object of this was not to secure the adoption of Kindergartens in connection with the Primary Schools, but as a means of training the teachers who receive their professional education in the Normal School in the Kindergarten methods. Surely this good example might well be followed by the Education Department of Ontario.

—In an article on the Kindergarten System, the *London Lancet* refers to the fact that the education of a child should begin from the moment it takes notice, and dwells on the need of competent nurses to direct the faculty of receiving impressions. But there is such a maxim as "*ne quid nimis*," and a child's power of receptivity, at least in the "nursing" period, will do very well without direction.

**CAMBRIDGE DEGREES FOR WOMEN.**—The memorial from non-resident members of the Senate of Cambridge University in favor of granting the B.A. degree to women, subject to such regulations as may be judged expedient, has, we understand, received a large number of signatures, among the more recent of which are those of the Earl of Derby, the Duke of Welling-

ton, the Bishop of Bath and Wells, Lord Houghton, Sir Chas. Lubbock, the Dean of Manchester, &c.

—Mr. Fawcett's tract on "Thrift" would be a useful aid to any movement for introducing the savings' bank system into our public schools. It would not be fair to put the whole burden of directing school savings' banks on the already overburdened teacher without some small remuneration. But such remuneration the Government might well offer; it could hardly teach the future citizens a more valuable lesson.

—A society has been formed in Toronto for the purpose of studying social science, as well as general literature and culture, and of bringing the force of united effort to bear on municipal governments and public opinion. It is their intention to bring forward the question of the eligibility of women as members of Public School Boards.

—The Educational Institute of Scotland has held a very successful annual meeting at Stirling, in which the general feeling seemed to be in favor of separating religious from secular teaching. It seems strange to find the land of Knox more advanced in liberal views on this matter than England. But the hold which the Church Establishment has obtained on the English schools may, perhaps, account for the difference.

—Mr. Forster's Act (England) requires no qualifications in candidates for election to a School Board. This is a gross defect. The sweetness of Auburn's loveliest village will be marred if its School Teacher be subjected to the absolute rule of a School Board of Squire Westerns.

—A pupil teacher in Hull (England), while engaged in striking a boy, let fall a pen from behind his ear into the left eye of another boy sitting by, which completely destroyed his sight. The law court gave damages of £100. The practice of carrying pens behind the ear began when quill pens were used. The steel pens now used are dangerous as arrows.

—The English Secretary of War urges the revival of military drill in schools: The *London Standard* points out that in Switzerland, where every man is obliged to serve as a soldier, the term of service is very short, the drill learned at school rendering a lengthened period unnecessary.

—Rev. Principal McVicar, LL.D., of the Montreal Presbyterian College, has just received the diploma of the Orthence Oriental, of Paris, having been unanimously elected a member of that Society.

—Attending the debate on Upper Canada College on Wednesday, February 29rd, in the Local House, we were pleased to see Mr. Metcalf, member for Kingston, whom we remember for many years as a successful teacher in that city.

### Contributions and Correspondence.

#### THE BEST METHOD OF EXAMINING AND CERTIFICATING TEACHERS.

BY HENRY E. SHEPHERD.

The character of an examination must be determined with especial reference to the object that it purposes to accomplish. An examination strictly technical—that is, one designed to test the fitness of the candidate to perform a professional work, as that of engineer or surgeon in the naval or military service—would be essentially different from one intended only to test the intellectual ability of an examinee, without regard to a specific calling or a peculiar vocation. The examination of teachers falls properly under the technical or professional head, having for its prime object the eliciting of such information as will enable the examiners to form an intelligent judgment respecting the probable fitness of the applicants for the high and holy office of teaching. It is evident that the teachers' examinations, as ordinarily conducted in America, are imperfect and unsatisfactory modes of attaining this result. Most of them are conducted in writing; and no written examination, however skilfully constructed, is an adequate test of objective knowledge. Such an examination furnishes an excellent means of testing the general capacity of those subjected to it, but from the very form it assumes, it cannot be accepted as a satisfactory means of ascertaining professional competency or skill. The most thorough scholars generally prove to be the best teachers, if their scholarship is combined with the "faculty divine" of imparting in a lucid style, adapted to the mental status of their pupils. As scholarship or general ability only can be tested by written examinations, it is clear that some other means must be devised to ascertain professional aptitude or pedagogic skill. As the possession of knowledge is the necessary condition of ability to communicate it, the written examination, supplemented by the oral, must first be resorted to, in order to determine the scholarly acquirements of the candidates, as well as their general mental ability. I shall first, therefore, endeavour to describe what seems to me the ideal of such an examination, reserving for the latter part of my essay the consideration of "the best method of certificating teachers." In this connection I desire to enter my protest against a singular delusion that seems to have possessed the minds of some educational oracles in these latter days. I allude to the impression rapidly gaining ground in some quarters that pure learning, and accurate attainments, are not an essential part of a teacher's equipment, and can be easily dispensed with if he has the gift of self-restraint, and the consequent ability to restrain others. The logical result of this style of argument would be that a thoroughly trained corporal or drill-sergeant might command and conduct to victory the army of Napoleon or Von Moltke. To all such vicious doctrines, "I say fie." Next to the element of pure moral character, "the white flower of a blameless life," accurate scholarship is the most important qualification to be sought in a teacher. However eminent in the faculties of discipline and execution, no genuine inspiration can be communicated to pupils by one who has not drunk deep at the purest fountains of learning, and who does not possess a living sympathy with true scholarship, as well as an experimental appreciation of its blessings.

As to the mode of examination: First and especially, I should strive throughout the entire range of the examination, both oral and written, to ascertain by the most rigorous tests the language faculty of the candidates. A vast amount is comprehended in this simple sentence; for in the language lies the power of expression, and in the power of expression consists nearly all the intellectual part of teaching. The failure to develop and cultivate this faculty is a characteristic defect of many of our high schools and colleges. In the degree that this defect is remedied will the character of the teaching in American schools be improved and elevated. I should make it an inexorable condition that *no one who fails to read, write, and speak English with purity and correctness should receive a teacher's certificate*. Even subjects that are not literary or æsthetic can be used to test the development of this faculty of expression.

The subjects that bear especially upon this part of the examination are grammar, composition, reading and English literature. By a careful selection of those topics, much can be elicited respecting the ability of the candidates to wield the mother tongue efficiently. In a language so versatile and so logical as English, there can be no lack of means to test the powers of examinees in the use of words, and ability to combine them into sentences. I would allot a conspicuous place in our examinations to the detection of errors of expression, and deviations from pure usage. These I would not restrict to palpable and ordinary blunders, to colloquialisms and provincialisms, such as a school-boy might discover: the sentences selected at a teacher's examination should consist largely of passages illustrating logical and rhetorical errors, in which there is no departure from mere formal accuracy, but an inconsistency and incongruity of thought that require a discriminating acquaintance with the peculiarities of English, to discover and restore them to correctness. It is surprising to find how rich in errors of this kind many of our reputable English authors are; and it is perhaps more surprising to discover that not one in ten ordinary candidates will detect the error, or even suspect its nature, but will resort to every variety of tortured explanations, totally misconceiving the point in view. At a recent teachers' examination, I gave the following sentence, taken from one of Sir Henry Maine's Lectures: "It is well known that the finest fancies of our best writers are produced as diamonds are said to be produced, by the pressure of an enormous mass of thought." Not one in twenty perceived the irreconcilable inconsistency of the two parts of the proposition. Looking at its purely mechanical correctness, they proposed a variety of emendations, such as only the most perverse ingenuity could have devised or suggested. The especial value of this kind of sentence consists in the fact that it supplies an admirable means of determining the candidate's ability to penetrate beneath the mere surface of speech, and detect a logical or rhetorical transgression which may be disguised under an external correctness. In selecting examinations in parsing, I should insist that they be taken from the purest models of English. Milton's "Lycidas," Tennyson's "Idyls of the King," are typical examples. No selection that does not require a critical scrutiny before the relations of its parts reveal themselves, should be assigned at a teachers' examination. The parsing should be rendered, as far as possible, a test of the candidate's ability to read and interpret English. It should never degenerate into a test of merely mechanical skill in resolving sentences into infinitesimal parts,—a sort of microscopic anatomy which renders grammar what Rask termed it, "the grave of language." I am entirely averse from the modern tendency to complicated analysis of speech. It is the function of grammar to teach the accredited usages of language,—to show *how* men speak, not *why* they speak as they do. This problem falls within the scope of linguistic science, to which its solution may be safely confided. I am decidedly of the opinion that at least a moderate acquaint-

ance with the history of English, its origin, evolution, structural characteristics, in short, its historical grammar, should be required of candidates. The advances in this field have been so rapid in the last ten years, and the materials are so accessible to all classes, that he who remains in ignorance has nothing to censure save his own indolence, or his own indifference. In a teacher's (written) examination, I should assign a subordinate place to history and English literature. As this may seem to be out of harmony with my previous statement in regard to the importance of language training, it demands a word of explanation. Written examinations in history and literature can never fairly represent the actual acquirements of a candidate in these studies. They represent the subject-matter of a compend or epitome, a hand-book or a manual whose contents are so compressed as to render coherency of plan or clearness of relation impossible. It is on the purely literary side that written examinations fail as an adequate test of knowledge; for knowledge not assimilated, not yielding "a faculty" or "an art," as Latham calls it, is entitled to no consideration in an examination designed to determine intellectual ability. Literary attainments can be most effectually ascertained by the test of oral examination,—by conversation, manner, and that unmistakable though undefinable charm which they rarely fail to impart. I should insist upon this general principle as a guiding one in all written examinations: that decided excellence in one or two studies is a better criterion of ability than moderate proficiency in five or six. The tendency to multiplication of subjects—the evil genius of modern education, at least in its higher forms—should be avoided by judicious concentration upon the mathematical and linguistic departments. Exact sciences furnish the most satisfactory means of ascertaining intellectual ability, and should be accorded the pre-eminence in written examinations. English grammar (including parsing), arithmetic, algebra, geography, elementary philosophy, should constitute the staple of every examination for teachers in grammar and primary schools. A greater diversity will not only prevent a firm grasp of each subject, but will tend to laxity, and dissipation of mental energy. In the mathematical examination, every tendency to the crotchet and the merely ingenious should be carefully avoided. Nowhere is a disposition to indulge personal fancies and predilections so fatal as in an examiner. His duty demands an inflexible repression of *himself*, both in the assigning of questions and the estimating of answers. "Not to think more highly of himself than he ought to think" should constitute his animating principle.

Mathematical questions should be selected with especial reference to the *testing of principles*, and all mathematical puzzles should be rigidly excluded from an examination paper. The tendency of such questions is to degrade mathematics from a science into an art, and from an art into a species of jugglery. Every written examination should be supplemented by an oral examination. This should be conducted by the regular examiner, assisted by wise and judicious teachers. The special purpose of such an examination should be to test those qualities of mind and heart which lie beyond the scope of the written examination. Its principal design is to see if the candidates can speak and pronounce English correctly, can read a classic English author so as to elicit his sense and meaning, to find out their pedagogical attainments, to note their demeanor; in short, to see if they possess the characteristics which distinguish the true lady or the true gentleman. This I consider one of the most essential features of a teacher's examination, and I should insist that it be made an indispensable element in ascertaining the qualifications of all applicants. The question of grading and estimating the papers of candidates comes strictly, I presume, within the scope of this essay. I am of the opinion that candidates should receive a special average in each study, at least two-thirds being

required; and that in estimating the value of answers, intelligence, discrimination, and perception should receive more credit than mere technical accuracy, or inflexible adherence to prescribed formulas. Controverted points, I think, should not be introduced into an examination; but wherever a diversity of views exists, no candidate should be marked "failed" simply because he happens to antagonize the cherished crotchet or the favorite hobby of an examiner. The most generous tolerance should be accorded to honest differences of opinion, especially if these differences are supported by intelligent and logical reasons. To English composition as an examination subject, I do not attach the importance that some have assigned to it. A composition written under the physical and mental pressure of an examination is apt to be a reproduction of some previous effort, and consequently an exercise of memory more than of facility in writing English. Still, it should not be dispensed with on that account. I suggest that an interval of several days elapse between the written and the oral examination, in order that the candidates may not be depressed by physical prostration or nervous excitement. Every precaution should be taken to render the physical conditions favorable; the time allotted should be ample, the room cheerful and well lighted, the examiners affable and courteous. When a sufficient period has elapsed after the written examination to allow the candidates time to recover their vigor of mind and body, those that have passed the ordeal of written examinations, should be requested to meet the examiners in order to undergo the second or oral test.

This latter test should take a wide and varied range, embracing general topics, literary, scientific, and æsthetic, in order to ascertain the variety as well as the extent of the candidate's acquirements, and special and pedagogical subjects in order to determine their professional attainments and capabilities. A number of excellent works might be named, by whose diligent study a novice might learn all that it is possible to know respecting the theory of his profession. Among these I mention with especial commendation, Fearon's *School Inspection*, Latham on the *Action of Examinations*, Stanley's *Life of Dr. Arnold*, Calderwood on *Teaching*, Quick's *Educational Reformers*, Bain's *Science and Art of Education*, Wiese's *German Letters on English Education*, Bishop Dupanloup's *Works on Education*, Matthew Arnold's *Reports upon the French and German Systems of Education*, Payne's *School Supervision*. I deem it to be the sacred duty of every teacher to make himself thoroughly acquainted with the literature of his profession, and I should be disposed to withhold a certificate from every applicant who shows an ignorance of such literature, or an indifference to its merits. The oral examination should comprehend such general topics as I have named, and, in addition, special professional subjects such as modes of instruction, the relative educational values of different studies, school economy, gradation, classification, government and discipline; the answers of the candidates should be scrutinized with the utmost care, and the language in which they are expressed noted with the utmost attention. Every candidate should be required to read aloud a selection from a classic English author. I suggest Shakespeare, Milton, Addison, Burke, Macaulay, and Tennyson as admirably adapted to this purpose. Pronunciation, articulation, enunciation, should be critically observed. The ability to read Shakespeare and Tennyson so as to bring out the exuberant richness of meaning incarnated in their jewelled words is an accomplishment of no mean order, and should receive a high credit in estimating the value of an oral examination. Such a test as this, judiciously applied, will furnish more satisfactory evidence of literary culture and appreciation than a dozen examinations in manuals or epitomes. In an oral examination upon arithmetic, I should spare no pains to see that the applicants understood principles as well as mechanical laws, basing my



questions largely upon common and decimal fractions, in which much of the science of arithmetic consists. I should propose such questions as, Why is the divisor inverted in dividing a fraction by a fraction? What are the laws that govern the reading and pointing off of decimals? I should endeavor to see that the examinees comprehend that exquisite continuity in which so much of the charm as well as the power of mathematical science consists. Next, the candidates should be subjected to a rigorous cross-examination upon the laws of English syntax, in order to see if they understand the peculiarly logical structure of our speech, the principles that govern its arrangement, such as the proper disposition of the relative with regard to its antecedent, the locating of adverbs, and the handling of the participial clauses. While I should not be justified in insisting upon it as a positive requisition, I would consider it an immense advantage if the candidates have an accurate knowledge of the Latin grammar and vocabulary. All comparative study of language, as well as any adequate introduction to most of the cultivated modern idioms, must be grounded in a thorough acquaintance with the accidence and the syntax of the Latin tongue.

The result, as ascertained by the combination of the oral and the written examination, should then be determined, and the successful candidates notified by an official publication of their names. A certificate should then be awarded to each candidate, rendering him eligible to a situation in an elementary school for a term not exceeding two years. Let us suppose that our novice has been fortunate enough to secure the good offices of a local committee, and has received a temporary appointment in a grammar or primary school. He is now in a position to test by actual experiment the fine-spun theories and brilliant conceptions that he evolved during his examination, and whose practical application, he perhaps imagined, are destined to effect a revolution in the pedagogic art. I am convinced, as the result of considerable observation and experience, that no teacher should receive a permanent appointment until after having served successfully for at least one year.

The German proof year, or year of probation, should be introduced into our public-school system, and made an inextinguishable requirement. That which demands no preliminary trial for its pursuit can scarcely be designated as a profession. During the novice's year of probation, the inspector or superintendent should bestow special care upon his class, studying critically but not obstructively his development, noticing his faculty of administration, and scrutinizing rigidly his language. He should enter his impression of the candidate's progress in his record for the day, detailing minutely any salient or distinctive points, favorable or unfavorable, that may have presented themselves to his mind. Upon each succeeding visit he should recall the points in the character of the candidate that especially impressed him before; and if his previous impressions were unfavorable, he should be especially careful to observe if any change for the better has taken place. The visits of the inspector should be devoid of magisterial or pompous bearing. His manner should be affable and courteous, placing the teacher at his ease and removing all suspicions of unfair criticism or official surveillance. The teacher, free from embarrassment or restraint, will appear in his genuine character, and will teach more successfully and efficiently for that very reason. Among the points to be carefully noted in a teacher is his habitual language in the presence of his class. The inspector should study this point with the most scrupulous vigilance, and should be especially guided in making up his final judgment upon the case by the accuracy and perspicuity of expression displayed in the ordinary language of the probationer, or by the absence of these faculties in his mental constitution. A simple and efficient means of gauging the teaching capacity of a beginner is to study closely the man-

ner in which he conducts a reading lesson. I should be strongly inclined to pronounce favorably upon the case of a young teacher who could conduct an ordinary reading lesson with grace and skill, eliciting the interest of the class by a commonplace narrative such as may be found in any of the readers in general use. It should be carefully noticed if the teacher illustrates the significance of words by their relation to the context, or whether he insists on bad definitions after the approved routine method. If the class are sympathetic and responsive; if the teacher illustrates the text by apt allusions, pointed biographical or historical references; if he inspires his class with a love of pure English and a genuine fondness for good reading, he may be safely pronounced a professional success, and his permanent appointment confirmed without hesitation or reluctance. The greatest deference should be accorded to the judgment of judicious superintendents, in making up a final estimate of a probationer's merits and claims. The conception of responsibility carries with it the idea of authority as its natural corollary; and if superintendents or inspectors are to be held even to a theoretical responsibility for the teaching efficiency of the schools committed to their charge, they should be vested with ample executive and discretionary powers, and not be restricted to merely advisory functions.

Among other points to be considered in estimating the fitness of young teachers for their work is the element of progress in the literature of their profession. It is deplorable to discover how many teachers regard the study of professional literature as an ungrateful imposition, rather than a pleasurable task. The superintendent, in studying the characteristics of young teachers, should observe carefully what attention they bestow upon this subject, and whether they endeavor to keep themselves abreast with the great movements of educational thought in the most advanced systems of the world. It is of course evident that in making up a conclusive judgment upon the adaptation and capacity of probationers, many points must be determined by a regard to local surroundings and conditions. No inflexible laws can be laid down; much must be left to discretion, to good judgment and integrity. Still there are certain general principles which, though subject to local modifications, may be accepted as fair criteria under nearly all circumstances and conditions. The sublime faculty of self-restraint, the consequent power to restrain others, purity of expression, constant expansion in knowledge, devotion to professional literature, consecration of heart and will to the holy calling, culture of intellect in the highest and broadest acceptation,—these are the characteristics to be sought and studied in a teacher. If the probationer serves efficiently and capably for one scholastic year, receiving a favorable report from the superintendent, I should suggest that he be subjected to another oral examination, more comprehensive in its scope and more exacting in its requirements than the first. This second examination should enter most thoroughly into modes of discipline and instruction; in short, the whole subject of school economy. The examining committee, having the benefit of the superintendent's record, which in all cases should be carefully consulted, will be in a favorable situation to form a final judgment, and to recommend that the probationer's appointment be confirmed, if he sustains the second test and the superintendent's report is favorable.

The appointment should be for life, or during faithful service and good behaviour. A life certificate should be issued to a teacher who sustains with credit the ordeal of a year's probation under the circumstances I have described, passes with honor the second oral test, and receives a commendatory report from the superintendent or supervisor, as well as from the principal of the school in which he has served his novitiate. A year of constant, continuous service in the class-room is sufficient, under ordinary conditions, to enable

an intelligent judgment and estimate to be formed regarding the probable future of the candidate. While I should insist in all cases upon the most rigorous preliminary tests, I am strongly of the opinion that if these are successfully endured, if the beginner displays a steady development in mental culture as well as professional skill, his tenure of office should be made permanent. Our present system of annual elections is characterized by the most unmitigated abuses, and by the arbitrary exercise of irresponsible power. It rarely removes the incapable and inefficient teachers,—their removal being the only possible plea that can be urged in its palliation—while it subjects the worthy and the meritorious to an annual inquisition, a gratuitous humiliation, subversive alike of professional independence and personal self-respect. Our novice, having complied with all the requirements that caution, experience, and scholarship can impose, has now the prospect of attaining an honorable eminence in his chosen field. I am confident that the adoption and the faithful execution of the plan I have sketched for the examining and certifying of teachers, would tend essentially to elevate the standard of the teaching profession, as well as to contribute to exalt its dignity and to increase its emoluments.—*Education, published by Thos. W. Bicknell, 16 Hawley Street, Boston.*

#### ELEMENTS OF A TEACHER FROM A MORAL ASPECT.

BY G. H. BURNETT, KESWICK RIDGE, N.B.

The longer I teach, the more am I convinced of the nobleness, and greatness and responsibility of teaching. True teaching is despised by the world. The noblest men that ever lived have been teachers; but they have been opposed by the world. And why is this the case? Because teachers have risen up to reform the evil tendencies of humanity,—for all true teachers are reformers,—they must take opposite sides with ignorance and vice, and are consequently the enemies of such. The noblest soul that ever lived was a teacher; and surely we ought to be cautious when we take the responsibility upon ourselves of guiding immortal souls. The chief error in the system of education of the present is putting too much strain on the intellectual side and forgetting the moral and physical aspects. By neglecting the physical we sow the seeds for early death. This is a startling fact, but true nevertheless, that many of our schools, at the present day, are the hotbeds of disease. Moral education is greatly neglected also. Joseph Cook says "the chief error in the culture of our times is fragmentariness and want of harmony with the ascent of life." "A fragmentary philosophy lies at the basis of materialism; and leads to atheism, pessimism, and despair."

The first element of a teacher is a sympathetic, loving nature; a soul which loves his fellow-men; which loves children; a child's heart and a man's head. He should see in children something more than little troublesome creatures always asking questions. He sees a germ in childhood more plastic than the potter's clay, which, in the hands of a true teacher, may be perfected and developed, and one day become a jewel, as a beacon on the shore, showing forth the beauty and loveliness of a true life. True lives throw a halo of glory round their path, and guide those who are in darkness into life and peace. Is it not a noble work committed to your hands, O teachers! that of guiding and making true lives? A teacher can never accomplish much if he is not pure, and true and noble himself. Children unconsciously imitate their teacher. Morality can only effectually be taught to children by one who is truly moral. Such a teacher carries, often unknown to himself, an atmosphere which cannot but benefit those with whom he comes in contact.

Another element is magnetism. Have you ever seen the magnetic teacher? I have, and thanks to Providence was once under his influence. He rises from his seat as the scholars take their places, and there beams from that radiant face an influence as potent, yet as silent as the rays of the sunlight. It melts away all difficulties; the scholars lose their personality; they know nothing, are unconscious of everything save those golden truths which fall from those lips; they take possession of those little hearts, they find a dwelling there, and years afterwards those sweet words come back again, and that form of that dear old teacher speaks as from the dust once more. The teacher magnetizes his pupils, and how? First by natural endowments; second, by experience; third, by much study and hard labour. He must teach, and think while teaching. He must study, and observe men and things. He must have energy, sympathy, earnestness, a large heart, an educated mind, and a great store of information.

#### UNBLUSHING FORGERY.

To the Publishers Canada School Journal.

SIR,—In the January number of the *Hamilton School Magazine* there appears the following testimonial: "I make daily use of the *Hamilton School Magazine* in my classes. I could not afford to be without it."

"ROBERT WHITTINGTON, M.A.,  
"Coll. Inst., London."

The above testimonial is a forgery, pure and simple. And were it not, it would still be false in every particular. I could not truthfully write it, for I did not make daily use of the *Hamilton School Magazine* in my classes, and never said so. I can afford to be without, and will. At the Middlesex Teachers' Association, in private conversation with the manager of the *Magazine* in question, I, when requested, expressed my approval of its contents. No testimonial, however, was thought of by me or asked by him.

If the *Hamilton School Magazine* chooses to reward its patrons by foisting false testimonials over their own forged signatures, I for one most decidedly object.

Unwilling to make my debut before the readers of your excellent JOURNAL, especially under such disagreeable circumstances, I had concluded to let the matter drop. Mature consideration compels me to assert myself, and expose the unscrupulous conduct of the promoters of the *Hamilton School Magazine*.

I have the honor to be, Mr. Editor,

Yours sincerely,  
ROBERT WHITTINGTON, B.A., not M.A.

#### Practical Department.

##### HOW CHILDREN SHOULD BE TAUGHT TO READ.

MR. EDITOR,—Believing that no subject is so badly taught in the schools of Ontario as Reading, I propose, with your permission, to conduct a discussion in your columns on the methods of teaching it, with a view of learning which of them is the simplest and most philosophical. During the past two years I have had the honor of advocating at the Provincial Teachers' Convention, and at several County Conventions, a *self-consistent phonic system*; that is, a system which gives the child the *sounds and powers* of the letters at once, and at first gives it but ONE SOUND FOR EACH. During the past year, Professor Meiklejohn, of the University of St. Andrew's, has published a little work advocating precisely the same system. This *One Sound System* I propose to expound and defend.

With reference to other systems of teaching reading, my position will be friendly to the various phonetic methods; respectful to a sentence method as an *introduction* to the process of learning to read; indifferent to the alphabetic method (if there can be such a thing), and decidedly antagonistic to the word method as understood and taught in Ontario.

I hope that every statement I make may be fairly criticized, and if necessary corrected. I desire to reach the truth, and I am quite willing to be hurt a little while climbing.

JAMES L. HUGHES, P. S. Inspector.

HOW TO TEACH READING.

IV.

In the last number of the JOURNAL I urged that the teacher should aim at introducing his pupils to the first lesson in reading, to interest them in the subject by reading an interesting story to awaken the desire on the part of the children to learn to read such stories for themselves. This will give them a definite understanding from the start of the object they have in view, and progress in any work without a clear idea of the object aimed at is slow and unsatisfactory. In this connection the following extract was accidentally omitted: "During my sixth year," says Hugh Miller, in his autobiography, "I spelt my way under the dame, through the Shorter Catechism, the Proverbs, and the New Testament, and then entered upon the highest form as a member of her Bible class; but all the while the progress of acquiring learning had been a dark one, which I slowly mastered, in humble confidence in the awful wisdom of the schoolmistress, not knowing whither it tended; when all at once my mind awoke to the meaning of that most delightful of all narratives—the story of Joseph. Was there ever such a discovery made before? I actually found out for myself that the art of reading is the art of finding stories in books; and from that time, reading became one of the most delightful of my amusements."

SECOND LESSON.

During the interval between the first and second lesson the pupils have printed the two letters whose sounds we given to them in the first lesson. Some teachers recommend that they should write the letters in script from the first. So far as the teaching of writing is concerned there may be no objection to this, but with a view to teaching reading, it is better for the first month not to confuse the minds of the children with the two letter forms, but to allow them to copy only the printed forms. In method the second lesson should resemble the first. The letters should be printed and sounded separately at first, and then brought gradually nearer until consolidated into one word. In doing this the single rule to be followed is: *make the consonant sounds shorter at every step, so that at last a consonant will only indicate an instantaneous contact of the vocal organs.* This rule may be illustrated by reviewing the first lesson as follows, making *p* shorter at each step:

- |    |    |   |
|----|----|---|
| 1. | P  | A |
| 2. | p  | A |
| 3. | p  | A |
| 4. | pa |   |

Having thoroughly reviewed the first lesson, the teacher should print on the board the letter

M

The vocal formation for *m* is similar to that required for *p*, but the air is vocalized and allowed to pass through the nose. The pupils should be instructed to shut their lips tightly and make a sound somewhat like a prolonged short *c*. The sound should be taught only by imitation, of course. The principal fault to be avoided is *beginning the sound before the lips are closed.* No sound of any kind must be allowed until they are tightly shut.

The teacher as he prints a letter should call attention to its shape, and should in all cases speak of a letter as he points to it by using its *name*. He should, for instance, as he points to the letters ask, "What does *pe* say? What does *ā* say? What does *em* say?"

etc. The pupils should not be asked to repeat the *names*. They will learn them by using them naturally as circumstances require. Names should never be taught merely by repetition.

Having given the sound of *m*, after it has been repeated several times in a correct and definite manner, the teacher proceeds as before to guide the pupils in the discovery of the sounds of words as follows:—

m	a
m	a
m——a	
: ma :	
: ma :	

(See instructions for uniting the sounds given in last lesson.)

In a similar manner the words

am,  
mamma,  
map,

may be taught with the three letters taught. These with *pa*, and *papa*, give six words that the child can name at the end of the second lesson. It must be remembered, too, that he does not name them from memory merely, but that he has acquired the power of sounding the letters in them wherever he meets them. As additional letters are taught, the possible combinations will increase in number with great rapidity.

When the words are discovered by the pupils they should be applied at once. When they have sounded *papa* they should be asked to say something about their papas. There will be no difficulty in getting "Papa is good," "Papa bought me a doll." "I love papa," &c. As each sentence is given it should be repeated by the whole class, and the teacher should point to the word "papa," when it is reached in the sentence. In a similar manner sentences may be obtained in all cases from the pupils, containing *am*, *map*, &c. These sentences should be repeated by all the pupils, and in each case the *known* words should be read. *Papa* and *mamma* may easily be introduced into the same sentence, even at this stage.

This exercise is a most important one. It serves as a language lesson, and accustoms the pupils to read the words in their logical connection in sentences.

UNSATISFACTORY EXAMINATIONS IN GREAT BRITAIN.

PHYSIOLOGICAL TEACHING IN LONDON, ENGLAND, BOARD SCHOOLS.

A report on the examination of girls in Board Schools for the prizes offered by the National Health Society was recently presented to the London School Board. The examination was attended by 215 girls from eleven schools at four centres, viz:—Medburn Street, Saffron Hill, Ben Jonson School, and Westmoreland Street. It is suggested as the reason why, out of 234 girls' schools, only eleven sent competitors, that physiology is taught as a specific subject in so very few girls' schools. And, even in the representatives from these schools, Mr. M'Williams, who held the examinations, noticed an abundance of faults. Many of the children appear to have been utterly unable to understand the terms of the questions. "Mention any occupation which you consider to be injurious to health, giving reasons for your answer." This question, Mr. M'Williams says, especially appears to have puzzled them. One girl's complete answer to this question is: "When you have a illness it makes your health bad, as well as having a disease." Another says:

"Occupations which are injurious to health are carbolic acid gas, which is impure blood." Another complete answer is: "We ought to go in the country for a few weeks, to take plenty of fresh air to make us healthy and strong every year." Another complete answer is: "Why the heart, lungs, blood, which is very dangerous." The word "function" was also a great puzzle. Very many answered that the skin discharges a function called perspiration. One girl says:—"The function of the heart is between the lungs." Another says:—"What is the function of the heart? Thorax." Another girl, in answer to the sixth question, says:—"The process of digestion is: We should never eat fat, because the food does not digest." Another class of errors is that of exaggerated statements, one girl answering:—"A stonemason's work is injurious, because when he is chipping he breathes in all the little chips, and then they are taken into the lungs." Another says:—"A bootmaker's trade is very injurious, because the bootmakers always press the boots against the thorax, and, therefore, it presses the thorax in and it touches the heart, and if they do not die they are cripples for life." Several girls insist that every carpenter or mason should wear a pad over the mouth; and one girl says that if a sawyer does not wear spectacles he will be sure to lose his eyesight. Finally, one girl declares that "all mechanical work is injurious to health." Another child says that "in impure air there is not any oxygen, it is all carbonic acid gas." Another says that if we do not wash ourselves "in one or two days all the perspiration will turn into sores." One girl states that "when food is swallowed it passes through the windpipe and stops at the right side; some of it goes to make blood, and what is not wanted passes into the alimentary canal." Another girl from the same school says:—"Venous blood is of a dark black color, and when it reaches the heart it is made by the heart a bright red color." Several girls from the same school repeat this last error. Another girl says:—"The chyle flows up the middle of the backbone, and reaches the heart, where it is met by the oxygen, and is purified." Another says:—"The work of the heart is to repair the different organs in about half a minute." Another says:—"We have an upper and a lower skin: the lower skin moves at its will, and the upper skin moves when we do." In many of the papers errors of spelling are very numerous. One child says:—"The heart is a comical shaped bag." Another says:—"The upper skin is called epperderby, and the lower skin is called derby." Another says the organs of digestion are "stomach, utensils, liver, spleen." Another speaks of the "elementary canal." Another says:—"Digestion is reducing our food into a plump." Another says that in the heart "there is a fleshy petition, and it is divided into four parts, called the left artillery, right artillery," &c. Of the simple word "chew," the inspector noted three distinct variations. One girl says:—"First we put the food into our mouth, and then it is *shewed*; some people say our food is *shewed* 27 times." Another says:—"The process of indigestion is that when we do not *schew* our food enough it gives us indigestion." "The loss of teeth is a serious matter, as we cannot *schew* our food enough." Another says:—"First before we can swallow any food it *as* to be *jewed*, and *their* is a substance which helps to *jew* it called saliva, and in that saliva *their* is a substance which is called Ptyalin." The errors of which those mentioned above are samples are confined, for the most part, to the papers of Standard IV., and in a less degree to those of Standard V. On the other hand, Mr. M'William, says the papers of Standard VI. and ex-Standard VI. girls are many of them very well written indeed.

These papers show an easy command of simple language, a correct use of technical terms, and they also show that the girls have been led to reflect on the common phenomena of life. One of the first six girls mentioned in the prize list, though she is not the first, in answer to the second question, after giving a clear and detailed

description of the structure of the skin, says:—"The functions of the skin are: (1) It regulates the heat of the body; (2) it purifies the blood; (3) it protects from air, dirt, and injury, and binds together the superficial organs of the body; (4) it is an organ of excretion and absorption. Its healthy action may be disturbed (1) in the case of fevers when the perspiration is dried up; (2) by not keeping the skin clean when the pores are stopped up with dirt." In describing the structure of muscle, the same girl says:—"The separate fibres are streaked in two ways, lengthwise and crosswise. When separated from each other they often split up into 'fibrillæ,' or little fibres. The other fibres separate (according to the cross streaks) into discs. When a muscle is being contracted, these cross discs of the individual fibre become more closely packed together, and the fibre becomes thicker as it is shortened—similar to what takes place in the body of a worm when it is drawing itself up after having put forth its head. There are about 400 muscles in the human body, generally arranged in pairs. Each pair consists of two antagonist muscles, which are in opposition to each other, the one resting while the other is working, the one bending, another straightening a limb." In conclusion, Mr. M'Williams recommends that if girls are allowed to sit for this examination next year, an elementary paper should be prepared for them, drawn up in the very simplest language, and that a portion of the prizes should also be set apart for them.

#### MR. HALL'S REPORT OF THE SCOTCH SCHOOLS.

A large proportion of his schools take up one, two, or even more subjects with anything but success, the inspector regrets to say, except in a few of the best. "Many of the written papers," he adds, "given in by the scholars are full of absurdity; and but for the fact that they speak of valuable time wasted, of energy misdirected, and of essential matters neglected for the sake of doubtful credit and a trifling gain, would be amusing enough." In his opinion, "this so-called higher work, as at present conducted, is, in nine cases out of ten, of no benefit whatever to the schools attempting it; but, on the contrary, an injury." In Mr. Stewart's district, the north-east of Scotland, the students of specific subjects have enormously increased during the past year, though the percentage of passes has diminished. The easiest subjects appear to be worst taught. Mr. Stewart appears to be of Mr. Arnold's opinion, that it would be desirable to substitute some elementary knowledge of the objects of nature for the more "pretentious 'ologies." "Children," he says, "who are quite conversant with ethnoid bones and monocotyledonous plants, could not distinguish the following trees:—*ash, elm, oak, beech* and *fir*, nor tell the difference between and recognize a *linnet* and a *wren*, or name a dozen of the commonest flowers."

#### OBJECTIVE TEACHING IN PRIMARY SCHOOLS.

Persons often ask the question: What is objective teaching? how does it differ from ordinary instruction? what subjects can be taught objectively? and what are its peculiar advantages? We will try to answer some of these questions as well as we can.

Objective teaching consists in presenting subjects so that the child can comprehend the ideas to be gained by means of his senses or by an appeal to his past experience and an association of known ideas with new ones. All subjects can be taught more or less objectively. Some are particularly adapted to this method of teaching; in fact, comparatively little can be known of them unless taught in this way—among these are primary zoology, botany, geography and physiology; while others, as grammar, reading, spelling and writing, seem at first to be abstract, yet these should be taught in a similar way, using words principally as objects of study.

The advantages of this method in teaching all branches are, that the child's mind is cultivated properly; his faculties are developed

in the order of nature ; there is no distortion or undue development of one faculty at the expense of another. Children become exceedingly interested in subjects taught in this way, because they have something to do to employ their hands and eyes as well as their brain ; hence they will learn more readily and comprehend better than if the subject were presented abstractly. If the proper method is used, the teacher aids the child to discover the more important facts in connection with the subject, and encourages him to express his thoughts in words, thus cultivating correct forms of expression. This result is of the greatest importance, for the incorrect use of language arises as much from indistinct or half-formed impressions as from hearing it used incorrectly by others. Inasmuch as one of the chief aims of primary teaching is to lay the foundation for work in the higher branches, this course of training is eminently successful ; as by it the child is taught to think independently for himself, to associate ideas, to observe, and to express his thoughts in his own language.

Teachers often observe the effect of objective teaching, and not having had experience or preparation for the work, attempt to give instruction, and after repeated failures become discouraged, abandon the system and consider it unsuccessful ; while they themselves are at fault in undertaking without special training the most systematic and delicate manner of imparting knowledge, and the one that especially requires peculiar preparation and thought in order to be successful.

We will now speak particularly of some of the requisites for objective teaching. These are (1) a thorough general knowledge of the common school branches, and also the elements of the sciences ; (2) a knowledge of the laws of mental growth, so that the subject-matter may be presented in a proper way to develop the faculties of the child in a natural and systematic order ; (3) careful and thorough study of the best methods of communicating knowledge in such a way as to lead a child to make proper use of his faculties, and to observe, think, and therefrom draw conclusions for himself.

To furnish such instruction is the special province of normal schools, and the best mode of imparting this is to make it exceedingly practical by having oral and written lessons, illustrating certain points of theory, and afterwards subjected to criticism by the teacher and class.

The principles underlying the true method of objective teaching are those derived from the theories of Pestalozzi, who declared that "the culture of the outer and inner senses is the absolute foundation of all knowledge—the first and highest principle of instruction." These ought to be thoroughly understood by the teacher, and kept constantly before him in his work, being regarded as a standard by which every lesson, and, in fact, every part of every lesson, is to be tested. The principles are variously stated by different authors, but as clear and correct an enunciation of them as any we know is the following :

1. Cultivate the faculties in the natural order.
2. Do one thing at a time.
3. The child and not the teacher should do the work.
4. Be thorough.
5. First gain the idea, then the expression.
6. Cultivate language.
7. Separate every subject into its elements.
8. Present the subject in the order of dependence.
9. Proceed from particulars to the general.
10. Proceed from the concrete to the abstract.
11. Proceed from the simple to the more difficult.
12. First synthesis, then analysis.

—Normal Review.

### THE ART OF TEACHING.

The art of teaching may be defined as a skilful adaptation of the science of teaching in the school-room : or, in other words, the application of the laws of a natural and rational education, based upon a study of the nature of the child to be trained. The guiding principle in the art of teaching may be condensed into the following statement : It is what the child does for himself, under wise direction, that educates him. The untrained and unskilled teacher holds that children are educated by what is told to them, or by what they memorize from text-books. To him all children are alike—vessels to be filled to the brim with facts. To him children have but one faculty, that of memorizing words. He does not educate

them—that is, draw out, train, and discipline their faculties ; he does not awaken their curiosity, and lead them to observe and think for themselves ; his process is purely mechanical, as if he considered his school a factory, and the boys and girls as so much raw material, to be turned out the desired manufactured article. For him there are no educational authorities. He teaches just as he would if Pestalozzi, Froebel, Spencer, Arnold, Mann and Russell had never thought, observed, discovered and written. He teaches just as he was taught, in the "good old way" of our fathers, the stupefying effects of which some of us had the misfortune to experience a quarter of a century ago—a "way" which is still followed in many country schools, in some city schools, and in not a few high schools and colleges. This way is self-perpetuating by blind imitation. It is impervious to criticism, and will die out only when the species of untutored school-keepers shall be regarded as fossils in a past educational formation.

The following are a few of the unscientific and inert methods characteristic of too much of our "school-keeping :

1. A blind adherence to the text-book in use.
2. The *verbatim* recitation of memorized lessons, without reference to ideas.
3. The failure to aid pupils in thinking by suitable explanations.
4. Telling everything in advance, and giving pupils no chance to find out anything for themselves.
5. In arithmetic, requiring the logic of problems before thorough training in adding, subtracting, multiplying and dividing numbers. In wasting time on technical "school-masterisms," instead of concentrating the attention upon essentials.
6. In grammar, by requiring definitions, parsing, conjugations, and rules of syntax before practice on sentence-making.
7. In geography, by memorizing the answers to a multitude of trap questions, to which the child attaches no correct notions, before laying a foundation of ideas drawn from the personal observation of local surroundings.
8. In history, by memorizing useless particulars before taking leading effects.
9. In botany, by taking books before plants.
10. In physics, by taking text-book statements and omitting experiments.
11. In reading, by training children to call words which convey to their minds no correct ideas.
12. In drawing, by drudging upon lines, angles and geometrical forms, before the delineation of common and interesting objects.

In view of the charlatanism and empiricism to be found both in courses of study and methods of instruction, we may be tolerant of the opinions of those who assert that there is, as yet, in our common schools neither an art nor a science of teaching.

A State Superintendent who had made, during a long term of office, hundreds of visits to all classes of country schools, declares that he never once saw a teacher conduct a recitation without a text-book in hand ; that he seldom saw either teacher or pupils at the black-board ; that he never saw a school globe actually in use ; that he never saw a teacher give an object lesson ; that he never heard a lesson in morals or manners ; that he saw but one school cabinet ; that he never saw a reading class trained to stand erect and hold a book properly ; that he never heard a teacher give a lesson in local geography, and he never found a school where the children had evidently had one ; that classes, when asked to point north, uniformly pointed upward to the zenith ; that he never heard a spelling lesson dictated in which the teacher did not mispronounce one or more words, and that he never found a school where the pupils had been taught to write a letter either of business or friendship.

An examiner in one of the ten largest cities in the United States says that he found many classes of primary children who had been to school for three years and had never made a figure or a letter upon the black-board ; that lessons in "oral instruction" were written on the black-board by teachers, copied into blank-books, and memorized by pupils ; that the school globe was seldom used ; that most of the teaching consisted in hearing *verbatim* text-book lessons ; that pronunciation was slovenly ; that pupils were trained neither to think nor to speak ; that half the recitations were conducted in writing ; that pupils were kept up at high pressure by frequent competitive written examinations ; and that the anxiety of teachers seemed to be, not to develop the faculties, but to cram the memory to pass the "annual examination."

Such bungling teaching is a natural outcome of the popular notion that any person who has been "educated" can become a teacher without special training in the science and art of teaching.

There is no class of teachers so hopelessly unprogressive as those who have grown wrong-headed from untrained experience, and who are ignorant of their own ignorance of skilled methods. It is this class of pedagogues that Carlyle has so graphically made immortal: "My teachers were hide-bound pedants, without knowledge of men's nature, or of boys', or of aught save lexicons and quarterly account books. Innumerable dead vocables they crammed into us, and called it fostering the growth of the mind. How can an inanimate, mechanical verb-grinder foster the growth of anything—much more of mind, which grows not like a vegetable (by having its roots littered with etymological compost), but like a spirit, by mysterious contact with spirit—thought kindling itself at the fire of living thought? How shall he give kindling in whose own inward man there is no live coal, but is burnt out to a dead grammatical cinder? My professors know syntax enough, and of the human soul this much: that it had a faculty called memory, and could be acted on through the muscular integument by appliances of birch rods."—JOHN SWETT, in *Cal. School Report*.

PRACTICAL COMPOSITION FOR GRAMMAR GRADES.

BY JOHN SWETT, PRINCIPAL GIRLS' HIGH SCHOOL, SAN FRANCISCO.

Special Directions for Pupils.

1. Avoid "fine writing."
2. Never use two words where one will fully express your meaning.
3. Avoid long and complicated sentences.
4. Divide into paragraphs, and punctuate as you write.
5. In correcting your first rough draft, observe the following order:
  - a. Cross out any *adjectives*, or other words that can be spared.
  - b. Interline any omitted words, or transpose any words, phrases or clauses to a better position in the sentence.
  - c. Substitute more exact words whenever by doing so you can make the sentence clearer.
  - d. Go over your composition very carefully, with reference to
    1. Spelling; 2. Capitals; 3. Punctuation; 4. Grammatical correctness; 5. Dot your *i*'s and cross your *f*'s.
  6. Copy in a legible handwriting.

GENERAL PRINCIPLES OF SENTENCE-MAKING.

1. Every sentence must be complete. It must contain at least one principal subject and one principal predicate, each of which must either be expressed or clearly implied.
2. Explanatory words, phrases or clauses, must be connected as closely as possible to the words which they explain or modify.
3. In simple sentences, be careful about the position of words and phrases: in complex sentences, about the position of clauses and the use of connectives: and in compound sentences, about the use of conjunctions of the *and* type.
4. When there are several adverbial phrases or clauses in a sentence, they should be distributed over the sentence, instead of being crowded together near the close.
5. Avoid writing long complex or compound sentences. It is better for beginners to write short sentences.
6. Use only words whose meaning you fully understand.
7. Express simple ideas in plain words.
8. Avoid the use of high-sounding adjectives, and high-flown language.
9. Use only words enough clearly to express your meaning.

THE PARAGRAPH.

A paragraph is a closely connected series of sentences relating to the same subject, or to some particular part of a subject. Sentences are built up of words, phrases and clauses; paragraphs are made up of simple, complex or compound sentences; composition consists of a succession of connected paragraphs.

The art of dividing a piece of composition into paragraphs is best learned by noticing carefully the paragraphing in your readers, histories, or other books; but the following directions may be of use to beginners:

1. In general, make a new paragraph whenever you make a new turn of thought.
2. Denote a new paragraph by beginning the sentence a short space to the right of the left hand margin.

3. The sentences included in one paragraph should all relate to the same division of the subject.
4. The line of thought should be continued between paragraphs, if necessary, by some such connectives as *and*, *but*, *moreover*, *however*, *thus*, *at the same time*, etc.

HOW TO HAVE A BAD SCHOOL.

1. Elect the most ignorant, bigoted, close-fisted old fogies in the district for trustees.
  2. Employ the cheapest teacher you can get, regardless of qualifications, reputation or experience.
  3. Find all the fault you can with the teacher, and tell everybody; especially let the pupils hear it.
  4. When you hear a bad report about the teacher or the school, circulate it as fast as you can.
  5. Never visit the school or encourage the teacher.
  6. Take close notice of what seems to go wrong, and tell everybody about it, except the teacher.
  7. Never advise your children to be obedient to the teacher, and when one is punished, rush to the school-room before your passion is cooled, and give the teacher a hearing in the matter in the presence of the school.
  8. Be indifferent about sending your children to school regularly.
  9. Do not be concerned whether they have the necessary books.
  10. If any of the scholars make slow progress, blame the teacher for it:
  11. Occupy your old, tumble-down school-house as long as you can, and do not go to any expense to repair it.
  12. Do not go to any expense to get apparatus, improved furniture, etc.
  13. If the teacher or pupils should complain of an uncomfortable or inconvenient school-room, do not consider it worthy of notice.
  14. Get the cheapest fuel you can.
- In general, conduct your school on the cheapest possible plan, and let your chief concern be to find fault and devise ways of retrenchment.
- If these rules are faithfully carried out, you are not likely to fail in having a bad school; to see your children grow up vicious and ignorant, or look back with bitter censure on their parents for robbing them of their birthright; you will see the morals of your town and district degenerate, decent and enterprising people move out, taxes increase, property diminish in value, and the whole community on the high road to a devil's paradise. It is a sure recipe, and many a district in this county has got the name "God-forsaken" by cheapening and neglecting the schools.—*Country-side*.

COUNTY OF LINCOLN PROMOTION EXAMINATIONS.

FROM 2ND TO 3RD CLASS.

DECEMBER 16TH AND 17TH, 1880.

ARITHMETIC.

Value.

- |     |                                                                                                                                                                   |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8x4 | 1. Write in figures: Forty-seven thousand and four; two hundred and six thousand, five hundred; ninety thousand and seventeen.                                    |
| 6+6 | 2. Multiply 10197 by 80071, and from the product take 7079084.                                                                                                    |
| 5   | 3. Add 47, 3072, 6, 479, 40586, 12, 24, 7580, 14, 256.                                                                                                            |
| 10  | 4. How often is 197 contained in a million?                                                                                                                       |
| 15  | 5. A farmer had 1129 barrels of apples. After selling 779 barrels, losing 65 barrels from decay, and giving away 21 barrels to his friends, how many has he left? |
| 16  | 6. A person buys at a store 14 lbs. of rice at 7c. a lb., 4 lbs. of tea at 95c a lb., 25 glass jars at 20c each, and a lamp for 75c; what does he pay for all?    |

For mechanical questions little or nothing should be given for a solution that is not accurate. Full work required.

JUNIOR 8RD TO SENIOR 3RD CLASS.

- Value.
- 10 1. Find the sum of three hundred and two dollars and three cents; forty-six dollars and seven cents; two hundred dollars; one dollar and ninety cents; eight cents and fifty-seven dollars.
  - 10 2. A man receives \$64 a month and spends \$40; how much does he save in 14 months?
  - 12 3. Divide the product of 759 and 806 by 906.
  - 15 4. Divide sixteen million, eighty-four thousand four hundred and forty by forty-eight, using factors.
  - 18 5. How many bushels of wheat, worth \$1 00 a bushel, are worth 28 cords of wood, worth \$4 a cord?
  - 15 6. There are 4,840 square yards in an acre; how many square yards in seven farms, containing 58 acres each?
  - 15 7. I paid four thousand and twenty dollars for 12 village lots. I wish to sell each lot for \$5.00 more than I paid for it; what shall I sell each for?
- Full work required.

FROM 3RD TO 4TH CLASS.

- Value.
- 10 1. A farmer owning 100 acres, sold 17 a., 2r., 20 sq. per., 12 sq. yds. of his farm; how much has he left?
  - 10 2. Bought cherries at \$2.56 a bushel, and sold them at 10c a quart; how much do I gain on the sale of 4 bush., 3 pecks.
  - 15 3. How many gold coins, each weighing 11 dwt., 6 grs., can be made from 4 lbs. 8 oz. 5 dwt. of standard gold?
  - 10 4. How many lbs. in 1,200 ounces of sugar? How many lbs. in 1,800 ounces of silver?
  - 15 5. 11 hogs weigh 1 ton, 14 cwt., 1 qr., 22 lbs.; what is the average weight of each hog?
  - 15 6. How many telegraph poles on a road 8 miles, 3 furlongs long, if the poles are placed 100 yards apart?
  - 15 7. Multiply £17 18s. 9½d. by 567.
- Full work required.

FROM 4TH TO 5TH CLASS.

- Value.
- 1. What will 1,880 lbs. of hay cost at \$18 a ton?
  - 2. How much will it cost to carpet a room 21 ft. 4 in. long and 16 ft. 8 in. wide, with carpet 2 ft. 8 in. wide, at \$1.87½ per yard?
  - 3. Divide .01295 by .123.
  - 4. Divide  $\frac{1\frac{3}{4}}{4\frac{1}{4}}$  by  $\frac{2\frac{1}{2}}{2\frac{1}{4}}$ .
  - 5. A house and lot are together worth \$716.40, but the house is worth six times as much as the lot; find the price of each.
  - 6. How many steps, each 2 ft. 9 in. long, will a person take in walking round a 9 acre field that is 36 rods wide?
  - 7. Find the price of 8 loads of barley, each containing 56 bushels and 20 lbs., at 56c per bushel.
  - 8. What fraction of a cord is a pile of wood 6 ft. 4 in. long, 3 ft. 4 in. high, and 20 in. wide?
- Values, 10 each—full work.

JUNIOR 8RD TO SENIOR 3RD CLASS.

GRAMMAR.

- Value.
- 1. Give lists of the nouns and adjectives on page \_\_\_\_\_ of your reading book, from \_\_\_\_\_ to \_\_\_\_\_.
  - 18 2. Place three appropriate adjectives before each of the

following nouns, placing a or an before each adjective: Tree, house, bird, slate, day, ice.

N.B.—The same adjective must not be placed before two of the nouns.

- 18 3. Divide the following sentences into subject and predicate:
  - (1.) The king borrowed money of the citizens.
  - (2.) A rude boy, with a dog, ran past the house.
  - (3.) Next morning he was hungry.
  - (4.) Durab creature never appeared more grateful.
  - (5.) In the depth of winter wolves become very fierce.
  - (6.) Here is a basket of beautiful flowers.

FROM 3RD TO 4TH CLASS.

- Value.
- 8 1. Write the possessive case, singular and plural, of each of the following nouns: Boy, child, king, woman.
  - 9 2. Divide into subject and predicate: (1.) Where are the pigeons? (2.) In the morning he came to school. (3.) Write carefully.
  - 10+12 3. Analyse "Mr. Brown's little boy attends school regularly," and parse the nouns and adjectives.
  - 41 4. Classify the parts of speech in the following:—England had long regarded her naval power as supreme, and had been made so confident of success by a long series of ocean victories, that she treated the American war with undisguised contempt. On the other hand, the Americans introduced into their naval operations the same smartness that distinguished their commercial transactions.
- Neatness required.

FROM 4TH TO 5TH CLASS.

- Value.
- With the fleetness of thought now commenced a race that had apparently for its object the recovery of the lost ball, and in which he who had driven it with resistless force outstripped them all.*
- 25 1. Write each proposition in the above separately, stating its kind, and analyze in full the principal proposition.
  - 30 2. Parse the words in the above printed in italics.
  - 10 3. Give examples of all the different kinds of attributive adjuncts, underlining each adjunct.
  - 15 4. Write sentences containing one of each class of pronouns, and state the class of each example given, and decline it where possible.
- Neatness required.

JUNIOR 8RD TO SENIOR 3RD CLASS.

GEOGRAPHY.

- Value.
- 2 1. Which is the largest ocean? The largest continent?
  - 12 2. Name a river flowing into each of the following waters: Gulf of Mexico, Gulf of California, Caribbean Sea, Bay of Bengal, Persian Gulf, Caspian Sea, Black Sea, Gulf of Lyons, Bay of Biscay, Baltic Sea, North Sea, Mediterranean Sea.
  - 4 3. What two oceans are separated by the Continent of America? By the Continent of Africa?
  - 5×4=204. 4. What waters would a ship pass through in sailing from the River St. Lawrence to the Continent of Europe? From Hudson's Bay into the Atlantic Ocean? From Australia to the Red Sea? From the River Thames to the Mediterranean Sea? From the Pacific into the Arctic Ocean?
  - 12 5. Name two chains of mountains in N. America, one in S. America, five in Europe, three in Asia, one in Africa.

FROM 3RD TO 4TH CLASS.

- Value.
- 10 1. Name all the great lakes of North America.
  - 4 2. Give the boundaries of British Columbia.
  - 5 3. Why are there no large rivers on the west coast of South America?
  - 7 4. Name the Provinces of Canada, with their capitals.
  - 9 5. Name each city of Ontario, and tell where it is situated.
  - 10 6. What waters must a vessel pass through in sailing from Montreal to Lake Superior?
  - 6 7. How would you sail from New York to San Francisco?
  - 10 8. Give the boundary line between Europe and Asia.
  - 9 9. Name all the large rivers of North America and the waters into which they flow.

All the maps to be removed. Neatness required.

FROM 4TH TO 5TH CLASS.

- Value.
- 10+8+3 1. A vessel leaves London, England, for Calcutta. Through what waters must she pass? What cargo might she take out? What might be her return cargo?
  - 8 2. Name the tributaries of the following rivers: Amazon, Mississippi, Danube, Indus.
  - 15 3. Starting from Hamilton, name the lines of railway you would travel over to reach the following places from that city: Suspension Bridge, Toronto, Montreal, Barrie, London, Ottawa, Guelph, Halifax.
  - 32 4. What and where are Duluth, Gravenhurst, Mackinac, Suez, Spartivento, Siam, Baltimore, Cincinnati, Congo, Richelieu, Anglesea, Aden, Bombay, Corrientes, Formosa, Dardanelles.
  - 9 5. Describe the changes of the moon and state the cause; how does the moon affect the tides?

Neatness required. No access to maps or books to be allowed.

SPELLING.

(Not to be seen by pupils.)

FROM 2ND TO 3RD CLASS.

- 1. Bundle of fagots.
- 2. Mother's scissors.
- 3. Guardian.
- 4. Colts' manes.
- 5. Neighbors' children.
- 6. Amiable.
- 7. Seized it in her jaws.
- 8. Wretched.
- 9. They've caught scores.
- 10. Treacherous.
- 11. He went straight home.
- 12. Thwarting.
- 13. Perseverance.
- 14. I went to the kite's assistance.
- 15. Wrinkled.
- 16. Befallen.
- 17. Pallid fear's distracting power.
- 18. Borrowed.
- 19. Twisted round the buoy.
- 20. Persuaded.
- 21. Citizen.
- 22. Maple sugar.
- 23. Seized by the forepaws.
- 24. Wreaths of clustering leaves.
- 25. Descendants.
- 26. Tormentor.
- 27. Corn in a sieve.
- 28. Bulrushes.
- 29. Awkward.
- 30. Hospitable.

Two marks for each number. One off for every mistake. Writing must be legible. Dictate slowly and give all necessary explanations. Reading—value, 40. Writing—value, 80.

JUNIOR 3RD TO SENIOR 3RD CLASS.

- 1. With quivering breath.
- 2. A Saturday afternoon.
- 3. Signs of mischief.
- 4. The coal business.
- 5. Faltering of purpose.
- 6. A violent quarrel occurred.
- 7. Made an ineffectual effort.
- 8. Producing a great sensation.
- 9. The road to permanent success.

- 10. Upon a more leisurely survey of the bridge.
- 11. Digging and shovelling.
- 12. He was an industrious young man.
- 13. Could not be thoroughly domesticated.
- 14. The coo of a pigeon.
- 15. The little rogue of a red squirrel.
- 16. Which recommend it to a lenient judgment.
- 17. Highly scented blossoms.
- 18. Encouraged to make one more effort.
- 19. In his eloquent plea for dogs.

Two marks for each number—one mark off for each mistake. Dictate distinctly.

Reading, 40 marks; writing 40 marks.

FROM 3RD TO 4TH CLASS.

- 1. The serpent seized the reptile's lower jaw.
- 2. It was a lizard of brilliant colors.
- 3. A miniature crimping machine.
- 4. Company's establishments.
- 5. Topographical engineering.
- 6. Diameter.
- 7. Disgusting deities.
- 8. Conspicuous cowardice.
- 9. Now disreeter grown.
- 10. Hecrified artist.
- 11. His assailant in a moment of irritability.
- 12. Courageously.
- 13. Mrs. Lee frightened a tiger by stratagem.
- 14. Their club's perpetual president.
- 15. Altogether scatheless.
- 16. Proboscis.
- 17. Timour, the great conqueror.
- 18. Thistle and brier.
- 19. Impudent nonchalance.
- 20. Mischievous.
- 21. Beauty's epitome.
- 22. In a moment's cessation.
- 23. Roguish saucy familiarity.
- 24. Singular procedure.
- 25. The fugitive was secluded and solitary.
- 26. Regiment.
- 27. Catastrophe.
- 28. Newfoundland fishery.
- 29. Neighboring cemetery.
- 30. Exertion and ingenuity.
- 31. From Detroit to Buffalo.
- 32. Tradition.
- 33. New Year's Eve.
- 34. Seized the Dervise.
- 35. Lieutenant.
- 36. The dyer who by dying lives.
- 37. Avarice.
- 38. Jollity.
- 39. Inexpressibly melodious.
- 40. The wreck of the Hesperus.
- 41. Lake Ontario.
- 42. December's woollen garb.

Two marks for each number. One deducted for each mistake. Write at once on paper. Writing, 40; reading, 40.

DICTATION.

FROM 4TH TO 5TH CLASS.

Page 230 of the Fourth Reader, from "Dismayed by so many" to "Enveloped them," on page 281. Value, 50—4 marks off for each mistake.

COMPOSITION.

Page 167 of the Fourth Reader. Read to the pupils from the beginning to the end of the lesson, and let them write the substance of the extract in their own words.

Reading, 50; writing, 50; may be judged from Composition papers.

HISTORY.

FROM 4TH TO 5TH CLASS.

- Value.
- 5 1. What led to the invasion of Britain by the Saxons?
  - 10 2. Who were the Danes, and what Danish kings ruled in England?
  - 5+10 3. Who were the Normans? How did they differ in language, religion and government from the Saxons?
  - 4x5=20 4. Tell what you know of the first Parliament in England, the Magna Charta, the Wars of the Roses and the Crusades.



PUPIL TEACHERS' EXAMINATION PAPERS,  
NOVEMBER, 1880.

CANDIDATES.

THREE-AND-A-HALF hours allowed.

ARITHMETIC.

MALES.

1. Find, by Practice, the difference in cost between 190 articles at £1 5s. 6d. each, and 198 articles at 17s. 11½d. each.
2. If I can buy 21 cwt. 8 qrs. 21 lbs. of cheese for £93 12s., what should be paid for 8½ cwt. of the same sort?
3. If 56 men can earn £228 12s. in 31½ days, how many of these men, working for 8½ days, should be paid £19 1s.?
4. A man who owes £9,519 14s. 6d. can pay only 1s. 8d. in the £. What are his effects worth?

FEMALES.

1. Find the cost of 8,764 articles at £18 14s. 7½d. each.
2. What is the value of 17 tons 16 cwt. 2 qrs. 7 lbs. at £6 7s. 10d. per cwt.?
3. What would be the cost of constructing a telegraph for a distance of 590 miles 7 fur. 4 poles, at £386 10s. per mile?
4. Make out the following bill:—49 pairs of blankets at 19s. 9d. per pair; 217 yards of muslin at 1s. 6½d. per yard; 91 pairs of stockings, at 1s. 6d. per pair; 281 yards of calico at 10d. per yard; 126 pairs of gloves at 8s. 3d. per pair.

GRAMMAR.

1. Point out and parse all the adjectives and verbs in the following:—

"'Tis merry, 'tis merry in Fairyland,  
When fairy birds are singing,  
When the court doth ride by their monarch's side,  
With bit and bridle ringing;  
And gaily shines the Fairyland,  
But all is glistening show;  
Like the idle gleam that December's beam  
Can dart on ice and snow."

2. In comparing adjectives, when do you add *er* and *est*, and *more* and *most*? Give examples.

3. Give the feminine gender of the following words:—Bachelor, bridegroom, lord, earl, nephew.

GEOGRAPHY.

1. Which are the most indented parts of the coast of Great Britain? And which are the least indented? Show that your answer is right by describing minutely the parts of the coast which you mention.

2. Describe, as fully as you can, the islands in the German Ocean, the English Channel, and the Irish Sea, *not* including Great Britain or Ireland.

3. Trace, in words, the course of a traveller from Edinburgh, by Stirling, Loch Lomond, and Oban, to Inverness, describing, as minutely as you can, what he would see on his journey.

COMPOSITION.

Write from dictation the passage given out by the inspector:—

If you have eyes | and brains | you will hardly care | to fish such a stream | as that, | whether she be roaring down | in full flood | like coffee covered with cream, | while the fish | are swirling | at your fly, | or flashing up the cataract, | out of the fiercest | of the foam, | or whether | she be dwindled | to a single thread | while the salmon | huddle in one dark cloud | in the clear amber pool; | for | you will lay down | your rod | and drink in | at your eyes | the beauty | of glorious nature, | and watch the yellow roes | come to drink | and look at you | with their great | soft, trustful eyes. |

PENMANSHIP.

Write, in large hand, as a specimen of copy-setting, the word *Selfishness*.

Write, in small hand, as a specimen of copy-setting, "I should not die but in Jerusalem."

PUPIL TEACHERS AT END OF FIRST YEAR.

THREE-AND-A-HALF hours allowed.

ARITHMETIC.

MALES.

1. If 1,688 lbs. of gold be worth £81, how many ounces of gold can be had for £8,019 8?
2. What is the cost of 1 article when 187½ of them cost £8789 17s. 9½d.?

3. I paid £,09875 for an ounce of seed, how much would ,09875 lbs. of this seed cost?

4. Find in £ s. d. a quarter's rent of 27,882 acres of land at £1,225 per acre per annum?

FEMALES.

1. If the net income of an estate, after paying all taxes, be £584 15s., and the gross income be £570 8s., how much in the pound did the taxes amount to?

2. The sixpenny loaf weighs 8½ lbs. when wheat is 60s. a quarter; what will it weigh when wheat is 40s. 8d. a quarter?

3. I borrow £175 10s. for ten months when money is worth 5 per cent.; how much must I lend in return for 12 months, when money is worth 8½ per cent.?

4. If the price of 100 bricks, of which the length, breadth, and thickness are 16, 8, 10 in. respectively, be 5s. 4d., what will be the price of 2,730 bricks which are one-fourth greater in every dimension?

GRAMMAR.

1. All silent there they stood and still,  
Like the loose crags whose threatening mass  
Lay tottering o'er the hollow pass,  
As if an infant's touch could urge  
Their headlong passage down the verge,  
With step and weapon forward flung,  
Upon the mountain side they hung.

- (a) Point out and parse all the adverbs and pronouns in the above.

- (b) Show from the above that an adjective may seem to govern a word in the objective case; explain the construction and give other examples.

2. How would you parse the prepositions in the following?—

"He had a box to bring home groceries in."  
"It was a thing I was used to."

GEOGRAPHY.

Answer either Q. 1 or Q. 3, but not both.

1. Which are the most indented parts of the coast of Great Britain, and which are the least indented? Show that your answer is right by describing minutely the parts of the coast which you mention.

2. Draw a map of Holland, and describe the character and habits of the people. If you can, mention any facts in their history which throw light on their character.

3. Say what you know about *Nice, Turin, Milan, Como, Venice, Florence, Brindisi, Spartivento, and Palermo.*

HISTORY.

1. Write down the names and dates of—1. Our Norman kings;
2. Our Sovereigns of the House of Tudor;
3. Our Sovereigns of the House of Hanover.

PENMANSHIP.

Same exercise as that set for Candidates.

COMPOSITION.

A gentleman had a cornerake brought to him by his dog, to all appearance quite dead. As it lay on the ground he turned it over with his foot, and felt convinced that it was quite dead. Standing by, however, in silence, he suddenly saw it open an eye. He then took it up; its head fell, its legs hung loose, and it appeared again quite dead. He then put it in his pocket, and before long he felt it alive, and struggling to escape. He then took it out; it was as lifeless as before. Having laid it again upon the ground and retired to some distance, the bird in about five minutes warily raised its head, looked round, and decamped at full speed.

PUPIL TEACHERS AT END OF SECOND YEAR (if apprenticed on, or after, 1st May, 1878), AND PUPIL-TEACHERS AT END OF THIRD YEAR (if apprenticed before that date).

THREE-AND-A-HALF hours allowed.

ARITHMETIC.

MALES.

1. To what sum will £320 amount in 6½ years at 2½ per cent. per annum, simple interest?

2. In how many years will £250 amount to £500 at 8.8 per cent. per annum, simple interest?

3. Find the difference between 1.625 per cent. of ,00088 of a million of money and 3½ per cent. of the same.

4. If £194 17s. 6d. will gain £20 4s. 7½d. in three years, find the

principal which will, at the rate of simple interest, amount to £50 17s. 6d. in five years.

FEMALES.

1. Find the sum of  $387\frac{1}{2} + 286\frac{1}{4} + 394\frac{1}{2}$  and  $\frac{2}{3}$  of 8,704.
2. Divide  $8\frac{1}{2} - \frac{2}{3}$  of  $\frac{1}{4}$  by  $21\frac{1}{2} + \frac{1}{5} + 4\frac{1}{2}$  of 5.
3. Find the value of  $\frac{1}{3}$  of a guinea +  $\frac{1}{2}$  of a crown +  $\frac{2}{3}$  of 7s. 6d. -  $\frac{1}{4}$  of 2d.
4. Find the value of  $\frac{1}{3}$  of a bushel -  $\frac{1}{4}$  of a peck.

GRAMMAR.

1. "And this I'll swear to you dear rain,  
Whenever you shall come again,  
Be you as dull as e'er you can,  
I'll welcome you with cheerful face;  
And, though you stayed a week or more,  
Were ten times duller than before,  
I'll sit and listen to you still:  
But only now—for this one day—  
Do go, dear Rain, do go away."

—COLERIDGE.

- (a) Analyse the principal sentences in the above.
- (b) Parse the words in italics.
- (c) There is a verb in the above which is in the subjunctive mood. Point it out, and state why you think it is in that mood.
- (d) Point out all the conjunctions in the above, and show what sentences they join together.

GEOGRAPHY.

Answer either Q. 1 or Q. 3, not both.

1. Which are the most indented parts of the coast of Great Britain? And which are the least indented? Show that your answer is right by describing minutely the parts of the coast which you mention.
2. Draw a map of British North America, showing the physical features and the position of the different colonies.
3. Name four important towns in Hindostan, not including Calcutta, Madras, or Bombay; and describe minutely the position and character of each.

ONE hour allowed for females.

TWO-AND-A-HALF hours allowed for males.

HISTORY.

1. How long were the Romans engaged in conquering Britain? What explanation of the length of time would you give to a class?
2. What circumstances towards the close of the Saxon period prepared the way for the Norman conquest?
3. Which of the Plantagenet kings made most effort to extend their dominion within the British Isles? How far were their efforts successful?

PENMANSHIP.

Same exercise as that set for Candidates.

COMPOSITION.

Write full notes of a lesson on the meaning of a decimal fraction.

EUCLID.

[All generally understood abbreviations for words may be used, but not symbols of operations, such as —, +, ×.]

1. Find a point which is equidistant from the angles of a given triangle.
2. If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.
3. If two triangles have two angles of the one equal to two angles of the other, each to each, and one side equal to one side, viz., either the sides adjacent to the equal angles in each, or the sides opposite to them, then shall the other sides be equal, each to each, and also the third angle of the one equal to the third angle of the other.

PUPIL-TEACHERS AT END OF THIRD YEAR (if apprenticed on, or after, 1st May, 1878), AND PUPIL-TEACHERS AT END OF FOURTH YEAR (if apprenticed before that date).

THREE-AND-A-HALF hours allowed.

ARITHMETIC.

MALES.

1. What sum will amount to £784 17s. 4 $\frac{1}{2}$ d. in 4 $\frac{1}{2}$  years, simple interest being given at the rate of 7 $\frac{1}{2}$  per cent. per annum?
2. A sum of £9,000 is to be divided among A, B, C, so that B shall have 100 per cent. more than A, and C 50 per cent. more

than B. What will each receive if 10 per cent. of the money be first given to a local charity?

3. I bought 96 articles at £1 0s. 2 $\frac{1}{2}$ d. each, and sold the lot at a gain of 12 $\frac{1}{2}$  per cent. How much did I receive, and how much did I gain?

4. After investing £1,848 in the 8 per cents. at 88, the stocks rose, and I sold out so as to realise a gain of £49 17s. 6d. What was then the price of the stocks?

FEMALES.

1. Find the quotient of  $(7\frac{1}{2} \text{ of } \frac{1}{2} + \frac{1}{2})$  by '0005.
2. Simplify, expressing the result in a fractional and decimal form, —  $\frac{015 \times 2 \cdot 1}{085}$ .

3. A man walked in four days 60 miles; in each of the three first days he walked an equal distance, in the fourth day he walked 18 $\frac{1}{2}$  miles; find the amount of his daily walking.

4. A person has  $\frac{1}{17}$  of a mine; he sells  $\frac{1}{17}$  of his share; what fractional part of the mine has he still left?

GRAMMAR.

1. "Ye fragrant clouds of dewy steam,  
By which deep grove and tangled stream  
Pay for soft rains in season given  
Their tribute to the genial Heaven,  
Why waste your treasures of delight,  
Upon our thankless, joyless sight?"

(a) Analyse the principal sentence in the above.

(b) Show that the subordinate sentence in the above is an adjective sentence, and give other examples of the same kind.

(c) Give, in your own words, the meaning of the first four lines (from "Ye" to "Heaven").

2. What is the force of the Latin prepositions in the following words compounded with them:—Succour, supplant, depart, despise, differ, transfer. State what the preposition is in each case.

3. Parse each word in the following:—"England has had many heroes, but never one who so entirely possessed the love of his fellow-countrymen as Nelson."

GEOGRAPHY.

Answer either Q. 2 or Q. 3, not both.

1. Give notes of a lesson on "The Overland Journey to India," by Brindisi and the Suez Canal.

Illustrate your lesson by a map of the Red Sea.

2. Name the chief rivers of Africa, and describe the sources and course of each, as far as they are known.

3. Name four important towns in Hindostan, not including Calcutta, Bombay, or Madras; and describe minutely the position and character of each.

ONE hour allowed for females.

TWO-AND-A-HALF hours allowed for males.

HISTORY.

1. What do you understand by Cavaliers and Roundheads? Explain the leading principles of the two parties.

2. Give some account of the wives of James II. and their issue.

3. When, and under what circumstances, was the Battle of Inkerman fought?

PENMANSHIP.

Same exercise as that set for Candidates.

COMPOSITION.

Write from memory the substance of the passage read to you by the inspector:—There came a strange woman to Tarquin, King of Rome, and offered him, for a certain price, nine books of the prophecies called the Sibyl. When the king refused them, the woman went and burnt three of the books, and came back and offered the six at the same price which she had asked for the nine; but they mocked at her, and would not take the books. Then she went away, and burnt three more, and came back and asked still the same price for the remaining three. At this the king was astonished, and asked of the diviners what he should do. They said that he had done wrong in refusing the gift of the gods, and bade him by all means to buy the books that were left. So he bought them; and the woman who sold them was seen no more from that day forwards. Then the books were put into a chest of stone, and were kept underground in the Capitol; and two men were appointed to keep them, and were called the two men of the sacred books.

EUCLID.

[All generally understood abbreviations for words may be used, but not symbols of operations, such as —, +, ×.]

1. The sum of the angles of every figure is equal to an even number of right angles.
2. The opposite sides and angles of a parallelogram are equal to one another, and the diameter bisects it—that is, divides into two equal parts.

3. To describe a square upon a given straight line.

## ALGEBRA.

1. Divide  $x^3 - 8y^3 + 125z^3 + 80xyz$  by  $x - 2y + 5z$ .

$$(1) \frac{p-q}{pq} + \frac{r-q}{rq} + \frac{q-r}{qr}$$

$$(2) \frac{1}{x^3} + \frac{1}{x^2} - \frac{1}{x} + \frac{x-1}{x^2+1} - \frac{1}{(x^2+1)^2}$$

2. Solve the equations:—

$$(1) \frac{9x+7}{2} - \left(x - \frac{x-2}{7}\right) = 36.$$

$$(2) \frac{x(2x+\delta)}{2x+1} + \frac{1}{3x} = x+1.$$

PUPIL-TEACHERS AT END OF FOURTH YEAR (if apprenticed on, or after, 1st May, 1878), AND PUPIL-TEACHERS AT END OF FIFTH YEAR (if apprenticed before that date).

THREE-AND-A-HALF hours allowed.

## ARITHMETIC.

## MALES.

1. If simple interest at  $5\frac{1}{2}$  per cent. per annum be allowed, in how many years will £102 10s. amount to £115 3s. 8 $\frac{1}{2}$ d.?
2. By investing £1,400 in the  $3\frac{1}{2}$  per cents I gain  $4\frac{1}{2}$  per cent. on my outlay. How much stock do I buy, and what is the price of it?
3. What per cent. of  $82\frac{1}{2}$  is the square root of that number?
4. If tea be sold in  $\frac{1}{2}$  lb. packets only, how many packets must I purchase that I may supply 80 persons with  $\cdot 076928$  of a pound each; and what vulgar fraction of my whole purchase will be left?
5. A man buys 27 copies of a work for £30, and sells  $\frac{1}{4}$  of them at a loss of 8 per cent. He sells the remaining copies for £17·816; how much per cent. does he gain or lose by the transaction?

## FEMALES.

1. Find the amount of £411 10s. for  $\frac{1}{4}$  year at  $4\frac{1}{2}$  per cent.
2. If a man can reap  $845\frac{1}{2}$  square yards in one hour, how long will 7 such men take to reap 6 acres?
3. A tax of £530 is to be raised from three towns, the numbers of the inhabitants of which are respectively 2,500, 3,000, and 4,200. How much should each town pay, and each person in it?
4. Between the years 1821 and 1831 the population of a town increased by 22 per cent., and in the latter year it was 61,116. What was it in 1821?

## GRAMMAR.

1. Break up the following complex sentence into simple sentences, beginning a new line with each simple sentence:—

“All crimes shall cease and ancient frauds shall fail,  
Returning justice lift aloft her scale,  
Peace o'er the world her olive wand extend,  
And white-robed Innocence from heaven descend.”

2. Parse the verbs and participles in the above.
3. What conjunctions should be followed by the subjunctive mood? Give four examples, using a different conjunction in each.
4. Point out which of the following words are of Celtic, and which are of Saxon origin; and state what class of things, generally, have Celtic names:—Sheep, ship, bread, milk, basket, mop, mattock, pail.

## GEOGRAPHY.

1. Draw a full map of British North America, showing the physical features, and the exact position and boundaries of each colony.

2. Give notes of a first lesson on “The Ocean” to an intelligent first class, who know the position of each ocean, &c., but have learnt nothing else.

N.B.—No introduction! And do not put more matter into your notes than you could bring within the limits of one lesson.

ONE hour allowed for females.

TWO-AND-A-HALF hours allowed for males.

## HISTORY.

1. How far may any of our existing institutions be traced up to Saxon times?

2. What parts of North America are under the British Crown? Tell how we acquired them, and explain the improved feeling shown towards this country.

3. What event is known in our history as the retreat from Cabul? Give some account of it, and of the retribution exacted.

## PENMANSHIP.

Same exercises as that set for Candidates.

## COMPOSITION.

Write an essay on *The House of Lords*.

## EUCLID.

[The only abbreviations allowed for “the square on AB” is “sq. on AB,” and for “the rectangle contained by AB and CD,” “rect. AB, CD.”]

1. If a straight line be divided into any two parts, the rectangle contained by the whole and one of the parts is equal to the rectangle contained by the two parts, together with the square on the aforesaid part.

2. If a straight line be divided into two equal, and also into unequal, parts, the squares on the two unequal parts are together double of the square on half the line, and of the square on the line between the points of section.

3. The sum of the squares on the sides of any quadrilateral figure is equal to the sum of the squares on its diagonals, together with four times the square on the line joining the middle points of the diagonals.

(In solving this problem it may be assumed that in every triangle the sum of the squares on two of the sides is equal to twice the square on half the base, together with twice the square on the line drawn from the vertex to the middle point of the base.)

## ALGEBRA.

1. Find the cube root of  $8a^6 - 36a^4x^2 + 54a^2x^4 - 27x^6$ .

2. Solve the equations—

$$(1) \frac{x}{9} + \frac{y}{8} = 48.$$

$$\frac{x}{8} + \frac{y}{9} = 42.$$

$$(2) \frac{4x}{9} + \frac{x-5}{x+8} = \frac{4x+7}{19}.$$

3. Find the time between 4 and 5 o'clock at which the hour and minute hands of a watch are together.

## MENSURATION.

1. The extremity of the minute hand of a clock moves 5 inches in  $3\frac{1}{2}$  minutes; what is its length?

2. A ladder 35 feet long just reaches to a window 29 ft. 6 in. high on one side of the street; on turning the ladder over without moving its foot it reaches a window 28 feet high on the other side; find the breadth of the street.

## CHILDREN'S DIET.

Five old women about a quilt! Can the pen of one give a tithe of their conversation record? Let us attempt but a part of it. Mrs. Green began the tournament.

“I hain't seen yo a month o' Sundays, Mrs. Walker; where do ye keep yerself?”

“Why, I've been to hum. 'Tain't real handy to take to baby-tendin' when ye git along in years a spell; but there don't seem to be nobody else to take care of Bezy's babe but me. Bezy's as pernickity as a woman about the child; he won't lemme give it a speck of nothin' but red cow's milk, and he's nigh about seven months old, an' he'd oughter set in lap to the table, an' take a taste o' vittles along with us. My land! my children used to set to an' grab things as quick as ever I fetched 'em where they could. Little Jemimy was the greatest hand for b'iled cabbage ye ever did see; an' pork! how that child would holler for fried pork! There wa'n't no peace to the wicked till she got it; she'd ha' been a splendid child if she'd lived; but the summer complaint was dreadful prevalent that year, and it took her off in the wink of an eye, as yo may say; allers doos the healthy children. Then my Samwell, why, he was the greatest hand for pickles that ever was; he'd get a hunk o' fried steak into one leetle hand an' a pickle into t'other, an' he would crow an' squeal. Cuttin' of his stomach teeth was the end o' him: got 'em too early, was took with convulsions, an'

d'nd right off. An' the twins: well, they favored beans—baked beans an' minute puddin'; they was eighteen months old when they died, an' they cot toast and cider like good fellers only the day they was took sick; w'od hed buckwheats and tree molasses for breakfast that day, an' I expect they'd cot too much sweet; it kinner made them squoamy, so't the hard cider jost hed the right tang. Poor little catures! mabbe 'twas the bilious colic a-comin' on made 'em dry; anyway they was awful sick with't, an' they died a Sunday week, for they was took of a Sunday, an'—"

Miss Polly Paine, a short, plump old maid, gently interrupted here: she thought Widow Walker had occupied the floor long enough.

"But, say, what do you give it red cow's milk for? I never knowed there was any great o' virtue in red cows."

"Sakes alive!" Hero Semanthy House, Deacon House's wife, took up the thread of conversation. "I want to know of ye didn't? Why, red's the powerfulest thing! You jest put a red flannel round your throat, an' it won't never be soar; an' a red string in your ears 'll keep off fever, everybody knows; but then I don't hold to fetchin' up a child on milk altogether; they won't never make old bones that way. I b'lieve in hearty vittles for everybody. Pie's real hearty of yo make it good, an' so's cheese, when ye can't get butcher's meat. I b'livo I could stan' it the year round on pie an' cheese an' baked beans."

"Well, ye see," pattered on Mrs. Walker, who seized a chance to begin again, "Bezy he won't hear to no reason; he claims he knows more about fetchin' up children than I do, in spite of my having had four on 'em: he speaks about mine all dyin' off, an' says he wants his'n to live—a flyin' in the face of Providence, as ye may say, for we all 'now folks die by the dispensations of Providence, an' mortal man can't say, 'Why do ye so?' to the Lord; but I don't know but what brother Bezy thinks he can; he sets dreadful loose to religion, 'specially doctrines an' sech; says he wishes 't Parson Pine wouldn't say such a lot about 'lection, an' hell, an' decrees, an' more about mercy and lovin'-kindness. Land! I want to know how you're goin' to fetch hardened old sinners like some ye could mention of ye was a-min' to—an' I guess we all know who they be without namin' of 'em—inter the kingdom, ef ye couldn't scare 'em out of their seven senses, a-shakin' of 'em over the pit, as ye may say. They don't mind nothin' but a real scare, and they don't mind that no great. I feel to wonder real often why sech folks is spared to—".—From "Amandar," by ROSE TERRY COOKE, in *Harper's Magazine* for September.

## QUESTIONS.

TIME—EVERY DAY.

1. What made you go into the teaching?
2. Now that you are in it, what makes you stay in it?
3. Do you teach better this year than you did last year?
4. Do you scold much?
5. Have you any "hard feelings" against any of your pupils?
6. Do you slight the poorly dressed and the unhandsome, or do you send your rain on the thankful and the thankless alike?
7. If a man, do you smoke? and if you do, do you think you ought to?
8. And still farther, do you drink—that is even moderately? And if so, do you not think that you had better have a "millstone" around your neck?
9. Do you think you exert much moral force on the pupils in your school?
10. Are you sure that, on the whole, they will be on the side of right as they grow up to be men and women?
11. Are you like that old heathen Confucius, who lived about 2,300 years ago, a student as well as a teacher?
12. Do you study upon the subject of education?
13. Who are the most marked names in education?—give five names.
14. Tell in about 100 words what were the principles of each?
15. Do you study how to teach?
16. Do you draw a line between education and reciting from memory?
17. Do you ever dare to think that much that your pupils learn is mere fashion, an outrage, because it is a waste of time?
18. Do you think you could plan out anything better?

19. Do you strive to see how much your pupils can do for themselves each day?

20. Do you ever think what faculties of mind are reached by a single study?

21. Does common sense direct all your acts?

22. Do you respect your pupils for the efforts they make to do well?

23. Do you feel that you can claim that teaching is a profession as you practise it?

24. Do you think you adorn that profession?

—New York School Journal.

## ANSWERS TO QUERIES.

A correspondent writes sensibly as follows:

"I am anxious to read some good work on 'Mental Science.' I wish to be well informed in regard to the mental faculties, and their order of development, but I am ignorant as to what I should read. I am satisfied that a great deal of time is worse than wasted in trying to teach what the minds of pupils are not capable of grasping."

And asks for the names of some works which will aid him in acquiring the knowledge he desires. The following are the books recommended by the Education Department:

1. Educational Methods (the candidate may consult the following works: Teacher's Manual of Method and Organization, by Robert Robinson, Inspector of National Schools, Ireland; Methods of Instruction, by J. P. Wickersham, A.M., Principal of the Pennsylvania State Normal School; Currie's Common School Education; Jewell on School Government). 2. History of Education (the following works may be consulted: Essays on Educational Reformers, by Robert Henry Quick, M.A.; Practical Educationists and their Systems of Teaching, by James Leitch, Principal of the Church of Scotland Normal School, Glasgow). 3. Psychological Foundations of Education (the candidate may consult "Education as a Science," by Alexander Bain, LL.D.)

## Notes and News.

### ONTARIO.

We are pleased to record the appointment of Robert Whittington, Esq., B.A., late of the Collegiate Institute, London, as Head Master of the High School, Almonte. Mr. Whittington has been a zealous and successful teacher, and we wish him all happiness in his new position.

At the close of the public schools in the Town of Perth, prior to the Christmas holidays, the teachers of the County of Lanark presented H. L. Slack, Esq., M.A., Inspector of Public Schools, with a valuable silver tea and coffee service, on the occasion of his resignation of the office of Inspector, which he had filled for nearly ten years. An address accompanied the presentation, to which Mr. Slack made a suitable reply.

On Friday evening, 11th Feb., Dr. McLellan gave a very eloquent and impressive lecture on "National Education," before a large and select audience in the Music Hall, under the auspices of the Mechanics' Institute. There were many from different places outside of Watford, who made it a point to be present to hear the distinguished lecturer. Mr. Theo. White, in the absence of the President of the Mechanics' Institute, Dr. Harvey, occupied the chair with great credit to himself and pleasure to the audience. We were unfortunately late in getting there, but from what we heard, we concluded that it was a rare treat. The lecturer showed that the poor have as great a claim upon the educational institutions of the country as the wealthy, and that it will be to the interests of the latter class to see that the poor man's children are educated, as an educated community is not so much given to crime as an ignorant one, and that it is the duty of the State to provide liberally for the education of the people. He swept away with a masterly stroke all pretensions to aristocratic distinctions, especially in such a country as ours. He made special mention of those

nations where the masses were educated, showing their superiority over other nations. The Dr. has a great command of language, and an inexhaustible fund of wit and illustration. He spoke for an hour and three-quarters with unflagging interest. Such lectures are very elevating, and must result in good to a community such as Watford, as we believe to have an appreciative people. Rev. Mr. Goldie moved a vote of thanks, which was seconded by Rev. Mr. Colwell, after which the audience seemed rather reluctant to disperse.—*Watford News*.

At the Central School, Chatham, a presentation of a handsome silver cake basket was made by the pupils and ex-pupils of the school to Mr. W. H. Colles, Principal. A valuable silver-mounted ink-stand was also presented to Mr. J. C. Clulovine, assistant teacher.

The authorities of St. Michael's College (Catholic) are seeking affiliation with Toronto University. This is a step in the right direction: and now four colleges representing the Catholic, the Anglican, the Baptist and the Presbyterian churches will be affiliated with Toronto University.

At Sarnia, the Inspector reports the Public and High Schools in an improved condition.

The *Listowel Standard* (Feb. 11) tells us that School Section No. 1, Euphemia, and School Section No. 3, Plympton, are to have new brick school houses.

The *East Kent Plain-dealer* records a case of attempted "Boycotting" at the Chatham High School, directed against two coloured young men pupils, whose exclusion was desired. The *Plain-dealer* remarks that a similar attempt was made at the Chatham High School some years ago. This time, we are glad to learn, discipline and the head-master were too strong for the "Boycotter," who is suspended until the Board shall permit his return.

Additional school accommodation is urgently needed in London, Ont.

At the last High School Board meeting in Chatham, it was agreed to memorialize the Educational Department to erect it into a Collegiate Institute.

The Galt School Board have arranged to have vocal and instrumental music taught in their schools during the present year. An example worthy of imitation.

It gives us much pleasure to chronicle the appointment of Mr. Alfred Baker, M.A., to the registrarship of the University of Toronto. Mr. Baker's practical ability and uniform courtesy fit him well for his office.

Mr. A. C. Osborne, late head master of the Napanee Model School, has been lecturing on astronomy and natural history to good audiences around East Lake, Prince Edward County.

Mr. R. Mattheson, late head master of the Napanee High School, has obtained first place at a teachers' examination held in Chicago; he has obtained a position on the staff of an educational journal, also a school.

The following members of the Legislative Committee of the Provincial Teachers' Association—Messrs. James Hughes, (chairman,) P. W. Doan, S. McAllister and F. S. Spence, Toronto; J. Dearness, Inspector of Public Schools, London; D. Fotheringham, Inspector of Public Schools, Aurora; and W. Oliver, M.A., Head Master Bowmanville High School—had an interview with the Hon. Adam Crooks at the Educational Department on Monday last, to lay before him the views of the teaching profession with reference to certain educational questions. Amongst these was a superannuation fund, county model schools, and the desirability of amending the 29th clause of the School Act of 1870 as to giving power to the City Councils to decline to raise funds for providing school accommodation. The committee were very courteously received, and the interview was of a satisfactory nature.—*Globe*.

In reply to a question from the secretary of the Public School board, Chatham, the Minister of Education has stated that by the School Act of 1880, a non-resident ratepayer, provided his rate is equal to the average of the rates of residents, is entitled to free admission for his children, otherwise the trustees can fix on a fee not exceeding 50 cents per month.

The lady teachers and pupils of the Central School, London, Ont., have applied to the School Improvement Committee for a small flower garden. The matter, we are glad to learn, is under consideration.

Mr. S. Wood, M.A., of Kingston, has been appointed Classical teacher at the Stratford High School. The High School Board are fortunate in obtaining the services of this excellent scholar and successful teacher.

## NOVA SCOTIA.

The Cumberland Teachers' Association was appointed to be held at Parrsboro, on the 24th and 25th ult., but unfortunately the meeting had to be postponed on account of the blocking up of the Parrsboro & Spring Hill Railway by heavy falls of snow.

Mr. L. D. Robinson has been appointed Principal of the Dartmouth High School. Mr. C. W. Mackenzie succeeds Mr. Robinson in the Preparatory Department.

The trustees of the County Academy, Sydney, C.B., have in process of erection an academic edifice of an exceedingly commodious and elegant character. It is understood that an application will be made to the Legislature at its approaching session to endow the Institution on the same basis as the special academies of Yarmouth and Pictou.

Owing to the ravages of a peculiarly desperate type of diphtheria the schools of the town of Arichat have been closed for a considerable portion of the winter.

It is reported that a new building for the Victoria County Academy, at Baddeck, is to be erected during the ensuing summer.

A resolution tabled at a recent meeting of the Halifax Board of School Commissioners, suggesting a partial re-examination of teachers employed by the Board, has caused a not unnatural excitement among those whose interests it would affect if carried into execution.

## NEW BRUNSWICK.

The fourth annual meeting of the Queen's County Teachers' Institute, convened in the Temperance Hall, at the Narrows, on Thursday, the 27th of January, at 10 o'clock, a.m., Mr. L. J. Flower, vice-president, in the chair. The enrolment of members having been effected under direction of the secretary, it was found that about 26 members were present. The following were nominated and elected to compose the committee of management for the ensuing year, viz.:—President, Inspector D. P. Wetmore; Vice-President, L. J. Flower; Sec.-Treas., T. Wm. Perry; T. Wesley Smith and Alfred McDonald.

After routine business, a paper on the Classification of Miscellaneous Schools, by F. H. Perkins, Gaspereaux, was read by the secretary. This was followed by a discussion.

In the afternoon there was to have been a paper on the question, How to Elevate the Profession of Teaching. This was not forthcoming, but the vice-president introduced this subject to the Institute for discussion. The following gentlemen took part in the discussion: Rev. B. Shaw, Alfred McDonald, M. C. McDonald, M.D., Robertson Gardiner, George M. Wetmore, L. J. Flower, L. W. Fowler, D. Vallis, S. J. Thorne, M. D. Brown and T. W. Smith. A paper on Penmanship was next read by M. D. Brown, Lower Jemseg.

In the evening at 7 o'clock a public meeting was held, at which, in the absence of a lecturer, the audience was entertained with speeches and singing.

On Friday morning a discussion on Penmanship occupied a short time, after which a paper on Canadian History was read by Wm. Balmain. This elicited an animated discussion. In the afternoon two papers and a practical lesson were unavoidably dropped from the programme, but there was a discussion on the subject of School Amusements. After sundry votes of thanks, and arrangements for the next annual meeting, the Institute adjourned.

The Annual Report of the Superintendent of Education, laid before the Legislature a few weeks ago, contains, in addition to the usual statistical information, much valuable matter relating to the working of the school system—the principles underlying some of its leading features—and some illustrations of modern methods of teaching.

The number of pupils at school during the year ended April 30, 1880, was 69,521—decrease since last report, 1,369. During the term ended October, 31 1880, the whole number of pupils at school was 52,742, being less by 3,951 than in the corresponding term of 1879. In explanation of this decrease, following seven or eight years of constant increase, the report says:—"It will be observed by the statistics herewith presented that the industrial depression, which for some years has taxed the resources of many school districts, compelled the closing of a considerable number of schools during the past year, and the withdrawal of many pupils from schools which were in operation. I am confident, however, that this decrease is but temporary, and that returning industrial prosperity will speedily repair any breaches that have been made. It is with much satisfaction, however, that I am able to report a greater regularity both of the time the schools were in session, and of the attendance of the pupils, than in any previous year."

The proportion of the population of the Province enrolled at school in the Summer term of 1879, was 1 in 5.04— increase 1 in every 213.58 of the population. The following counties had the highest percentage: Westmoreland (3.94), Albert (4.25), Restigouche (4.26).

The average monthly percentage of pupils daily present during the term (5 months) was for the Province 78.17— increase 4.63 per cent. There were 1,433 teachers and assistants employed during this term— increase 47. Of the whole number, 1,145 were trained, and 273 untrained; 832 continued to teach in the same districts in which they taught the previous term; 378 removed to other districts; and 207 taught for the first time. For the Winter term, ended April 30th, 1880, of the 1,310 teachers in charge of schools, 1,290 are reported in respect of the period of service as follows:— 795 continued to teach in the same schools as during the previous term— increase 2; 367 took charge of other schools— decrease 6; and 128 had not taught more than three years— decrease 22.

The number of legal teaching days for the year was 227. The average time the schools were open, exclusive of holidays, vacations, and Sundays, was 213.43, —the highest average time yet reached. The advance in this particular has been steady, and is very gratifying.

Referring to the Provincial Normal School at Fredericton, the Chief Superintendent says: "From my intimate knowledge of the work of the Normal School, I am able to report with the utmost confidence that the Institution is doing most excellent service for the school system. The principal and instructors are painstaking and laborious in the discharge of duty. The increased facilities given by extending the session of the school to nine months will enable them to do more justice to the subjects of their several departments than has been possible hitherto. The discipline of the Institution is most efficient. It will be observed that Principal Croker reports that not a single instance of misconduct on the part of the students has occurred during the year."

In reference to the present system of inspection, etc., the Report says: "With the exception of a portion of District No. 5, more real advancement in the internal work of the schools has been made than in any preceding year. The Inspectors have faithfully pointed out the more important defects in school organization, and not only suggested, but, wherever practicable, have given direct personal assistance in applying suitable remedial measures. The existence of an authorized course of instruction as the basis upon which the work done in the schools is to be tested, has already proved of incalculable value to the schools of the Province. In no particular has the course been more helpful than in securing a more intelligent, economic and permanent organization of the schools." \* \* \* \* \*

"The provision that unless a school has been in charge of the teacher for more than a term at the date of the annual inspection, it shall not be eligible for classification, is designed to remove one of the greatest hindrances to the progress of the schools. The teacher of a school which is not eligible for classification receives a Provincial grant according to his or her class of license, but does not receive any bonus for the rank of the school. A School Term seems to be the shortest period in which to judge of a teacher's work. Hitherto teachers who have taken charge of new schools every term have received the same rate of Provincial grant for their services as those who remained permanently in charge of the same school. The result has been that both teachers and trustees have come to regard the engagement or discharge of the teacher as a matter of the smallest moment. A roving spirit has characterized the great body of the teachers except in the larger towns. These frequent changes have been most wasteful and hurtful to the schools of the Province. A teacher who does not expect to remain long enough in a district to meet the matured results of his own work, will not, as a rule, discharge his obligations with that care and painstaking which characterize the labor of him who expects to reap what he sows. It requires months to become intimately acquainted with the attainments, dispositions, and capacities of the pupils of any school. Not until a teacher becomes possessed of this detailed information is he in a position to fill wisely and helpfully the office of teacher to these children. The experience of a term will enable him to adapt his instruction to the needs of his scholars in a higher degree. His classification will be better, and he will know how to call out not only the energies of the pupils, but also the helpful sympathies of the parents."

The following statements relative to the teaching of reading are suggestive: "Intelligent and natural reading has been advanced more rapidly in our schools than any other subject. The method

of dealing with beginners in this branch, introduced into Quincy, Massachusetts, some three years ago, and now creating so much interest throughout the United States, has been steadily practised in our Model Schools for nine years past, and in the schools of Fredericton and many other of our districts. It has had no Charles Francis Adams, Jr., as patron, but wherever it has been intelligently used, and the local authorities have not doomed it their duty to encourage the 'ancient practice' instead, its results have been especially marked in producing intelligent readers, free from 'school tones.'"

#### MANITOBA.

On Monday afternoon, January 31st, all the teachers and scholars of the different departments of the Winnipeg Central School assembled in the principal's room, to hear from the Inspector the results of the recent promotion examinations. The Superintendent of Education, and Messrs. Mulvey & Luxton, members of the school Trustees Board, were present. The results of the examinations were highly satisfactory, and reflected great credit upon both teacher and pupils. The reading of the report was followed by the presentation of an address and a number of valuable books to Mr. P. C. McIntyre by his pupils.

Mr. McIntyre has been connected with the city school for upwards of two years, and has won the respect and regard of scholars and parents. The reading of the address drew tears from the eyes of several scholars; and Mr. McIntyre himself, while returning thanks for the presentation, was visibly affected. The various gentlemen present spoke briefly, and in a way that must have been peculiarly gratifying to Mr. McIntyre, of his ability as a teacher, and of the excellent moral tone which he had always maintained. His brother, Mr. W. A. McIntyre, now has charge of his department, and Mr. W. A. McIntyre's place is filled by Mr. E. A. Garnatt.

Mr. George Munroe has just concluded, at his native village of East Kildonan, a most successful term of five and a half years' duration as a public school teacher. Of him it may be said that no teacher in the Province of Manitoba has labored more diligently or done better work. Many of his best pupils are now pursuing a University education at one of the affiliated colleges. Mr. Munroe expects to graduate in art next spring.

The reports of examinations and literary entertainments at various schools throughout the Province, which appear in the newspapers from time to time, show that, year by year, our public schools are increasing in efficiency and importance, and the time is not distant when Manitoba will occupy a foremost place as regards her educational institutions.

The annual public meeting of Manitoba College held recently was a very successful affair. The following gentlemen took part in the proceedings: Rev. Dr. Black, Professors Bryce and Hart, and J. Robertson, United States Consul Taylor, Hon. C. P. Brown, and Messrs. D. Mackithier, S. Mulvey, and W. F. Luxton.

The following resolutions, which were passed among others, deserve a place here:— Moved by Hon. J. W. Taylor, seconded by Rev. Prof. Hart, "That the solution of that which has been a great educational difficulty in other lauds, viz., the municipality of degree-conferring bodies, has been happily obtained for this Province by the establishment in its early history of a university to which all chartered colleges are or may be affiliated; that the harmony and good feeling that have characterized the proceedings of the University Council in the laying down of a curriculum and conducting examinations for the past three years, have been surprisingly noticeable; and that the hearty and loyal manner in which all the existing colleges have attached themselves to the university is full of hope for the future of sound learning and the preservation of a high standard in the distribution of academic distinctions in the Northwest." Moved by Rev. John Black, D.D., seconded by Hon. P. C. Brown, "That the existence and continued progress of Manitoba College and its sister colleges have conferred a great benefit upon the Province by obviating the necessity to a considerable extent of those desiring a higher education having to go abroad to obtain it; that the community owe a debt of gratitude to the several colleges of the Province for the unwearied efforts of their instructors in inculcating sound views in general knowledge, as well as in the duties of public and private life; that it is for the best interests of the country that as many young men as possible should avail themselves of the facilities so liberally offered; and that the numerical increase in university and theological students in Manitoba College this year, as well as the fact that a continually increasing number is coming from different parts of the province, are features calling for special remark."

The College authorities here sold the old building and site, and are now endeavoring to secure a site in as central a part of the city as possible. The new college building, it is hoped, will be commenced in the spring. Both St. John's and Manitoba colleges are filled to their utmost capacity.

The first meeting of the Board of Protestant school trustees for Winnipeg since the annual school meeting, took place this afternoon.

Mr. Stewart Mulvey was unanimously re-elected Chairman for the ensuing year. Mr. W. F. Luxton is chairman of the school management committee, Mr. J. Stewart has been re-elected Secretary-treasurer.

The appointment of Inspector of city schools has been conferred upon Mr. J. H. Stewart of this city.

The Superintendent-general of Indian affairs has just issued an order to all school teachers in the employment of the Department to the effect that if they do not hold a certificate of competency and good character from the Protestant section of the Board of Education, and unless they obtain the same previous to the 30th of June next they must be prepared to be replaced by properly qualified teachers.

## Readings and Recitations.

### JONES'S DREAM.

BY W. H. SMITH, COUNTY SUPERINTENDENT, BLOOMINGTON, ILL.

It was the year of grace, 1830, and on the first day of the year, Denis Duval was plodding along on horseback through the mud and dust, when he met, at the section corners, Mr. Paul Jones, a neighbor, who was mounted like himself, and the two headed their horses into the same lane, and jogged along together. Duval gave Jones a "Happy New Year" as they met, to which Jones replied in a low monotone, "The same to you," and then became silent. The splash of the horses' feet was the only sound heard for several rods, when Duval broke out:

"What's the matter, Jones? I never saw you look so tore up in my life. You're always counted the best man in the business for a joke; but you don't look much like it to-day. What's the matter? Anybody dead?"

Jones looked up, gave a kind of grim and glastly smile, and then replied:

"No, there ain't nobody dead, but I dreamed there was; that's all," and again he was silent.

Nothing but splashing for the next eighty rods at the end of which Duval again made an attempt at conversation:

"You dreamed there was? What'd you dream it was?"

"Myself," said Jones, with a wink and a sly grin from under his slouched hat.

"That you were?" said Duval; and then there was silence again.

At length Jones heaved a deep sigh, straightened himself in the saddle, and spoke as follows:

"Yes, I dreamed I was dead. Didn't dream much about the dyn' part, but the first I knew I was standin' afore a gate and waitin' to get in. I waited around awhile, and nobody seemed to care; so I stepped into a kind of a little office just to one side of the gate to wait. 'Twas a nice kind of a room, not being big, and I was goin' around it, lookin' at things, while I was waitin'; and first I knew I saw a big book like a ledger, set up on a desk, or frame like. I kind o' wondered what it was, and as it was right out in the room where anybody could see it, I went up and looked at it, and as sure as I'm a sinner, there stood my account. It was headed in good style, 'Paul Jones, in account, etc.' Dr. on one side and Cr. on the other. It kind o' took me back a little to run into it so sudden, but I'd been thinkin' about it more or less all the time I'd been waitin'. Well, nobody'd come yet, so I got to looking over the account. The first statement was, 'general business account,' and I don't want to brag, but I had a pretty fair showing, take it all round. I was charged up with some things, just as I deserved to be, but in the main I confess I was pretty well pleased with the way the account looked.

"Well, then came on the 'Church and benevolent society account,' and that made a fair show, too. You see I've always had considerable to give, and I've liked to give pretty well, and so I've given a good deal one way and another, and it was all down all right. There was one or two charges though, on the other side that got me a little. For instance, there was, 'neglecting meetings,'

and 'giving for personal benefit,' and 'giving for the sake of public approval.' That got me a little, but I stood that pretty well. I went on down to the 'widows and orphans' account,' which was in pretty good shape, too, and I was beginnin' to feel pretty good, when I struck 'school trustee account!' and I tell you, Duval, my heart struck the bottom of my boots like lead. You see I'd never thought about running an account with that headin' anyhow. But there it was, and I had to face it.

"Well, as soon as I got my breath, I took a look at it. I daren't tell you all there was there, but it just makes me sick now to think about it. Why the Dr. columns ran on for about six pages, and here's about the way it went:

"Item—Neglecting to keep schoolhouse in repair, on account of which George Nowcomb's little girl caught cold and died, and several children suffered severely. [See testimony of Nowcomb's little girl.]

"Item—Neglecting to stand by the teacher when some meddlesome people in the district tried to break up the school.

"Item—Neglecting to sustain the teacher when he attempted to coerce a few bad, big boys, who were trying to run the school.

"Item—Hiring Mehitable Parker (you see she was my wife's cousin, and had been spending the summer visitin' us), to teach the school, she being young and inexperienced, when Hiram Sansom could have been hired in her stead, he being an experienced and accomplished teacher, the change being made for the sake of saving five dollars a month.

"Item—Neglecting to visit the school and personally inspect the work of teachers and pupils.

"Item—Neglecting to confer with teacher and patrons about the interest of the school, and so on. Here it went, page after page, all charged up.

"Item—Neglecting to insist on uniformity of text-books, and so greatly crippling the school.

"Item—Allowing family quarrels in the district to interfere with and weaken the school."

"I can't give 'em all, but they made my hair stand on end when I read 'em."

"Was there nothing on the other side of the account?" put in Duval.

"Well, yes; clear on to the end there was just one item, and that was: 'Credit by balance, for serving for school director for nineteen years without pay, and subject to the growls and slanders of the whole district.'"

And the old man winked slowly with both eyes, as he looked his companion in the face. He then proceeded:

"That let up on me a little, but even that couldn't make me feel just right, and I was pretty well down in the mouth about the business, when I heard the door open, and I turned around to see who had come, and it was my little girl, who came to tell me breakfast was ready, and wish me 'a Happy New Year.' Well, I got up, ate my breakfast, but I kept thinking of my dream, and I just made up my mind that I'm going to do what I can for the rest of my natural life to make a better-looking record than that, when the time really does come that I have to face it. There's our schoolhouse now, with no foundation under it, half a dozen panes of glass out, a poor stove, cracks in the floor, the plastering off in three or four places, so that the wind blows right in; the out-houses without roofs, and their sides half torn off, and I don't know what else; and I'm on my way now to call a meeting of the board to fix things up, and if they aren't better'n than they are now inside of a week, why my name ain't Paul Jones, that's all, and if ever I hire a teacher for any reason except because he's the man for the place, it'll be because I get fooled. Good-morning."

And at the section corners they splashed away from each other at a right angle, Jones to call the board together, and Duval to tell a reporter of Jones's dream and its results.

### SMALL BEGINNINGS.

#### RECITATION FOR A GIRL.

A traveller through a dusty road threw acorns on the lee,  
And one took root and sprouted, and grew into a tree.  
Love sought its shade at evening time, to breathe its early vows;  
And age was pleased, in heats of noon, to bask beneath its boughs.  
The dormouse loved its dangling twigs, the birds sweet music bore;  
It stood a glory in its place, a blessing evermore.

A little spring had lost its way amid the grass and fern,  
A passing stranger scooped a well, where weary men might turn.

He walled it in, and hung with care a ladle at the brink;  
 He thought not of the deed he did, but judged that toil might drink.  
 He passe'd again, and lo! the well, by summers never dried.  
 Had cooled ten thousand parched tongues and saved a life beside.

A dreamer dropped a random thought; 'twas old, and yet 'twas new,  
 A simple fancy of the brain, yet strong in being true.  
 It shone upon a genial mind, and lo! its light became  
 A lamp of life, a beacon ray, a monitory flame;  
 The thought was small, its issues great, a watch-fire on the hill,  
 It sheds its radiance far adown, and cheers the valley still.

A nameless man amid a crowd that thronged the daily mart,  
 Let fall a word of hope and love, unstudded from the heart,  
 A whisper on the tumult thrown—a transitory breath—  
 It raised a brother from the dust, it saved a soul from death.  
 O germ! O fount! O word of love! O thought at random cast!  
 Ye were but little at the first, but mighty at the last.

CHARLES MACKAY.

## Teachers' Associations.

The publishers of the JOURNAL will be obliged to Inspectors and Secretaries of Teachers' Associations if they will send for publication programmes of meetings to be held, and brief accounts of meetings held.

WATERLOO COUNTY.—The semi-annual convention of the Waterloo Teachers' Association was held in the Model School, Berlin, on the 28th and 29th ult. Mr. W. F. Chapman, President, called the meeting to order at 9.30 a.m. on the 28th, and after prayer, the minutes of previous meeting were read by Mr. Steuermann, sec.-treasurer, and adopted. On the motion of Mr. Suddaby, H. M. of Model School, Berlin, seconded by Mr. Groh, the first hour of each afternoon session was devoted to general business. Mr. Alexander, Galt, said that in the business hour he would ask "how many teachers had agreed with their trustees respecting holidays." Mr. Marshall took up "Mathematical Geography," and gave some good ideas relating to methods of ascertaining distances on the earth's surface; computing latitude, longitude, &c. Mr. Ballantyne illustrated his plan of teaching "Penmanship" so as to fit pupils for business work. He advocates the use of movable head-lines which prevented the pupils from copying his own imperfect writing, thus retarding improvement; occasional use of the black-board to exemplify the principles, drawing to be taught in connection with the subject, supervision of the teacher at intervals; preliminary lead-pencil writing on scribbling books, and recommended the teacher to use the pupils' pens occasionally to test their suitability. Mr. Wm. Linton argued that setting copies took up too much valuable time required for supervision, also that as a teacher's successor in a school may not be able to set head lines so well the pupils would be at fault. He (Mr. Linton) thought Beatty's system and copy books were best adapted for all requirements. The debate was continued by Messrs. Groh, Gray, Knowles, Winter and Marshall. Inspector Pearce bore high testimony to the efficient state of writing in Mr. Ballantyne's school, and the earnestness and silence which marked the pupil's performance of that lesson. After some further remarks on the subject from Messrs. Alexander, Horner and Gray, the session adjourned till 2 p.m. At general business in the afternoon Mr. Alexander put his question, stating that, if on engagement the teacher made no proviso respecting holidays, the trustees could curtail the time by two or three weeks if they wished. On investigation it appeared that all the teachers present were entitled to the maximum amount of vacation. The treasurer (Mr. Steuermann) read his report by which it appeared that there was a balance of \$44.10 to credit of association. On the motion of Mr. Horner, seconded by Mr. Groh, Mr. C. B. Linton was unanimously elected delegate to Provincial Association. Miss Hutchinson read a very practical essay on "Conduct and Discipline in Schools," for which on the proposition of Mr. C. B. Linton, seconded by Mr. Knowles, she received the warm thanks of the association. Mr. Alexander, H. M. Galt Model School, in taking up the subject of "Spelling Reform," said that his own dreams were that when the metric system is adopted, and some old fashioned ideas are consigned to oblivion, that words will be spelled as they are pronounced. He reviewed the history of the spelling reform movement since its inception, and entered into the changes which were suggested in the alphabet together with the new letters that represented the different sounds. He thought that from the beginning of a child's education in reading, all logical faculties were crushed down by teaching them the different sounds the same combination of letters will make. Phonetic teaching means rapid advancement as shown by the progress of schools in Malta where Italian reading is learned in 945 school hours, while the same proficiency in English takes 2,320 hours, because Italian is a phonetic orthography. The spelling reform has been pooh-poohed and ridiculed but it is making its way, and is now recognized by many of the foremost writers in educational literature. In the discussion which followed, Mr. Horner said that in the Boston primary school books, the letters not sounded are printed in fine hair line type, and the scholars made as much progress in one year in reading as other schools in two. He was opposed to the spelling reform

and ridiculed some of the changes. The movement was also combated by Messrs. Morrison, Bingeman, Knowles and McIntyre. Mr. B. Hal Brown would agree to the reform if the several sounds were represented by distinctive characters. Mr. Alexander ably replied to the objections. Mr. Knowles spoke for a short time in opening a discussion on "Whether the Minister of Education should acquire (or control) copyright of all text-books. A desultory debate ensued, joined in by Messrs. Alexander, Conner, and C. B. Linton." At 7.30 p.m. a large audience assembled in the same room to listen to a debate on the subject "Are Township Boards Desirable." The chair was ably filled by the president, Mr. W. F. Chapman. The affirmative was maintained by Messrs. Marshall and Alexander, and the negative by Messrs. Hilliard and Bingeman, each side performing prodigies of valor in the war of words. The utmost good humor prevailed, and the intervals in the combat were filled in with vocal music as follows.—Duet by Messrs. Groh and C. B. Linton; duet by Minnie Young and Melvina Klipperet—children about nine years of age, whose admirable singing provoked rapturous applause and an encore; Quartette by the Misses Zeigler, Messrs. Winter and Chapman, encored; duet by Miss Zeigler and Mr. Winter, encored, duet by Miss Zeigler and Miss Weaver; quartette by Miss Weaver, Miss Babcock, Mr. Gray and Mr. Chapman. After a cordial vote of thanks to Mr. Suddaby for the use of the organ, and to the ladies for their appreciated aid in the entertainment, the proceedings were closed by singing the National Anthem.

Second day.—At 9.30 a.m. Mr. A. H. Clemmer gave a brief exposition of his method of teaching "Reading—2nd part of 1st book." His plans which were very practical were well criticised by Messrs. W. S. Brown, S. Horner and W. Linton. Mr. A. F. Cull read a well compiled essay on "How to teach composition." In the discussion which ensued, Mr. Groh said he would connect the subject with object lessons, in which Mr. Alexander agreed. A lively debate followed, sustained by Messrs. Gray, Suddaby, C. B. Linton, W. Linton, Breitner, Knowles, Erb, and the President, and several practical ideas were elicited. Mr. C. B. Linton read a paper on the "Superannuation Question," and moved the following resolutions, which were seconded by Mr. Alexander, and carried *seriatim*. (1.) That the annual fee be not less than \$5; optional between \$5 and \$10. (2.) That the pension should be in proportion to the amount paid in as well as to the years of service, irrespective of grade of certificate. (3.) That no refund be paid to any teacher whose time of service falls short of ten years. (4.) That no teacher be entitled to a pension who has taught for a shorter period than 15 years. (5.) That every public school teacher be entitled to claim the benefit of the fund when he shall have reached the age of 55 years, provided he has not taught less than 15 years; or after having taught 30 years, irrespective of what age such teacher shall then be. (6.) That provision be made for teachers' widows and orphans, beyond the simple amount paid in, with interest at 7 per cent. (7.) That candidates be charged when being examined, and a certain refund be made to those who have been successful; and that the whole or part of such money be paid into the fund; but such only to pay for 3rd, 2nd and 1st class certificates without paying for the grades in such classes. As an amendment, Mr. Groh moved and Mr. Knowles seconded, "That the superannuation fund be made optional, as it was prior to 1871." The amendment was lost, and the original motion having been put was carried. It was ordered that a copy of the above resolutions be sent to the Minister of Education, and also to the M. P.'s of Waterloo local session. Mr. Suddaby, on the part of the Committee on Promotion Examinations, read their report, which was adopted; the report of the auditors was also adopted. In the afternoon the managing committee handed in a programme of business for next convention. The nomination committee also gave in their report as follows, which was adopted:—President, Mr. S. S. Horner; Vice-President, Mr. B. Hal Brown; Sec.-Treasurer, Mr. Charles B. Winter. Executive Committee, Miss A. C. Young, Miss Coutts, Messrs. C. B. Linton, S. Eby and D. K. Erb. Mr. A. H. Morrison, of Galt, read a carefully prepared essay on "The Beauty, Use and Abuse of Words" which reflected the highest credit on his literary culture, and elicited the warmest commendation of the members by whom it was much appreciated. Mr. Suddaby then took up his subject "How to make the Provincial Association Representative." Owing to lack of time and the importance of the subject, it was decided to postpone discussion on it until next convention. After disposing of some formal business the association adjourned to meet again on the 9th of September next.

GLENGARRY.—A very successful meeting of the Glengarry Teachers' Association was held at Alexandria, on 3rd and 4th February. The President of the Association, D. McDiarmid, I.P.S., being in the chair. About seventy teachers were present from different parts of the county; and from the interest taken in the proceedings, and the careful and able papers contributed by the members upon subjects connected with the teaching profession, we infer that substantial benefit was derived from the last meeting. The following officers were elected for the present year:—D. McDiarmid, M.D., I.P.S., President and Treasurer; Alex. Kennedy, H. M. Model School, Vice-President; W. D. Johnston, B.A., M.M., A.H.S., Secretary; W. D. Johnston, D. J. Hunter, Auditors; J. D. Houston, R. Seldon, W. McLaren, D. D. McDonald, and A. B. McDonald, Directors. A number of resolutions were passed with respect to certain educational questions submitted by the Provincial Teachers' Association.



1.—That the teaching limit be reduced to 25 years of service, or that the age of 50 may be taken instead of 60 years, to enable a subscriber to share in the Superannuation Fund.

2.—That, in our opinion, the Model Schools of this Province are doing a good work, and should be sustained as they are at present.

3.—That School Boards should have the same power they formerly possessed in providing school accommodation.

4.—That we are not in favor of allowing special grants to Collegiate Institutes, as we think such allowance to be an unjust discrimination against the smaller High Schools.

5.—That there no longer exists any necessity for such an institution as Upper Canada College, inasmuch as the work done there can be performed just as efficiently by the High Schools and Collegiate Institutes of this Province.

Interesting and instructive papers were read by the following members of the Association:—Dr. McDiarmid, "How to teach parts I. and II. (Limit Table);" W. McLaren, "Senior Grammar;" W. D. Johnston, "Book Keeping;" J. D. Houston, "Junior English Grammar;" Mr. McEwan, "Inorganic Chemistry;" D. J. Hunter, "Analysis."

The proceedings were varied by some amusing readings by Mr. Johnston, and lively discussions among the members concerning points brought out in the different papers read at the meeting.

After the appointment of several gentlemen to act as delegates at the next annual meeting of the Provincial Teachers' Association, to be held in Toronto, the meeting adjourned until September next.

W. D. JOHNSTON, Secretary.

**EAST LAMBTON.**—Watford being the most central place, and otherwise desirable, our town has again been favored with the meeting of the above Association. The meeting held last Thursday and Friday, 10th and 11th instant, was the seventh in the regular order. Through the kindness of the Trustees of the Methodist Church here, the Association met in their place of worship. C. A. Barnes, Esq., Inspector, was chosen chairman of the Association. Mr. P. Dewar, gave a treatise on "Addition of Fractions," and Mr. Stritt, on "Composition." Both subjects were well handled, and considerably criticised. Messrs. T. White and D. D. Moshier, were appointed Auditors for the Association. This closed the first session.

In the afternoon, or second session, the number was much larger than in the forenoon, as there was quite a large addition of teachers and visitors. The following officers were chosen for the ensuing year: President, C. A. Barnes, I.P.S.; Vice-President, T. White, Watford, and John Pierce, Forest. Amidst considerable applause, Dr. McLellan then took the stand, and for nearly two hours demonstrated the subject of algebra. The Dr. is quite at home on this subject, and is evidently popular with the teachers. Mr. Moshier of Wyoming, showed himself an expert in that particular department. A large number of the teachers took part in the discussion of the subject. Mr. Ferguson of Forest, took charge of Mr. White's fourth class, and taught a lesson on literature. There was a very interesting discussion on the subject afterwards.

Association met again on Friday, and the subject of monthly examinations was first taken up. Many took a lively interest in the discussion of this theme, and seemed to be of the opinion that it is an excellent plan to bring up the school to an equal standard, and stimulating to the pupils. The time and place of holding the next meeting of the Association were next considered, and each place suggested had its friends, so that some time was spent in discussing the subject, but after considerable exciting talk, Watford was again fixed upon as the favored place for the next meeting, by a large majority, and the first week in September the time. Dr. McLellan was next called upon to teach the subject of "Elementary Arithmetic." The Dr.'s method is novel and striking, not at all old fogyish.

The Auditors' report was read and adopted. At the afternoon session the subject of "Map Drawing" was first in order, by D. D. Moshier, followed by "Square Measure," by S. Roulston. The subjects were handled well by both gentlemen, and elicited considerable discussion. Votes were passed to Dr. McLellan and to the people of Watford. The Dr. urged upon the teachers to exert themselves and to show more and more earnestness and zeal in their work. The meeting was considered a very successful one throughout.

## REVIEWS.

Messrs. Ginn & Heath have sent us three additional volumes of Hudson's series of Shakespeare's plays, namely, Henry IV., Part Second, Henry V., and Henry VIII. We notice that Professor Hudson adopts Spedding's view, that a very large part of the last-mentioned play, including the famous speech beginning "Farewell, a long farewell to all my greatness," was written by Fletcher. Every succeeding volume of this series increases our estimate of its value.

The same firm have also sent us a well-printed octavo volume containing Cicero's *De Natura Deorum*, edited by Austin Stickney. Of its 344

pages, 21 are occupied by the introduction, 147 by the text and the English summaries prefixed to the different books, 155 by the notes, and 19 by an appendix and an index. It is a scholarly piece of work, well-calculated to be of service to both the young and the advanced student.

**FIRST GERMAN BOOK.** After the Natural or Pestalozzian Method. For Schools and Home Instruction. Chautauqua Language Series. By Jas. H. Worman, A.M., author of a Series for the Modern Languages, etc., and Professor in the Adelphi Academy, Brooklyn, N.Y. Pp. 63, 8vo. A. S. Barnes & Co., New York and Chicago. In this charming text-book the German "language is taught by direct appeal to illustrations of the objects mentioned." It contains a large number of wood-cuts, and the letter-press on each page consists of a series of simple questions, answers and statements about the subject of the cut or cuts on it or the preceding page. We should imagine that in the hands of a competent teacher this book would be exceedingly useful in stimulating the interest, and thereby expediting the progress of pupils.

**NATIONAL KINDERGARTEN SONGS AND PLAYS.** Henry A. Young & Co., 13 Bromfield street, Boston. These are written and compiled by Mrs. Louise Pollock, principal of the Kindergarten Institute in Washington. They may be used in the primary departments of Public Schools, and are classed under the following heads: opening and closing, marching, gymnastic, playing, conversational and moral songs. The playing songs apply to the "ball" games, trades, and arm, hand and finger plays. The book is a valuable addition to the list of school music books.

**THE ORTHOEPIST.** D. Appleton & Co., New York. It has often been a matter of surprise to us that, while so much attention is properly given to speaking grammatically, so little is given to speaking with a correct pronunciation. Good English may be violated as much in the one way as in the other. The *Orthoepist* contains the words liable to be mispronounced, and gives the correct pronunciation according to the best standards. The book is an excellent one, which is likely to do more for the cause of good speech by directing attention to common errors than any work with which we are acquainted.

## MAGAZINES.

The March number of the *ATLANTIC MONTHLY* begins with three chapters of Elizabeth Stuart Phelps's story, "Friends, a Duet." This is followed by "The Story of a Great Monopoly," an account of the doings of the Standard Oil Company of Pennsylvania. The poetical contributions are by Rose Terry Cooke, Francis L. Maco, Maurice Thompson, and Oliver Wendell Holmes. Henry James, Jr. continues "The Portrait of a Lady," and the views of his brother, Dr. William James, on the "Genesis of Genius," are controverted by Professor Grant Allen in an article of great merit. William M. Rossetti discourses about the wives of Spenser, Shakespeare, Dorino, Milton, Dryden and Blake. Theodore Bacon contributes an eulogy of President Hayes under the title "The End of the War." Richard Grant White furnishes "Random Recollections of England," and Katharine Carrington a short complete story of considerable power called "The Eleventh Hour." The remaining contents are, "New York Theatres," "Recent French and German Essays," "War-ships and Navies," "Tennyson's New Volume and other Poetry," "Chalozar's History of Music," "The Contributors' Club," and "Books of the Month." A varied and excellent number.

**APPLETON'S JOURNAL.** The *Literary World* says "Appleton's Journal has of late been turned largely to account as a vehicle for the cream of the English periodicals. There is no better reading to be had in the English language than much of that which it thus contains; and the form in which it gives it is more dignified and attractive than that of the ordinary eclectic reprint. Together with these special attractions, it continues to present original articles of positive value, and the editorial departments show some of the strongest and best writing to be found in American journalism." The March number justifies the praise given in this quotation. "Scotch Orthodoxy and Modern Thought," "Ophelia," "George Eliot," and "Geist's Grave," a poem by Matthew Arnold, will be its most interesting articles for teachers.

**SCRIBNER'S MONTHLY,** March. The literary merit of this number is fully up to its usual standard, and the illustrations rather better than usual. "In London with Dickens," "Charles and Mary Lamb," "Striped Bass," "Peter the Great," "Glimpses of Parisian Art," "John Singleton Copley, R.A.," are richly illustrated, as they would be in no other magazine. Besides these articles there are several others of high excellence. "A Fair Barbarian," by Mrs. F. Hodgson Burnett, continues to grow more attractive to the men, and more "shocking" to the ladies of Sloughbridge. The publishers offer the three numbers through which this interesting story runs, February, March and April, for one dollar.