

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- | | |
|--|--|
| <input type="checkbox"/> Coloured covers/
Couverture de couleur | <input type="checkbox"/> Coloured pages/
Pages de couleur |
| <input type="checkbox"/> Covers damaged/
Couverture endommagée | <input type="checkbox"/> Pages damaged/
Pages endommagées |
| <input type="checkbox"/> Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée | <input type="checkbox"/> Pages restored and/or laminated/
Pages restaurées et/ou pelliculées |
| <input type="checkbox"/> Cover title missing/
Le titre de couverture manque | <input checked="" type="checkbox"/> Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées |
| <input type="checkbox"/> Coloured maps/
Cartes géographiques en couleur | <input checked="" type="checkbox"/> Pages detached/
Pages détachées |
| <input type="checkbox"/> Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire) | <input checked="" type="checkbox"/> Showthrough/
Transparence |
| <input type="checkbox"/> Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur | <input type="checkbox"/> Quality of print varies/
Qualité inégale de l'impression |
| <input checked="" type="checkbox"/> Bound with other material/
Relié avec d'autres documents | <input checked="" type="checkbox"/> Continuous pagination/
Pagination continue |
| <input checked="" type="checkbox"/> Tight binding may cause shadows or distortion
along interior margin/
La reliure serrée peut causer de l'ombre ou de la
distorsion le long de la marge intérieure | <input type="checkbox"/> Includes index(es)/
Comprend un (des) index |
| <input type="checkbox"/> Blank leaves added during restoration may appear
within the text. Whenever possible, these have
been omitted from filming/
Il se peut que certaines pages blanches ajoutées
lors d'une restauration apparaissent dans le texte,
mais, lorsque cela était possible, ces pages n'ont
pas été filmées. | Title on header taken from: /
Le titre de l'en-tête provient: |
| <input type="checkbox"/> Additional comments: /
Commentaires supplémentaires: | <input type="checkbox"/> Title page of issue /
Page de titre de la livraison |
| | <input type="checkbox"/> Caption of issue /
Titre de départ de la livraison |
| | <input type="checkbox"/> Masthead /
Générique (périodiques) de la livraison |

This item is filmed at the reduction ratio checked below /
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
									✓		

The Canada School Journal.

AND WEEKLY REVIEW.

VOL. X.

TORONTO, MARCH 26, 1885.

No 12.

Table of Contents.

EDITORIAL :—	PAGE
The World.....	133
The School.....	134
A Fettered Profession.....	135
SPECIAL ARTICLES :—	
The Right Use of Words.....	136
Educational Thought Germs.....	133
EXAMINATION QUESTIONS	137
PRACTICAL DEPARTMENT :—	
The Queen's English Murdered by Prominent Writers.....	138
The Good Question.....	139
Beginning Long Division.....	139
Geography in District Schools.....	139
Primary Drawing.....	140
School Government.....	140
EDUCATIONAL NOTES AND NEWS	141
LITERARY CHIT-CHAT	142
MISCELLANEOUS	142
QUESTION DRAWER	144
TEACHERS' ASSOCIATIONS	144
LITERARY REVIEW	144

The Canada School Journal and Weekly Review.

Edited by J. E. WELLS, M.A.
and a staff of competent Provincial editors.

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

—TERMS—

THE SUBSCRIPTION price for THE CANADA SCHOOL JOURNAL is \$2.0 per annum, strictly in advance.

DISCONTINUANCES—THE CANADA SCHOOL JOURNAL will not be sent to any person after the expiration of the time for which payment has been made.

RENEWALS of subscriptions should be made promptly.

ALL BUSINESS communications should be addressed to the business manager. Articles intended for publication should be addressed to the editor.

ADVERTISEMENTS of a suitable nature will be inserted at reasonable terms. See schedule of rates in another column.

CANADA SCHOOL JOURNAL PUB. CO. (Limited)

J. L. ROBERTSON,
Secretary-Treasurer.

JACOB M. KENNEDY,
Business Manager.

The World.

Seldom has a railroad strike been so successful as that recently settled in Missouri and Kansas. And seldom has one been so well conducted. Acting on good advice the strikers carefully abstained from any acts savouring of force or intimidation and confined their opposition to those employed to take their places to very successful persuasion. To these wise tactics, as well as to the reasonableness of their cause, it is due that the decision of the Board of Arbitrators to whom the dispute was submitted gives them practically all they ask, including restoration of wages of all employes to old rates and immunity from discharge on account of taking part in the strike. Future strikers will do well to make a note and profit by the hint.

A striking and somewhat sad peculiarity of the present "hard times" is that while bread and other necessaries are superabundant and cheap, thousands and tens of thousands

find it harder than ever to get it. The old problem of the effect of labour saving inventions seems to be coming again to the fore. Labourers and artisans were wont, as is well known, to regard machinery of all kinds at its first introduction as designed to rob them of employment, and occasionally vented their rage by destroying it. Since then it has come to be almost accepted that every cheapening invention creates rather than destroys employment, by increasing consumption and by opening subsidiary channels of industry. Thus it can hardly be doubted that railroads, which it was at one time supposed would almost render horses useless, have greatly increased the use and demand for these. But whether this law holds good with every modern invention is coming, naturally enough, to be doubted by the unemployed thousands. The doubt is probably unwarranted but the whole question is one of great interest in political economy.

There is happily one re-assuring bit of blue amidst the war-charged clouds that darken the European horizon. Every nation professes, with more or less sincerity, an earnest desire for peace. That England craves it, and is ready to make any concession consistent with honour, to maintain it, is undoubtedly true of the great majority of her statesmen and citizens. The same is probably the case in Germany, whatever may be the case with the other powers. The chief sources of danger seem to be in the irresponsible raving of a large section of newspapers, and the restless ambition of the military. If only the dream of philanthropists of a few years ago could be realized, and the creation of an International Court of Arbitration followed by a general disarmament, what a revolution would be effected, in the state of the world. Surely this may still be hoped for.

The *Mail* of Saturday raises a very interesting psychological question under the query "Is there a Sixth Sense?" The fact that many barbarous tribes, including the Hindoos and our own Northwest Indians, have some means of diffusing important news with a speed that outvies the mounted messenger and stage coach, and some claim even the railway post and the telegraph, has long been a matter of belief and comment. Without premature faith in any feats of "telepathy," or "clairvoyance," here is a field for scientific research at least as interesting as as any now cultivated by so-called natural science. Let the facts be first collected, substantiated and analyzed and then the time for theorizing may have come. It is interesting to note the growing tendency of scientific inquiry to investigate psychical as well as physical phenomena. There are more strange things in the mind of man than are yet dreamed of in some men's philosophy.

The state of the political world of late has not been, it must be confessed, very favourable to an optimistic view of the triumph of the forces of civilization and Christianity. To say nothing of the almost chronic conflicts between the petty states

of Central and South America in our own hemisphere, and the plottings of socialists and dynamitards the world over, we have France engaged in an aggressive conflict—which can hardly be called war—with China, while England, in the van of Christian nations, has a perpetual insurrection in Ireland, has had serious difficulties with Germany, is on the verge of conflict with Russia, and is in imminent danger of trouble with France. Of course the fact that England is one of the parties to almost every threatening conflict does not prove that she is more quarrelsome than other nations, by only that, by virtue of her world wide possessions and interests, she is at some point or other, in contact with every great people under the sun.

The *Week* thinks it not only strange but “unseemly and impolitic” that Mr. Arthur on his retirement from the Presidency, should be thinking of returning to the practice of law and that, after being the peer of Kings, he should “not only have to earn his bread, but take rank again beneath his seniors in the profession, and be exposed to the contentious buffetings of the Bar.” The *Week* further talks of “disregard of the proprieties, not to say the decencies, of State,” and thinks that a dignified retirement on a reasonable pension would be the proper close of a presidential career. Most of our readers, will, we think, rather sympathize with Matthew Arnold in admiring the readiness with which the true American can pass, if necessary, from a higher to a lower sphere of work without loss of social or self respect. So far as they can do this our neighbours prove that they have reached the elevation of true philosophic Republicanism. To begin to pension off ex-presidents would be to sow the seeds of an aristocratic caste, and to outline the foundations of a future court system, repugnant to the spirit of genuine Americanism.

The School.

We are glad to observe that the Minister of Education has, in deference to the charge of breach of contract urged against his proposal to increase the yearly fee of subscribers to the superannuation fund, consented to withdraw the clause increasing that fee to eight dollars. It will now stand as before to those who wish to continue their yearly payments. This is as it should be.

The Report of the Superintendent of Education, Nova Scotia, announces that the Faculties of the various Colleges in the Province have agreed upon uniform matriculation standards in classics, to take effect in 1866. This will be undoubtedly a convenience to the High Schools and Academies, where the work of preparing for matriculation is done, and by simplifying their necessary courses may promote thoroughness. It will also, probably, bring more of competitive stimulus into those schools.

A movement is on foot amongst some of the English schoolmasters aiming at legislation to secure “fixity of tenure” to the members of the profession. No doubt unpleasantness and

sometimes injustice result from the teachers being completely at the mercy of school boards,—often, it may be, of one or two cantankerous members of such boards. But it may well be feared that any legislative remedy would be worse than the disease. To say nothing of the removal of a strong incentive to the teacher to do his best work, and secure his position by efficiency, it is clear that any such Government protection would tend in a direction opposite to that elevation towards professional independence and dignity for which many of the ablest representatives of the teaching body are assiduously and hopefully striving.

The question of co-education at McGill has been settled in an eminently satisfactory manner, as pointed out in our Quebec notes in last issue. The University, the students and the public are to be congratulated and all owe a debt of thanks to the Hon. D. A. Smith, by whose liberal gifts such a settlement has been made possible. The fact is often lost sight of by theorists, that there is a very large class of young women who will forego the advantages of a college course rather than enter mixed classes. Many of them shrink personally from entrance on such conditions; in many other instances the objection is on the part of parents or guardians. The feeling may be the offspring of prudishness in the one case, or prejudice in the other. We are now simply stating the fact. Long years at least must pass before a change of sentiment can be brought about, if indeed, it ever comes. Meanwhile what is to be done? The Faculty of McGill have answered the question so far by providing separate classes all the way through in all imperative and some optional subjects, and at the same time throwing open the classes in other optional subjects to young women who may choose to join them. Thus McGill has the high honour of being the first institution in Canada to provide thorough Arts and Science courses for women. It is a high honour. We presume the residence question will still have to be disposed of. This is another and most important question, for constant moral and social training and influence are, for both sexes, not less indispensable than the best professional teaching.

The Executive of the National Union of Elementary Teachers in England, has put the following upon the list amongst other resolutions for submission at the coming Easter Convention of that body:—

“That the time has arrived when the practice of devoting public money to the training of teachers should be modified, with the view of gradually withdrawing the subsidies now paid for the purpose; and that it is inexpedient that the natural operation of the law of supply and demand should be interfered with, in the case of the teaching profession, by the action of the Education Department and the School Boards.”

There can be little doubt that the resolution, however premature, foreshadows the drift of opinion, both of teachers and the public, in the not distant future. The proposition that Elementary Education is primarily the work of the state, is often announced as if it were an axiom in political economy. The most advanced States will probably be the first to recur to the older and sounder thesis, that it is the work of parents and

guardians, and that the right of the State to interfere is but secondary and derivative. It will be a grand day for any country when it reaches the advanced position in which its citizens can be trusted to provide for the whole intellectual, moral and religious training of the young under their individual charge. It will be a grand day for the teaching profession when its dignity is so recognized, and its remuneration so adequate, as to make it worth the while of the most talented to secure the most thorough preparation for it at their own expense, just as is now the case in the other learned professions.

To measure ourselves by ourselves is, we have good authority for believing, not a mark of wisdom; certainly it is not the best aid of progress. Are not the educational institutions of Ontario in some danger from a habit of this kind? A prominent daily made an observation a few days ago to the effect that some one, perhaps Dr. Ryerson, having once dropped the remark that the Ontario Public School system is the best in the world, we have been congratulating ourselves ever since. We often hear an opinion not quite so sweeping, perhaps, expressed by some graduate or other admirer of the Provincial University in respect to that institution. A little scepticism in regard to the perfection of both might do them no harm. The best test of an educational system or institution is afforded by its fruits. Is it, or is it not, clear that the average graduate—to speak *more Americano*, of the Ontario Public or High School, is superior in intelligence, thinking power, versatility of mind, and facility in the correct use of his own mother tongue, to the average graduate of a Nova Scotian, New England or Western school? Is it clear that judged by these same tests the average graduate of Toronto University is so immeasurably the superior of him from even some of our own “petty,” “one-horse,” colleges? We are not denying the fact, but merely suggesting the query. “To see ourselves as others see us,” is often helpful; and there are those who are ready to say that our public and high schools are so hampered by machinery and compulsory cram that teachers cannot do their best in the way of true education, and that even in University College, with one or two grand exceptions, the learned professors have not learned to be scientific educators, and that some departments of the very highest importance, to which special attention is wisely given in many of the smaller colleges, such, for instance, as original writing and independent criticism by students, are almost wholly neglected.

A FETTERED PROFESSION.

We note with surprise the readiness with which bodies of teachers will sometimes endorse departmental regulations the effect of which is still further to curtail the too narrow limits of their own individual liberty of action. A notable instance suggests itself at once in the case of the text-books. These books are the tools with which the schoolmaster does his work. In regard to the choice of these we should expect to find every intelligent teacher emphatic in insisting upon the largest freedom at all compatible with the unity of the public school system. Who should be so competent as the teacher

to select the best book? Who can have so good a right to have a voice in the selection as the man who is responsible for the efficient use of the book? What would the doctor say to a Government regulation which should undertake to determine the medicine or regimen he should prescribe for every class of patients? Every earnest teacher has an honourable ambition to see his work rise more and more to the dignity of a profession. Such an aim is manifestly unattainable so long as he is bound hand and foot by a complicated set of cast-iron rules, which take from him all liberty of action in respect not only to the subjects he shall teach but to the very manuals he shall use in: the teaching, reducing him as nearly as possible to the level of a mere teaching machine.

This would be intolerable to a man of independent mind, capable of thinking and acting for himself, even had he some guarantee that unexceptionable books would in each case be chosen. Were the selection in each instance made by a board of highly educated men, every one of whom was a practical teacher and an expert in some particular branch of the profession, it would still be objectionable. No man of mind, no matter of what trade or profession, can be without some ideas of his own, or can do his best work in the exact lines prescribed by another. But when, as is now the case in Ontario, we have not only a one-book system, but that one book chosen by a single mind which, however great, has not yet been proved to enfold all the treasures of wisdom and knowledge, and worse than all, that one book manufactured to order by some amateur hand, the climax of absurdity seems to have been reached.

The first fruits of this wonderful policy are now before us in the shape of the First Reader, Parts I and II. We have examined these books and may perhaps in a future number have something to say about them, though possibly it may be thought fairer to wait until more of the series are ready. Meanwhile, we wish to put a hypothetical, but quite possible, not to say probable, case. The Education Department and, through it, the public of Ontario, have contracted for these books at a great expense and are under heavy bonds to use them and no others for ten years to come. Suppose now that the experiment should break down in practice. Suppose that the books should prove wholly unsuitable. Suppose, for instance, that the First Reader should be found on trial to be decidedly inferior, if not utterly impracticable, constructed on defective principles, crowding as much into one lesson as the average pupil should be expected to master in three; failing largely in the simplification and disguised repetition which are so necessary for young children—suppose in a word the teachers should after trial unanimously declare it unsuitable and comparatively worthless—what is to be done about it? What provision has the contract-making and copy-righting department for meeting such an emergency?

And, be it observed, this question of the quality of the book as a book for the child learner, is *the one great question*. We have heard a great deal about the cost of the books, the quality of the paper used, their mechanical excellence in other respects, etc. All these are points worthy of attention, but they all sink into insignificance in comparison with the all important question of the fitness of the book for its purpose—its adaptation to the mind of the child into whose hands it is to be put. Failing here, it fails everywhere. What guarantee has teacher or public that it may not fail here? And if so, what? Do teachers, who, in virtue of their professional knowledge and experience, should be the advisers of the public in such matters sufficiently consider all these points before recording their verdict in favour of the new policy of the Department?

Special Articles.

THE RIGHT USE OF WORDS

Every teacher will have learned by experience something of the difficulty to be met with in trying to convey to the average pupil a correct notion of the use of a word by a formal definition. Some amusing instances have come under our notice of late. One journal collates the following:—"A teacher in an English school, giving a reading lesson to his class in the presence of an inspector, asked the boys what was meant by 'conscience'—a word that had occurred in the course of the reading. The class having been duly crammed for the question, answered as one boy: 'An inward monitor.' 'But what do you understand by an inward monitor?' put in the inspector. To this further question only one boy announced himself ready to respond, and his triumphantly given answer was: 'A hironclad, sir.' Asked what were the chief ends of of man, another boy replied: 'His head and feet;' and a third, questioned as to where Jacob was going when he was ten years old, replied that he was 'going on for eleven.'"

Another Exchange gives two or three other instances equally amusing and instructive.

"A teacher told her pupils that *ferment* means to work. When she requested them to give sentences illustrating the meaning of this word, one pupil said, 'My father ferments on the Boulevard.'

Another teacher, attempting to describe the meaning of *effervesce*, told her pupils that it signifies to bubble or froth up, and fall over. To illustrate the idea received of the meaning of this word a pupil said, 'A man effervesced on the elevated railroad.'"

The fact is, it will often be found almost impossible to convey by definition such an idea of the meaning and use of a word as will insure its correct employment by the pupil, if he is previously unacquainted with it. Any one on recalling and analyzing the process by which he has acquired his own vocabulary, will find that he is mainly indebted not to the teacher or the dictionary, but to conversation and reading.

The principle that in this case the child must "learn to do by doing," is easily reached. The moral is obvious. Let the pupil learn to make his own definitions from observation of the uses of words as they occur in the course of his reading.

In order to cultivate the habit of observation there are no better exercises than at one time to require the pupil to express the thoughts of a paragraph or poetical extract in his own language, and at another to construct original sentences embodying words used in such passages. Care should be taken to select passages for practice only from such authors as are noted for accuracy in the use of words.

The same kind of exercise will be found to serve another equally valuable end, in compelling the child to seize the meaning of the author. The teacher will be astonished to find how often boys and girls, even those who read with tolerable correctness, fail to gain any definite conception of the author's meaning. This is probably due in a large measure to defects in the elementary training. But whatever the cause nothing is more common than to find that to even bright pupils reading is very largely a new mechanical process. The teacher who can succeed by the use of the methods suggested, and others he may devise, in compelling his pupils to think, will accomplish more for their real development, which is the only education, in a day than the mere routine outline will in a week. Better still, he is aiding in the formation of the habit which makes study a delight, and the whole after life one long process of ducaal growth.

EDUCATIONAL THOUGHT GERMS.

The *New York Journal of Education* gives a full and interesting resume of the papers and addresses presented by distinguished educators at the recent Educational Convention, at New Orleans. The space at our disposal will not permit us to attempt even a summary, but we have culled a few passages, which seem to us worthy of special emphasis at the present stage of educational progress. We give them rather for what they suggest than what they contain.

Mr. Andrew J. Rickett—*School Economy*.—"There are many kinds of waste, but they are not merely waste of money, or time, etc., but waste of opportunity. The speaker classified the expenditures as follows:—For school houses, supplies (including apparatus), and instruction. Under the first head he considered that the revival of interest in public education of late years was attended by an injudicious outlay for the erection of grand, imposing structures, to the prejudice of the work to be done in them. Communities went far beyond their means to satisfy local pride, which would have been nobler had it recognized that, after all, the teacher, and not the building, is the school. The speaker spoke upon this idea at length with emphasis. He said people build workshops (fine school houses), and neglect to put in good machinery, and their funds were insufficient for hiring good workmen. They build school houses of which they are proud, and have schools of which they ought to be ashamed. What would it profit them if they had Windsor Palaces for school houses, and ignorance, inexperience and stupidity at the teacher's desk?

Dr. W. T. Harris—*The Relation of the Common Schools to the University*.—"It is both good policy and wise administration to plant the University on the popular affections and interests, and to aid public instruction wherever it can be safely done.

* * * * *

The common school gives the general education, the secondary schools the higher education, and the University the highest of all. The University creates the elite corps of culture,—the engineers of thought. The approaches to it should be open to every corner, whose faculties are trained for service in the field of life.

Here the University has much to do which may be called supplementary. A part of the work is the elevation of the public tone and culture. This last is done in part unconsciously and without any direct effort. The speaker then showed how it was effected through the influence of the faculty and alumni, and through the influence of a fine public library, offering and opening its benefits to all. This is true, also, of art galleries and museums. The museum is the workshop of the scientist and kindergarten of the people. It taught natural science without a master.

The most direct method of reaching the popular mind is popular lectures. Conducted by able men they awaken the spirit of inquiry in many breasts, and diffuse important information. This is said to be a difficult community to reach by this method. But if free and guaranteed by the University, and on subjects interesting to the community, it will after awhile become the habit and perhaps the fashion to attend."

George Hicks, Esq., of Kingston, Jamaica.—*Educational progress in Jamaica, West Indies*. Mr. Hicks then discussed the question whether education in Jamaica has been accompanied by general progress or the reverse,—whether the planter's cry, that Jamaica is ruined, is well founded. He showed that the people are better housed, better clad, better fed, than formerly; that they have schools, and some have books and papers in their homes; that they have a largely increased number of churches, which they attend on Sunday, instead of using the day for a market-day, as in the olden time; that they, of late years, are bearing more of their own bur-

dens, maintaining their churches and building more ; that both among whites and blacks, in many localities, there has been a great improvement in morals ; and that in what pertains to the spiritual, intellectual, and physical well-being of the people, a very considerable advance has been made. There has been improvement in matters of a public nature. There are more and better roads ; more streams are bridged ; the railway is extended ; the telegraph is established ; there are more post-offices, with lower rates of postage ; markets are built where there were none ; hospitals are increased, causing medical assistance to be more accessible to the people. The population has not dwindled, as has been asserted. The 325,000 at emancipation, though diminished by cholera, are now 560,000.

Within the past four or five years a new era has been entered upon. A University scholarship, worth annually \$1,000, has been established, open to competition; a high school also, gives the intelligent lad in an elementary school a chance to reach the top of the ladder. The Cambridge local examination has been introduced, and schools of secondary instruction are brought under its influence. More attention is given to the education of girls. The Wesleyans have established a girl's high school, and the Baptist one, of a lower grade and less expensive. A very important step in advance is the founding by government of a training-college for female teachers. The similar college for male teachers is to be enlarged. The other training institutions are submitting their students to government examination. All teachers can attend the examination, and those who pass receive an annual bonus of \$50 to \$75 in addition to their regular pay. Hundreds of volumes of educational works have been added to the public library in Kingston, many of these kindly donated by members of this association. Teachers' associations have been formed in most of the parishes, whereby the best works on education are circulated among the teachers, who also receive the *Journal of Education*, *American Teacher*, *CANADA SCHOOL JOURNAL*, and periodicals from England. There is more public interest in education than ever before, and the legislative council is considering how to extend education to all the children in the Island.

(To be Continued.)

Examination Questions.

NORTH HASTINGS UNIFORM PROMOTION EXAMINATIONS.—MARCH, 1885.

THIRD READER.

ENTRANCE TO FOURTH CLASS.

1. Write in your own words, the story of Frederick the Great.
2. Quote any three stanzas of "Somebody's Darling."
3. Explain clearly the meaning of the following :—
 - (a). Our bugles sang truce.
 - (b). The pleasant fields traversed so oft.
 - (c). The wolf-searing fagot.
 - (d). Sobbed aloud in her fulness of heart.
 - (e). Ah ! luckless speech and bootless boast.
 - (f). It is not apathy.
 - (g). In merry guise he spoke.
 - (h). I am out of humanity's reach.
4. Throughout Canada the news of the victory of Queenston Heights awakened universal joy and enthusiasm, second only to that with which the taking of Detroit was hailed ; but the joy and enthusiasm were damped by the sad tidings that he who had first taught Canada's sons the way to victory had given his life for her defence and slept in a soldier's grave with many of her best and bravest sons.
 - (a). Explain the expressions in italics. (Values :—3,2,3,1,2.)
 - (b). What is the exact position of Queenston Heights ?

- (c). What other villages or towns are near ?
 - (d). What person is referred to in the passage ?
 - (e.) Against whom was he fighting ?
 - (f). How has his death been commemorated ?
 - (g). State, very clearly, the cause which led to the War in 1812.
5. What extracts in the Third Reader were written by these authors :—Wolfe, Cowper, Thomas Campbell, Bryant, Addison, T. Moore.
- 6 Name one, or more, poetical extracts which are *anonymous*.
Time—1½ hours.

COMPOSITION AND LANGUAGE.

ENTRANCE TO FOURTH CLASS.

1. Write, in your own words, a story from the following hints :
A little mouse playing near a vat full of beer—careless—fell into liquor—asked a cat who looked over the edge to help him out. "I will, if you let me eat you when you get dry." Mouse agreed (*give reasons for this*). The cat put down her paw. The cat helped him out. The mouse sat quietly until he was nearly dry. He then popped into a hole near by. Soon the cat arose. The cat began to lick her jaws. She said to the mouse, "You are dry. She said come out and let me eat you." The mouse refused. The cat reminded him of his promise. "True," said the mouse, "I did promise, but *I was in liquor then*." Men do not always escape from promises made when they are in liquor as easily as did the mouse. State moral of story.
 2. Give the pupils a piece of glass. Let them use, in examining it, their senses of sight, feeling, taste and smell, and then write a composition, consisting of several sentences, describing its manufacture, qualities and uses.
 3. Write a letter to a friend in Jamaica, describing the county in which you live, its size, form, climate, rivers, lakes, principal places, productions and sports.
 4. Express, in prose, in *your own words*, the thought of this passage :—
What doth the poor man's son inherit ?—
Stout muscles and a sinewy heart,
A hardy frame, a hardier spirit ;
King of two hands, he does his part
In every useful toil and art ;—
A heritage, it seems to me,
A King might wish to hold in fee.
- Time—1½ hours.

ARITHMETIC.

ENTRANCE TO FOURTH CLASS

N. B.—Full work required.

1. What is a Measure of a number, a Common Measure of two or more numbers and the Greatest Common Measure of two or more numbers ? Give all the measures of 48.
2. By how many inches do 3 acres 14 sq. rods 5 sq. yds. exceed 752 sq. yds. 5 sq. ft. 73 sq. in ?
3. From how many lbs. must 2 cwt. 75 lbs. be taken 8 times so as to leave a remainder which will contain 1 ton 200 lbs. 16 times ?
4. (a) What is the amount of the following bill : 17432 feet of lumber at \$11 per 1000 ft., 1654 feet of scantling at \$1.56 per 100 ft., 315 lbs. nails at \$4.50 per cwt. (b) If \$120 be given as part payment, how many lbs. of beef at \$9.50 per cwt. will pay the balance ?
5. If a turkey is worth 75 cents, and a goose 55 cents, how many of each can be obtained for a pile of cordwood 24 feet long, 6 ft. high, and 4 ft. wide, at \$2.60 per cord ?
6. Find the sum of the greatest and least of these fractions :— $\frac{5}{8}$, $\frac{3}{4}$, $\frac{13}{16}$, $\frac{19}{24}$, $\frac{17}{2^3}$, and subtract this sum from the sum of the two least.
7. If a person owns seven-tenths of a farm of 120 acres and divides it into lots of 32 sq. rods each, find the value of the whole at \$219 a lot.
8. How many yards of carpet 2 ft. 6 inches wide will be required to cover a floor 13 ft. long and 15 feet wide.
Time.—2 hours. Count 100 marks a full paper.

N. B.—The TEACHER will please note that FULL marks are to be given for CORRECT solutions only. For answers NEARLY correct (where the method is QUITE correct) from 10 per cent. to 50 per cent. may be given. In marking, neatness of arrangement, &c., should be taken into account.

GRAMMAR.

ENTRANCE TO FOURTH CLASS.

1. Analyse, naming the simple subject, the enlargement of the subject, the simple predicate, the object and the adverbial enlargement of the predicate:—

- (a) In severe cases, a physician was called in to administer calomel.
 (b) In the course of the evening, the big boys of the little village learned very thoroughly a valuable lesson from the little boy.
 (c) Beneath, in the churchyard, lay the dead, In their night encampment on the hill.

2. Parse, in full, the italicized words in the sentences for analysis.

3. Write the past tense and past participle of *strive*, *win*, *set*, *fly*, *bring*; the present indicative second singular of *do*, *quit*, *fly*; the plural possessive of *woman*, *miss*, *bandit*.

4. Write a list of, at least, three Nouns having the same form for both singular and plural.

5. Correct what is wrong in the following sentences:

- (a) I find them in the garden,
For there's many hereabout.
 (b) You are stranger than me.
 (c) The teacher learns us our lessons.
 (d) I do not know who done it.
 (e) Let every child bring their books.
 (f) I will ask my teacher if I can leave at two.
 (g) John, leave your seat and bring me some wood.
 (h) He was a child when he seen the comet.
 (i) He does not care for nobody.

6. Define, *voice*, *active voice*, *comparison*, *case*.
 Time—1½ hours.

(To be continued.)

Practical Department.

THE QUEEN'S ENGLISH MURDERED BY PROMINENT WRITERS.

The late Professor Hodgson, of Edinburgh, was accustomed to record in his common place book the mistakes in Grammatical or Rhetorical expression met with in the course of his extensive and varied reading. Shortly before his death he prepared a selection from these for publication, and after his death they were published by his widow under the title of "Errors in the Use of English." A reviewer of the book says:—"Newspaper literature necessarily furnishes a large number of these instances, but the the majority of the errors which are here exposed have been calmly perpetrated by some of our best writers, in books which must have had more than one revision. When we see the sentences of those hitherto considered as models either for accuracy of thought or elegance of style thus weighed in the balance, and found wanting, we almost despair of finding good English anywhere. Milton and Gibbon, Ruskin and Carlyle, Macaulay and Matthew Arnold, Sydney Smith and Canon Farrar—even George Gilfillan and David Macrae—are unsparingly convicted of blunders, which cannot be laid to the charge of the much-enduring printer, and ruthlessly pilloried to deter all future authors from similar sins. Many of these mistakes are ludicrous in the extreme, although they have occurred in the simplest manner, and betray carelessness rather than ignorance. Those which appear under the head of "Rhetoric" are frequently errors of thought as well as expression; but blunders in collocation may happen to any rapid writer who does not consider the diverse interpretations which may be put upon his words. Journalism, for this reason, supplies the largest crop of errors of this kind, some of which have become standard literary jokes. The following belong to this class:—

"A piano for sale by a lady about to cross the Channel in an oak case with carved legs."—*Advt. in English Journal.*

"He blew out his brains after bidding his wife good-bye with a gun."—*Connecticut Paper.*

"The Board of Education has resolved to erect a building large enough to accommodate 500 students three stories high."—*Wisconsin Paper.*

"Paid to a woman whose husband was drowned by order of the Vestry under London Bridge, £1 1s."—*Books of an Overseer of a London Vestry.*

"They followed the advance of the courageous party, step by step, through telescopes."—*Albert Smith.*

"I have heard one story (but do not vouch for its truthfulness) that one good-looking lass who emigrated, on arrival at the harbour of Otago, had six offers made from the shore before she got landed through a speaking trumpet."—*Emigration Agent at Otago.*

"He was driving away from the church where he had been married in a coach and six."—*Mrs. Gaskell.*

"Mr. Carlyle has taught us that silence is golden in thirty volumes."—*John Morley.*

The Rhetorical blunders are quite as amusing, though they do not so readily admit of rectification. They show a slipshod manner of thinking, as well as of writing, and are not confined to newspaper articles.

"The death is announced of Sir W. C. Anstruther, a Nova Scotia Baronet, whose creation dates from 1694."—*Public Opinion*, 18th September, 1869. [Of course the writer refers to the date of the creation of the *Baronetcy*, not the *Baronet*.]

"The audience embrace nightly our best critics."—*Boston Paper.*

"As indicating the caution with which some cowfeeders are now disposed to act, we may mention that a cowfeeder in Thornybank, one of whose cows was observed to have gone off its food, was at once despatched to the slaughter-house and killed; but, on a post mortem examination of the carcase, no sign of disease could be found."—*Scotsman*, 22nd August, 1865. [Unhappy cowfeeder.]

"We are all Englishmen, and men of Devon, as you [Lucy Passmore] seem to be by your speech."—*Westward Ho! Kingsley.*

THE GOOD QUESTIONER.

1. He is a teacher, not a mere examiner. He questions for the purpose of imparting knowledge, not merely for finding out what the pupil knows.

2. He asks his questions in the order in which a subject should be investigated, making his pupils for the time searchers after truth, and himself their leader and guide.

3. He knows the mind—the order of its growth and the method of its thought—and he adapts his work to it.

4. He exercises all the faculties of the mind, and asks the very questions necessary to develop and strengthen them.

5. He asks few questions. He chooses carefully his words. Every sentence means something, and every word is the right one.

6. He wastes no time in delays, but pushes inquiries with a good degree of rapidity, and keeps up the heat of intellectual life by rapid and sharp blows.

7. He knows what he wants, and drives straight for it. He allows no side issues or irrelevant questions to throw him off his track.

8. He leads his pupils to the mountains of knowledge, where they can see truths they never saw before. He shows them new views of subjects, so that they are often astonished and delighted.

9. He never questions for the purpose of displaying his own knowledge, but keeps himself in the background, and the truth in the fore-front. When he is through, his pupils think of what they have been taught and not of the teacher.

10. He is an enthusiast. He believes in himself enough to give him the confidence necessary to secure his success.

11. He never leaves the subject until a definite, clear, concise and conclusive result is reached. This is kept as a valuable addition to knowledge. He leaves nothing at loose ends.—*Pa. Jour.*

BEGINNING LONG DIVISION.

MOLLIE SMITH IN INDIANA SCHOOL JOURNAL.

So many teachers have trouble with beginners in division that I will give my method of teaching it, in hopes that it will prove a benefit to some one else.

First give your pupils small numbers, as $\frac{8}{2}$; $\frac{12}{3}$; showing them that by this we mean eight can be divided into two equal parts, each of which will contain four, or that four can be taken away from eight twice. Be sure to teach the names of the terms dividend, divisor, and quotient, and why so called.

After they can divide numbers that are contained an even number of times, take some with a remainder, as, $\frac{19}{3}$; $\frac{23}{4}$; show them as before that 19 can be divided into three equal parts, each of which will contain six, with one odd one, which we will call a remainder.

The next step is to give them examples of three or more figures, as, $\frac{210}{3}$; $\frac{430}{5}$. A careful teacher can easily have a class understand the *why* of these various steps by a few judicious questions.

If the class have properly mastered the different steps given, they will have no trouble with larger divisors, and you may give them such examples as 240[16; 469[21; 786[30; and a few in which the quotient will contain a cipher, as 1863[9. You can now gradually enlarge both dividend and divisor, and you will be surprised at the advancement your pupils will make.

I am sure this method of taking one step at a time (and that thoroughly) is so much easier, more thorough, and consequently more pleasant than to assign the examples in the text-books and tell the pupils to "follow the rules." that I cordially commend it.

GEOGRAPHY IN DISTRICT SCHOOLS.

BY ESTELLE, M. HATCH, HYDE PARK, MASS.

It was the first day of school, and in arranging the multitudinous exercises I had gotten so far as the "first class in geography." They came out to the recitation seats, a dozen or so of bright boys and girls, averaging about fourteen years of age. They had "been through" the book two or three times, they said. But a random question or two elicited the fact that they had not the least idea where Paris was, and knew positively nothing of that final destination of good Americans. They "hated geography, anyway, but 'sposed they'd got to study it." Some wanted to "begin at South America," while others thought their dignity as members of the first class would be seriously compromised if they did not commence "over at Asia," at least. A compromise as to a starting-point being at last effected, a lesson was assigned, and the class was launched.

Our text-book was like other text-books in geography,—no worse, nor yet a whit better. A map of greater or less accuracy would be followed by columns of "map questions." After these would come pages of descriptive text.

Things went on in this, which was seemingly the usual way, for some time. It seemed impossible to secure any interest in the

lessons, and each day's work was forgotten as soon as recited. An unusually forcible illustration and proof of the above having been given me one afternoon, I laid my work down in perfect despair.

What was to be done? The school was in a large country town, and of the order known as "district" school. Though large in numbers, with a good school-building, and offering teachers a fair compensation for their labors; yet a school-library, or reference books of any sort, were unthought of, not even a dictionary being owned by the school. Neither was there a town library, and my time was too limited to allow of my doing much in the way of oral teaching. My own books,—ah! could I resign my "treasured volumes" to the care, or more likely the carelessness, of those unappreciative children with not over-clean hands? I resolved,—heroically, for I love my books,—to make the sacrifice; but, on turning over the slender store mentally, I found very little of a geographical nature. There was *Mary Hall's Geography* and *Hooker's Natural History*,—well, that would do to begin upon.

I thought all this over, and a great deal more, very rapidly, while the class eyed me in gloomy silence. Then I said, "Suppose we lay our geographies aside for a while and study in a slightly different way. What should you say to taking some journeys and seeing things for ourselves? I think we can do it by 'making believe' a little. We will play we are visiting various countries, and we will talk about ways of getting there, the scenery we might see, the people and their ways,—in short, everything we can find out about them, as if we were really seeing them, and I think you'll agree with me before long that it's ever so much fun."

Where shall we go first? "Oh! to,—well, I think I should like to go to Greenland, for it must be very curious up there."

They were interested at once. The novelty of the idea of going to this, of all countries, arrested their attention, as I had meant it should, and they immediately began thinking and trying to remember what they had ever heard about it. By dint of a little questioning they were made to discover for themselves that we should probably have to go in a whaling vessel, and decide upon the port from which we must sail, and how to reach it. Then a boy remembered that in a reader used in school, there was a full account in the pursuit, capture, and subsequent fate of a whale, from the time the lookout cries, "There she blows!" to the barrelling of the oil. And this reminded another of something he knew; and so it went on till they were finally sent to their seats flushed with enthusiasm over this new and queer kind of geography.

We spent a week upon what we called "Our Voyage to Greenland." From day to day a sort of outline of the work to be done was put upon the board in the form of questions, references, or suggestive topics, which the class copied into note-books. The following is the brief syllabus which, though easily possible of great improvement, yet answered the purpose at the time, conforming of necessity to the meager resources at our command:—

OUR VOYAGE TO GREENLAND.

I.

We go in a whaling vessel. From what port, and how do we reach it? Describe the capture of a whale, and tell all about Greenland whales. We meet with icebergs, and speak of their formation, size, etc. We land at Julianshaab, or Julian's Harbor, the most southern settlement, to explore the country while the ship's crew are getting their oil. They sail east around Cape (?), then north toward Cape (?) Why are there no settlements on the eastern coast? What makes it so dark? And is that a fire toward the north? (Last topics bring out the whole subject of earth's motions, and facts about the *aurora borealis*.)

II.

What are the natives called? How do they look? How are they dressed? Tell about their houses. If an Esquimau should invite us to dine, what would we have to eat? Does a rich Esquimau own bonds, mills, land? What, then? Walking on the shore, what plants or trees would we see? (Chance to compare polar and tropical plants, and speak of effect of latitude on vegetation.) We might find an eider duck's nest, or see a polar bear, or a seal. Tell all about these. (Chapters from *Hooper*.)

III.

How shall we travel to Lichtenfels? Why is the town important? What *flag* will we see floating here? Travelling still farther north, what circle should we cross? What is the most northern town? Describe a missionary village. If we came back by water, through what bay, past what bay and island, through what strait, would we journey?

IV.

Draw a map of Greenland, putting in the towns, capes, surrounding waters, etc., of which we have spoken.

V.

Review thoroughly.

At the end of the week the class concluded that they didn't dislike geography as much as they had thought. And it was proved by the sparkling eyes, the rapt attention, and the eagerness to recite displayed in the class, for "hate counsels not in such a quality." You may be sure we had no more "map questions." After our Greenland trip we travelled across the continent via Central Pacific railroad to California, visited the big trees, Yosemite valley, and the Yellowstone region, by means of a set of illustrated guide-books. Then we went to Mexico, and finally to Europe.

But enough has, perhaps, been said to illustrate my belief that even in district schools, and with the scantiest materials, something, yes, much,—can be done to clothe the dry bones of geographical data with life and interest. The best part of the results thus obtained,—the tenacity with which children retain in their memory subjects which interest them,—seems really remarkable till one reflects that to be truly interested is the very secret of remembering.—*N. E. Journal of Education*.

PRIMARY DRAWING—HINTS AND DEFINITIONS.

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

A VERTICAL LINE.

A vertical line.—A vertical line is a straight line which extends up and down, and does not incline in any direction.

All vertical lines have the same direction, as do all horizontal lines. But this must be understood as only practically true,—true when the lines are drawn on the blackboard or on paper, and not true absolutely.

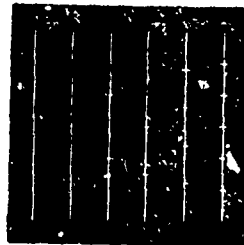
A vertical line, as truly indicated by a cord with a weight suspended from the lower end, while the upper is held in the hand, always points directly to the centre of the earth. No two absolutely vertical lines can, therefore, have exactly the same direction. There must be a minute difference, however near to each other they may be drawn. The farther apart they are drawn, the greater must be the difference in direction. Suppose a vertical line, drawn at one place, to be continued to the earth's centre; then suppose a similar line to be drawn at another place, one-quarter of the way round the earth from the first place: these two lines would meet each other at the centre of the earth, just as two pins stuck into an orange in the same manner would meet at the centre

of the orange. Illustrate, and thus give a lesson in geography, as well as in drawing.

A line in the drawing-book is said to be vertical, when it has the same direction as the right hand edge of the book, let the position of the book be what it may.

VERTICAL LINES.

Directions.—At the top of the give space in the drawing-book, make six very small dots, equidistant, to indicate the upper ends of the required vertical lines. Draw downwards, beginning with the line farthest to the left. In order to draw the lines easily, throw the elbow out from the side, and turn the hand somewhat. The larger pupils can draw the lines with the hand movement, but better with use of the forearm.



Having drawn the lines, divide five of them as indicated,—the second line from the left into halves, the next into thirds, the next into fourths, the next into fifths, and the last into sixths. The division of a line into thirds is more difficult than the division into halves or fourths. To divide a line into four equal parts, first divide it into two equal parts, and then each of them into two equal parts. To divide a line into six equal parts, first divide it into two equal parts, and then each of these into three equal parts.

Proceed in like manner when a larger number of equal parts is required. If it is a composite number, as, nine, twelve, fifteen, begin with the largest divisions that the case will admit, as, halves, thirds, fifths, and then subdivide these until the required number of equal parts has been obtained. Thus, for twelve equal parts, first divide the line into halves, and then each half into halves, giving fourths, and, lastly, each fourth into thirds, giving twelfths. If the number of parts required is prime, as, five, seven, eleven, this process cannot be followed: you must then begin at one end of the line. Frequently ask your pupils how they would divide a line into a certain number of equal parts; as, ten, fifteen, eighteen, twenty-four. This will be a good exercise in arithmetic, as well as in drawing. (To be Continued.)

SCHOOL GOVERNMENT.—(Continued).

FROM "BALDWIN'S ART OF SCHOOL GOVERNMENT."

WILL-POWER IS THE FOURTH ELEMENT OF GOVERNING POWER.—Will power is the mightiest of all forces.

Law is but the expression of will. In all ages it has been the iron will that has mastered the world. To succeed well in anything, there must be iron in the soul—resolution, force, manhood. WILL may be termed decision of character—persistency of purpose. The law of the school—its rule of action—should be stamped on the personality of all connected with it. Law pervades the universe. The child should be made to know law—to love law—to sustain law.

1. *School Management must be Uniform and Certain.*—System must be strictly enforced. A vacillating, temporizing policy is as fatal to good scholarship as it is to good government. A good easy teacher is generally good for nothing. The determined teacher will hold the reins firmly, and will train to orderly habits and efficient work.

2. *The Teacher needs a Powerful Will.* This trait characterizes the great men and women of all ages. To resist importunities, to counteract fickleness, and to train to form and follow plans, requires the utmost firmness. To develop decision of character, to infuse iron into child-nature, and to fit youth for achievement, is possible only to the teacher with great will-power.

3. *The Firm hand is best for the Pupil.* The teacher kindly but firmly holds the pupil to systematic work. The soldier obeys with

out question. The pugilist submits absolutely to his trainer. How much more should the pupil yield implicitly to the requirements of a loving teacher!

CAUTION.—Obstinacy is not firmness. The unreasoning mule is obstinate; the loving parent is firm. Benevolent firmness is noble; blind obstinacy is brutal. Obstinacy hastens certain failure; firmness promotes success.

V. SELF-CONTROL IS THE FIFTH ELEMENT OF GOVERNING POWER.

—The great general remains calm in the midst of the battle. The statesman is not excited by the tumult of partyism. Still more does the teacher of youth need to be calm amid all storms. He molds as well as governs.

Before we can manage and control others, we must first be able to manage and control ourselves. We cannot teach others the way unless we ourselves know the path and the difficulties by actual experience. A writer has well said, "We can learn of those who have proved by their lives that they are worthy to teach. Only those who are made of stancher material than ordinary mortals should presume to advise or dare to control. To teach, to guide, is a holy task, demanding an exemplary life.

1. *Self-Possession greatly aids Self-Control.* The teacher needs to keep all his powers well in hand, ready for every work and prepared for every emergency.

2. *Anger must be Crushed.* Exhibitions of temper do incalculable injury. The violent teacher loses the respect of his pupils, loses all moral power over them. If he succeeds at all, his must be a government of force. The importance of avoiding all exhibitions of anger can hardly be too earnestly urged.

3. *Impatience must be Repressed.* A hundred things occur hourly to render the teacher irritable and impatient. To yield is ruin. The teacher needs a world of patience. Child-nature is full of perversity, and child-mind develops slowly. Wesley's mother would tell him the same thing twenty times; and many children of the present day require equal patience.

4. *Antagonisms must be Suppressed.* To suffer antagonism to spring up between yourself and a pupil or a patron is a fatal mistake. Control yourself, and thus control others. Never antagonize.

5. *Cheerfulness helps Self-Control.* Cheerfulness is an electric power. There is no one thing that will do more to make a well-qualified teacher successful than cheerfulness. As the cheerful mother will do much to make sunshine and happiness in the home circle, so the teacher who can be habitually cheerful will be very sure to have a pleasant, happy, and successful school.

The subject of self-control demands the earnest study and constant care of the teacher. Without a good degree of this power no one need expect success.

(To be Continued.)

Educational Notes and News.

Australia has four universities which, in curriculum, rank with Harvard, Oxford and Cambridge.

The University of Madras has graduated 899 persons, none of whom are Christians.

The School Board of Lindsay has decided to expend \$100 in planting a variety of shade and ornamental trees about the school grounds. A good example.

The number of summer schools in New Brunswick for the last educational year was 1,451, increase 40; number of winter schools 1,502, increase 64.

The number of pupils in New Brunswick for the summer term, 1883 was 54,883, increase 2,125; number in winter term 1884, 53,509, increase 2,847.

The total number of different pupils in attendance at the schools in New Brunswick during the school years 1883-84 was 66,074, increase 1,493.

The average monthly percentage of pupils present at the New Brunswick schools during the summer and winter terms respectively of the year 1883-84 was 81.72, and 76.34, the former being higher than any previous record.

The whole number of teachers and assistants employed in the schools of New Brunswick during the summer term of 1883 was 1,527; during the winter term 1,502; an increase of 34 and 65 for the respective terms.

The average rate of teachers' salaries per annum from all sources in Brunswick during the last school year was, for male teachers of class I, \$332.13, increase \$12.53; female teachers class I, \$339.96, increase \$0.46; male teachers of class II, \$334.25, increase \$11.94; female class II, 242.85, increase \$3.57; male teachers of class III, \$248.13, increase \$10.03; female class III, \$198.55, increase \$2.45.

Some teachers of penmanship now teach their pupils to write with both hands. The method of instruction is to make the pupil write his name in pencil, and then go over it with a pen held in his left hand. Constant practice gives proficiency.

There are now in Jamaica 675 schools, with an enrollment of 60,000, and an average attendance of 40,000. The population includes 14,500 whites, 450,000 blacks, and 110,000 of mixed blood, noted in the Jamaica census as colored. Most of the whites, and some of the colored, send their children to private schools; the rest send them to private schools aided by the Government, if to any.

The death is announced at Kensington, England, of the naturalist, John G. Jeffreys, LL.D., F.R.S., one of the oldest of English zoologists. He was born in 1809, and for the last twenty years he has devoted himself to his favorite branch of science.

Sir William Muir, the new principal of the University of Edinburgh, is one of its graduates, as is his brother, Dr. Muir, who founded its chair of Sanskrit and he has gained some distinction as a useful member of the Bengal civil service.

The teachers of the Cobourg staff paid the Principal of the Port Hope Union School and his assistants, a friendly visit on Friday, March 13th, for the purpose of noting the methods employed by them in their daily labour. This is one of the finest schools in the Province, and is under the efficient management of Mr. Wood, late of Brantford, with Mr. Stott as first assistant. Both of these gentlemen are well known as painstaking and thorough teachers, and we may expect to hear of grand success attending their efforts. They are well seconded by the lady teachers, each of whom is a specialist in her own particular branch. In the primary divisions they are all employing the half-time system to good advantage. It will be remembered that Mr. Goggin, Principal of Normal School, Winnipeg, was Head Master of this school up to the time of his leaving for the North-West.

W. J. W.

The following statistics in regard to education in France are given by *The Philadelphia Ledger*: "In France the subject of popular education has taken a strong hold on the Government and the people. Public opinion, represented in the Legislature, imperatively demands an extension and improvement of the schools. In 1882, the date of the last census and of a report just published by a Commission of Experts, there were 75,000 schools, 125,000 teachers and five and a half million pupils, and the increase in all has been rapid in the last five years, especially in girls' schools. By dint of liberal grants, the schools taught by clergymen and church-women have been supplanted by those in charge of lay teachers to the extent of 1,940, but the Church has opened 1,475 free schools during the same period of five years; 570 schools for the higher branches of primary education have 30,000 pupils. One of the tests of the general spread of elementary education in France is the signatures of men and women at their marriage, and of conscripts on entering the army; and while 13 per cent. of the latter cannot read, 25 per cent. of the former class could not write even their names; but nearly all these are, of course, older than the recent efforts to increase the primary schools."

MEN OR MACHINES. People sometimes speak, in this working age, as if houses and land and food and raiment were alone useful; as if sight, thought, and admiration were all profitless; so that men insolently call themselves utilitarians, who would turn themselves and their race into vegetables; men who think, as far as such can be said to think, that the meat is more than life, and the raiment than the body; hewers of wood and drawers of water, who think that it is to give them wood to hew, and water to draw, that the fine forests cover the mountains like the shadow of God, and the great rivers move like His eternity.—*Ruskin*.

Literary Chit-Chat.

The April number of the *North American Review* introduces the new feature of a number of letters commenting on articles in previous issues.

To Bohn's Standard Library has been recently added *The Table Talk and Omniana* of Samuel T. Coleridge.

"The Ideas of the Apostle Paul" is the title under which the Rev. James Freeman Clarke, D.D., studies the character and doctrines of this great apostle.

Ik Marvel (Donald G. Mitchell,) after many years of silence is about to speak again to the reading public in a new book entitled "Bound Together: A Sheaf of Papers." In a prefatory note he says. "The book is a medley, in which the grandiloquence of open air speech is set beside the cozy familiarities of the chimney-corner."

Frank Leslie's *Boys' and Girls' Weekly* has suspended publication.

A ballot is being taken through the Editors of "*The Critic and Good Literature*," with a view to the possible creation of an American Academy, to consist, like the French Academy, of "Forty Immortals." The literary public are invited to send individually to the editors of that paper lists of the names of the forty living American writers whom they consider most worthy of membership in such an institution. The result of the voting is to be announced in the *Critic* of April 5th.

In the April number of the *North American Review*, Robert Buchanan the English Poet, discusses "Free Thought in America." Bob Ingersoll and his negations are handled without gloves, and Rev. Mr. Fotheringham with appreciative criticism.

A work on Myths and Dreams by Edward Clodd, is soon to be published.

The London "Athenaeum" ranks Mr. Francis Parkman, "Alonside the great historians whose works are English Classics."

The *London Spectator* says that Mrs. Garden's life of her father, James Hogg, the Ettrick Sheppard is "as good a biography as one can expect a daughter to give of her father."

Nos. 6 and 7 in the "Philosophical Series" of pamphlets now being issued from the press of Scribner & Sons, are by Dr. McCosh, of Princeton. The subjects are "Agnosticism of Hume and Huxley, and a "Criticism of the Critical Philosophy." They are sure to be good reading.

T. S. Arthur, author of so many useful and popular works is dead. His "Ten nights in a Bar-room," and numerous other Temperance writings have been very effective in promoting the temperance reform.

Dr. Baird has been for ten or twelve years writing his "History of the Huguenot Emigration to America," which will shortly be published.

Miscellaneous.

FROM HOME.

From home! a thin white note that lies within my palm,
And trembles with the throbbing of my pulse,
So frail! a breath of mind might waft it hence,
And cast it with its freight of tidings far from all human ken!
So small! so weak! yet it has travelled far and long,
Traversed the wide ocean and the stranger hills,
To bear me greeting from other side the world.

And now my fingers close on it, and once again
I seem to stand afar to those I left behind,
And listen for the words they'll speak to me,
So slight a thing! as frail as April snow,
And yet I catch my breath to gaze on it,
The while a hand of ice seems laid upon my heart
Turning the hot blood into frozen tears,
And coward fear benumbs my fingers that I dare not open it.

What tidings brings it—is it weal or woe?
Ah! what has happened in the long, long months,
That have gone by since last I stood upon my native sod,
And, weeping, said farewell for aye unto the land that gave me birth?
Oh, foolish heart! why longer wait to know the worst or best.
Thus—gently, as we touch some sacred thing—
I break the slender screen that veils my treasure from all other eyes,
And as the well-known writing greets my gaze
Warm tears run o'er it from my yearning heart—
Sick with the thirst for home.

"All's well"—thank God for that!—the words come rippling to my
And then ebb back, half-drowned in sobs, [lips,
For I never hope to see "the old familiar faces" more,
Save thus in memory's tear-stained glass,
Till they and I have changed the form we know,
And stand at last upon the Timeless Shore—at Home.

A NEW LYRIC BY MR. BROWNING.

"Man I am and man would be, Love—merest man and nothing
more.
Bid me seem no other! Eagles boast of pinions—let them soar!
I may put forth angel's plumage, once unmanned, but not before.

"Now on earth, to stand suffices, nay, if kneeling serves, to kneel:
Here you front me, here I find the all of heaven that earth can feel:
Sense looks straight—not over, under—perfect sees beyond appeal.

"Good you are and wise, full circle; what to me were more out-
side?
Wiser wisdom, better goodness? Ah, such want the angel's wide
Sense to take and hold and keep them?
Mine at least has never tried."

—From "*Ferishtah's Fancies*."

A HOUSE BEAUTIFUL.

There is a certain house set on a hill, where two or three charming women hold sway. Very animated and delightful is the conversation one enjoys at this house. Quick wit, delicate tact, tender feeling, high sentiment, all these have their part in it. Callers come smiling from that door. They have been amused, entertained, refreshed, often strengthened. The moral barometer has gone up. One element is noticeably lacking in the conversation of this family. The trivial discussion of other people's affairs, which form so large a part of much of the conversation we hear, does not enter into the talk of these women. Personal matters seem by some magic never to get into it, never to be thought of. If, by any awkwardness, such matters are lugged in, the change of atmosphere is instantaneous and remarkable. These brilliant women become positively stupid. They are not interested. They have nothing to say. They look bored. One feels that he has committed a *faux pas* of the worst description if, unwittingly, in this parlor, he drops into the familiar "they say," or "have you heard?" They never have heard. They never know anything about it. They look as dull as they know how to look. One does not even hear them bemoaning the fact that gossip is so prevalent, that reports will get about, and that people will repeat and magnify and misjudge. They do not condemn gossip. It simply does not thrive in the atmosphere they live in. Very little of it goes into that house, and none comes out of it.—*Christian Union*.

A PETRIFIED FOREST.

The visitor to the petrified forest near Corizo, on the little Colorado, will begin to see the signs of petrification hours before he reaches the wonder; here and there, at almost every step in the road, small pieces of detached limbs and larger stumps of trees may be seen almost hidden in the white sand. The road at a dis-

tance of ten miles from Corizo enters an immense basin, the slope being nearly a semi-circle, and this enclosed by high banks of shale and fine white clay. The petrified stumps, limbs, and, in fact, whole trees, lie about on all sides; the action of the waters for hundreds of years have gradually washed away the high hills roundabouts, and the trees that once covered the high table-lands now lie in the valley beneath. Immense trunks, some of which will measure over five feet in diameter, are broken and scattered over a surface of 300 acres. Limbs and twigs cover the sand in every direction, and the visitor is puzzled as to where he shall begin to gather the beautiful specimens that lie within easy reach. There are numerous blocks or trunks of this petrified wood that have the appearance, for all the world, of having been just cut down by the woodman's axe, and the chips are thrown around on the ground so that one instinctively picks them up as he would in the log camps of Michigan and Pennsylvania. Many of the small particles, and even the whole heart of some trees, are now become thoroughly crystallized, and the beautiful colored cubes sparkle in the sunshine like so many diamonds. Every color of the rainbow is duplicated in these crystals, and those of an amethyst color would pass the eye of a novice for the real stone. The grain of the wood is plainly shown in nearly every specimen, making the pieces more beautiful than ever.—*Albuquerque Journal*.

CHARLES LAMB.

"I do not know whether Lamb had any Oriental blood in his veins, but certainly the most marked complexional characteristic of his head was a Jewish look, which pervaded every portion of it, even to the sallow and uniform complexion, and the black and crispy hair standing off loosely from the head, as if every single hair was independent of the rest. The nose, too, was large and slightly hooked, and the chin rounded and elevated to correspond. There was altogether a Rabbinical look about Lamb's head, which was at once striking and impressive.

"Thus much of form chiefly. In point of intellectual character and expression, a finer face was never seen, nor one more fully, however vaguely, corresponding with the mind whose features it interpreted. There was the gravity usually engendered by a life passed in book-learning, without the slightest tinge of that assumption and affectation which almost always attend the gravity so engendered; the intensity and elevation of general expression that mark high genius, without any of its pretension and its oddity; the sadness waiting on fruitless thoughts and baffled aspirations, but no evidence of that spirit of scorning and contempt which these are apt to engender. Above all, there was a pervading sweetness and gentleness which went straight to the heart of every one who looked on it; and not the less so, perhaps, that it bore about it an air, a something, seeming to tell that it was not *put on*—for nothing would be more unjust than to tax Lamb with assuming anything, even a virtue, which he did not possess—but preserved and persevered in, spite of opposing and contradictory feelings within, that struggled in vain for mastery. It was a thing to remind you of that painful smile which bodily disease and agony will sometimes put on, to conceal their sufferings from the observation of those they love.

"His head might have belonged to a full-sized person, but it was set upon a figure so *petite* that it took an appearance of inappropriate largeness by comparison. This was the only striking peculiarity in the *ensemble* of his figure; in other respects it was pleasing and well formed, but so slight and delicate as to bear the appearance of extreme spareness, as if of a man air-fed, instead of one

rejoicing in the proverbial predilection for 'roast pig.' The only defect of the figure was that the legs were too slight even for the slight body."—*From Personal Traits of British Authors*.

HAZLITT.

"For depth, force, and variety of intellectual expression, a finer head and face than Hazlitt's was never seen. I speak of them when his countenance was not dimmed and obscured by illness or clouded and deformed by those fearful indications of internal passion which he never even attempted to conceal. The expression of Hazlitt's face when anything was said in his presence that seriously offended him, or when any peculiarly painful recollection passed across his mind, was truly awful, more so than can be conceived as within the capacity of the human countenance, except, perhaps, by those who have witnessed Edmund Kean's last scene of 'Sir Giles Overreach' from the front row of the pit. But when he was in good health, and in a tolerable humor with himself and the world, his face was more truly and entirely answerable to the intellect that spoke through it than any other I ever saw, either in life or on canvas; and its crowning portion, the brow, and forehead, was, to my thinking, quite unequalled for mingled capacity and beauty."

"For those who desire a more particular description, I will add that Hazlitt's features, though not cast in any received classical mold, were regular in their formation, perfectly consonant with each other, and so finely 'chiseled' (as the phrase is), that they produced a much more prominent and striking effect than their scale of size might have led one to expect. The forehead, as I have hinted, was magnificent; the nose precisely that (combining strength with lightness and elegance) which physiognomists have assigned as evidence of a fine and highly cultivated taste; though there was a peculiar character about the nostrils, like that observable in those of a fiery and unruly horse. The mouth, from its ever-changing form and character, could scarcely be described, except as to its astonishingly varied power of expression, which was equal to and greatly resembled that of Edmund Kean. His eyes, I should say, were not good. They were never brilliant, and there was a furtive and at times a sinister look about them, as they glanced suspiciously from under their over-hanging brows, that conveyed a very unpleasant impression to those who did not know him. And they were seldom directed frankly and fairly toward you; as if he were afraid you might read in them what was passing in his mind concerning you. His head was nobly formed and placed; with (until the last few years of his life) a profusion of coal-black hair, richly curled; and his person was of the middle height, rather slight, but well-formed and put together.

"Yet all these advantages were worse than thrown away, by the strange and ungainly manner that at times accompanied them. Hazlitt entered a room as if he had been brought back to it in custody; he shuffled sidelong to the nearest chair, sat himself down upon one corner of it, dropped his hat and his eyes upon the floor, and, after having exhausted his stock of conventional small talk in the words, 'It's a fine day' (whether it was or not), seemed to resign himself moodily to his fate. And if the talk did not take a turn that aroused or pleased him, thus he would sit, silent and self-absorbed, for half an hour, or half a minute, as the case might be, and then get up suddenly, with a 'Well, good-morning,' shuffle back to the door, and blunder his way out, audibly muttering curses on his folly for wittingly putting himself in the way of becoming the laughing stock of the servants!"—*Personal Traits of British Authors, by Edward T. Mason*.

Question Drawer.

In which of Charles Reade's Works will be found the literature lesson, "The Lark at the Diggings." ENQUIRER.

Are there to be any Examination Papers for third and second-class certificates given in the JOURNAL. J. M., Strathroy.

STAMFORD, 14th March, 1885.

I wish to promote a class to the fourth form on April 1st next, and wish to secure the new readers for their use. (1) Are the new readers in the markets, if not, (2) when will they be? (3) Will we be allowed to use the present series (old) longer than the end of the present year? Yours truly, A. W. Heaslip.

Answers to Correspondents.

J. M. STRATHROY.—We expect to publish from time to time Examination papers on the subjects required for II and III Class certificates. Next issue will contain a paper on "The Lady of the Lake," a portion of the literature required. This will be followed by others, on other portions of the work.

ENQUIRER.—In "Never too Late to Mend."

A. W. HEASLIP, Stamford.—Answer next week.

Teachers' Associations.

TORONTO.—The First Semi-Annual Meeting of this Association for 1885, was held on Friday, and Saturday, the 27th and 28th of February, in the Sunday School Building of the Carleton Street Methodist Church. The chair was occupied by the President, Mr. Samuel McAllister. The Roll of teachers was called—about 200 responded. The Minutes of the last Semi-Annual Meeting were read and adopted. The President read recommendations made by the teachers of the various grades of the Public Schools, at their meetings during the month of October, 1884, on the following subjects: *Library, Department, Home-Exercises, Opening and Closing Exercises, Posture etc., in Reading, Writing Studies, Arithmetic, Miscellaneous*. Miss S. L. Taylor, read a very interesting paper on how to teach a Language Lesson to a class of young pupils. "How to teach Music to Junior Classes" was the subject of an extremely interesting and able address by Miss A. McIntyre. Saturday, the 28th. The Association resumed at 9 o'clock with a larger attendance than on the day previous. The President in the chair. The Treasurer Mr. R. McCausland read his report which showed a balance of \$126.90 exclusive of Gov. Grant, to the credit of the Association. A Drawing Lesson was given by Mr. J. H. McFaul, P.N.S. The Rev. Septimus Jones M.A., delivered an interesting lecture on "Public School Education."

The Election of officers resulted as follows: President, Mr. J. L. Hughes; Vice-President, Mr. A. F. McDonald; Secretary-Treasurer, Mr. A. Hendry; Management Committee—Mr. Samuel McAllister, Miss J. S. Arthurs, Mr. W. J. Hendry, Miss L. Bailie, Mr. R. W. Doane; Mr. McAllister the referring chairman, was presented with a hearty vote of thanks for his services as President during the last two years. Mr. R. McCausland the Secretary, was tendered a hearty vote of thanks and presented with \$25 as a token of the respect in which he was held for faithful and efficient services as Secretary of the Association during the past 20 years. On Motion Mr. McCausland was elected an honorary Member of the Association.

The following Committee was appointed to prepare the course of study on derivation of words for the grades taking that study. Mr. McAllister, Mr. Lewis, Miss Keown, Miss Buik, Mr. Stevens, Mr. W. J. Hendry, Miss Kennedy, Mr. R. W. Doon, Mr. Campbell, Mr. L. J. Clark, Miss Cameron and Mr. Powell.

The Fourth Annual Conversation of the Association was held on Friday, the 6th of March at 8 o'clock p.m., in the Normal School Building, and was throughout a most enjoyable affair. The attendance though large was not uncomfortably. In the absence of the Minister of Education, Mr. Rodden, Chairman of the School Board, did the honors of the chair. When such popular favorites as Mrs. Corbett Thompson, Miss Bryman, and Miss Gansher, and Messrs. J. F. Thompson, Hurst, Gorrice and Theodor Martens, supported by an admirable Orchestra were the performers, it can easily be understood how varied and excellent was the musical part of the entertainment. An interesting episode

which was not on the programme was the presentation of a handsome gold watch and chain to Mr. J. L. Hughes, the Inspector, by Mr. S. McAllister, in the name of the teachers of Toronto; Mr. McAllister briefly referred to the great services which Mr. Hughes had rendered to the progress of education in the city, and the cordial relations which had always existed between him and the teachers. Mr. Hughes made a suitable reply, thanking the teachers for their gift, which he assured them he would always prize very highly both for its own sake and for theirs. By far the most successful year's work of the Association was then brought to a close.

Literary Review.

METHODS OF TEACHING, including the Nature, Object, and Laws of Education, Methods of Instruction and Methods of Culture, by Albert N. Raub, Ph. D., Principal of the Central State Normal School, Lock Haven, Pa., and author of "Lessons in English," "Practical English Grammar," "Tests in Spelling and Pronunciation," "Studies in English and American Literature" "School Management," etc. E. L. Raub & Co., Lock Haven, Pa.

This comprehensive work deals fully with Methods of Instruction in Language, Mathematics, Physical Science and the Arts, as well as in Methods of Culture. We shall, if opportunity offers, give our readers some examples of his views and methods which will help them to estimate the value of the work much better than any mere expression of opinion by us.

THE AMERICAN NEWSPAPER ANNUAL for 1884, contains a carefully arranged list of all Newspaper and Periodicals in the United States and Canada with the size, circulation, advertising rates, etc. It also gives the location, county-seat and population of every county in the United States, and has an alphabetical list of the cities, towns and villages of the United States, having a population of five thousand and upward. Invaluable as a book of reference for general advertisers, and all others requiring full and detailed statistics of the kind indicated. A. W. Ayer & Son, Philadelphia, Pa.

The *Library Magazine*, for March, John B. Alden, 333 Pearl Street New York, Publisher. Contains "A word more about America," by Matthew Arnold, "Imperial Federation," by W. E. Forster, M.P., and other articles by prominent writers in the leading magazines.

Aristophanes Clouds, Edited on the Basis of Kock's edition by M. W. Humphreys, Professor in the University of Texas. Boston, published by Ginn, Heath & Co., 1855.

This work forms one of the college series of Greek Authors edited under the supervision of Professor John Williams White, of Harvard University, and Professor Thomas D. Seymour, of Yale College. The text is well printed and the annotations, drawn largely from Deuffel and other German Commentators are copious. The introduction which is an almost literal translation of Kock's is full and scholarly, and an appendix on Metres and Rhythms, supplies everything necessary for the young students of Greek Drama.

Our thanks are due to the Chief Superintendent of Education for New Brunswick, for the report of the schools of New Brunswick for 1884. Some interesting items drawn from this source will be found in Educational News and Notes in this issue, and others will appear from time to time.

A Chicago man who called upon a musical friend the other evening at supper-time was warmly welcomed, as they had a party, and they were just going to have a sonata. He said he thought he smelled it as he came over.—*Exchange*.

A physician was driving along the street when his horse took fright and ran away. He was thrown violently to the sidewalk and knocked senseless. Presently he recovered a little from his unconsciousness and noticing the crowd which had gathered about him, remarked: "What's the matter, gentlemen? Anybody hurt? I'm Dr. B. Can I be of any service?"

The spot where William Tell stood when he shot the apple—or where he would have stood if he had existed and been able and willing to shoot, and had a son to support the fruit—is marked by a large white statue, representing William in the act of drawing his bow. The site of the tree under which the boy stood is adorned with a monument 60 feet high, with curious paintings on the sides.