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# The Educational Journal.

Consolidating "THE EDUCATIONAL WEEKLY" and "THE CANADA SCHOOL JOURNAL."

VOL. II.

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## The Educational Journal.

Published Semi-monthly.

A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART, AND THE  
ADVANCEMENT OF THE TEACHING PROFESSION IN CANADA.

J. E. WELLS, M.A. *Editor.*  
H. HOUGH, M.A. *Manager Educational Dept*

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## Editorial Notes.

WE commence in this issue the valuable paper kindly contributed by Mr. J. W. Johnson, F.C.A., on "Promissory Notes and Drafts." Much information is given in an admirably clear manner, and the series cannot fail to prove helpful to very many of our readers.

WE invite the attention of our readers to the helpful and suggestive paper on "How to Awaken and Develop Thought, etc.," by Mr. G. Newton. It contains many excellent hints, and should be carefully read and pondered by every teacher in a rural section. Possibly many in sections not strictly rural might profit by it.

THE excellent article on "Religious Instruction in Public Schools," which appeared in the last issue of the JOURNAL (July 16), was by Mr. W. Doig, Kippen. It was read before the Teachers' Institute at Seaforth, in May last. By some oversight the name of the author did not appear at the proper time and place. Mr. Doig will please accept our apologies.

WE venture once more to ask the many teachers of ability and experience amongst our subscribers to favor us with "Hints and Helps," "School-Room Methods," and other contributions for our practical departments. Those who have rendered efficient aid in the past have our hearty thanks. We trust they will continue their favors. Help one another.

NOW is the time to subscribe for the EDUCATIONAL JOURNAL, i. e., if you have not already done so. With next number the lessons on the new Entrance Literature will be commenced in the English Department. All the other practical departments of the paper will be kept up in full efficiency, and others will be added as needed. It is the teacher's paper, and no teacher should be without it.

A CORRESPONDENT of the *Globe* thinks that the virtual control of the establishment of High Schools by the county councils leads to undesirable irregularities and monopolies. Some sections of the Province suffer from plethora, others from dearth. He suggests that the Education Department should divide the Province into High School Districts, and require each district to have its school. The Province would thus have no less and no more than actually needed. The suggestion is worth thinking about.

MANY teachers find the elocutionary exercises of the school-room among the most difficult, though realizing their value from the educational point of view. Such teachers often require help in the shape of an elocutionary manual. We doubt if they can find anywhere a better than "Shoemaker's Practical Elocution," a new and enlarged edition of which they will find advertised in this number. The National School of Elocution and Oratory has a wide and high reputation, and its text-books are, no doubt, well known to our readers.

A TEACHER of experience who has been connected with different high schools in Ontario, tells us that he has observed a serious lack of a high sense of honor amongst the boys and girls, especially when writing for examinations. They have, in too many cases, to be watched with the utmost vigilance to prevent dishonest practices. We confess our own observation has rather tended towards the same conclusion. This is deplorable. Is it general? Is it a necessary outcome of a high pressure system? We should be glad to hear from High School masters, who set truth and honor above all scholarly proficiency, in regard to the matter.

SOME one, subscribing himself "Observer," has brought in the *Empire* very grave charges against school inspectors, particularly against one whose alleged negligence and dishonest methods are described at length. It is a cowardly thing, to say the least, to bring such charges against a public officer in this anonymous way, giving no clue to the locality of the person attacked, and so casting suspicion upon the whole body of inspectors. At the same time the Department should institute searching inquiry with a view to the detection and dismissal of incompetent and dishonest inspectors, if there are such. Why does not "Observer" send his statements direct to the Education Department, so as to have them investigated and the scandal removed?

ONE of the subjects of discussion at the Inspectors' Convention in Toronto related to the lamentable deficiency of some of the Public School teachers in taste for good reading and knowledge of literature. Some of the inspectors favored the idea of special examinations in these subjects. We do not know whether such examinations are feasible after licenses have been granted, but every examination, professional or non-professional, should test the candidate's

attainments in these respects. The teacher who has not some acquaintance with standard English literature, and who is not increasing his familiarity with it from day to day, cannot be an intelligent teacher, and "unintelligent teacher" is a contradiction in terms. By all means let Teachers' Reading Circles be formed and fostered in every district. The inspectors should take a living interest in them.

THE lack of uniformity in the examinations from year to year is one of the strongest objections to the system now in vogue. Few things are more discouraging to the teacher than to find the candidate, whom he knows to be well prepared in a given subject, failing to pass in that subject this year, while he knows that other candidates with preparation decidedly inferior passed with ease in the same subject last year. Yet such things are constantly occurring. They are unavoidable under the present method of appointing examiners. They are, to a certain extent, unavoidable under any system, and can be reduced to the minimum only by the employment of experienced teachers as examiners and sub-examiners. The complaint of a correspondent in this issue illustrates a single phase of a practical difficulty, and, we might say, a practical injustice, which is constantly appearing in a variety of forms.

ACCORDING to the *Victoria Times*, the "permit" system, in regard to teachers' licenses, is badly abused in that Province. It says that a constant practice is made of granting temporary certificates to teachers; that the educational system has been converted into a public charity, and that there are teachers in the Province who have avoided the examinations for years, but who have nevertheless regularly drawn salaries from the public treasury, and crowded properly certificated teachers out of positions which rightly belong to them. The temporary certificates are, it appears, granted by the Education Department. Charges of favoritism and partisanship are sure to arise under any such system. The sooner the system of granting permits is abolished in all the Provinces the better. It is essentially unfair to the certificated teacher and almost always detrimental to the schools. Surely it can be no longer needed in Canada.

A CORRESPONDENT of the *London Spectator* commends to the notice of the editor the following, which he thinks the best historical essay that has ever been produced by the mind of muddled schoolboy of thirteen:

"The massacre of Glencow, was that Robert Clive an idle boy when he was at home but, he was sent as a clerk in one of the ships of the company, one day one certain nabob the greatest one in india made an attack on the little village of Glencow he got the whole city of people and shut them up in a little place called the Black hole they got so squashed that only 21 remained on the following morning so Clive went with a

small army in thunder and lightning and fought the nabob and beat him for his cruel deed."

Do any of your pupils of thirteen ever think, or rather string words together, in this muddled way? How often do you try them? It would not be a bad exercise to give them the above on the blackboard and get them to criticise it and rewrite it in intelligible shape, first reading to them, if necessary, a sketch of the incident referred to.

THE *Evangelical Churchman* strongly urges that the schools of Ontario should be secularized. We heartily agree with it, so far as secularization can be effected without violation of good faith and constitutional right. But surely our contemporary could not ignore the fact that the Separate Schools are secured to the Catholics of Ontario by the Constitution. They exist with the solemn sanction of a virtual treaty. This is the first point that should be dealt with by the advocates of secularization. Again, our contemporary approves of compulsory Scripture reading, and so contradicts its own theory. Secularization would be a misnomer and a farce so long as any form of religious exercise is compulsory. But that aside, how would the *Evangelical Churchman*, as a Christian journal, proceed in depriving the Catholics of Ontario of a privilege specially and specifically secured to them as a perpetual right, by the British North America Act? And is it prepared to have the same measure meted out to the Protestant Schools of Quebec? We ask for light.

THE June number of *The Educational Review* published at St. John, N.B., contains an excellent portrait, and a sketch of the educational work, of Theodore Harding Rand, A.M., D.C.L., late President of Woodstock College, Ont. Dr. Rand is a native of Nova Scotia, and a graduate of Acadia College, class of '60. Shortly after graduation he was appointed to the chair of English and Classics in the N. S. Normal School at Truro. Four years later he became Chief Superintendent of Education for the Province, which position he held until 1870. In 1871 he was appointed to the same office in New Brunswick, on the inception of the free school system in that Province. This position he held until 1883, when he resigned to enter upon his duties as Professor of the Theory and Practice of Education at Acadia College. This work was regarded as most successful in the College, and when he left to fill the Chair of Christian Ethics and Didactics in McMaster Hall, Toronto, it was with universal regret. After a year or two of successful teaching in McMaster Hall, Dr. Rand accepted, at the request of the late Mr. McMaster and the Board of Governors, the Principalship of Woodstock College. He was also chairman of the committee appointed to secure the charter for McMaster University. Failing health, the result in part of overwork, has compelled Dr. Rand to take a year for rest and relaxation, which he is now seeking in Europe.

## Educational Thought.

MIND is known by what it puts out, Memory by what it puts in.—*Thring*.

THESE helps to good government that have been mentioned—a quiet, self-controlled teacher, low voice and pleasant tones, system and order, a carefully prepared programme, recitations in groups, plenty of busy work adapted to taste and ability of pupils, and a teacher with patience to wait while the children do the work—are only a few of the essentials. To these should be added a knowledge of child-nature in general, and each child in particular, and, in and through all, love for the children, devotion to the work, and faith in God.—*Ohio Educational Monthly*.

"TRUE worth is in being—not seeming,  
In doing each day that goes by  
Some little good, not in dreaming  
Of great things to do by and by;  
For whatever men say in their blindness  
In spite of the fancies of youth,  
There is nothing so kingly as kindness,  
And nothing so loyal as truth."

WE suppose it is hopeless even to agitate the substitution of an intelligent study of biography in our schools for the unintelligent memorizing of what is miscalled history; but we trust it is not entirely hopeless to urge parents to provide their children with good biographies, reading them with their children in the winter evenings, and bringing them in such communication with the dry-as-dust historical studies which are being endured at school that the pupils will learn something of history in the home, notwithstanding they are studying history in the school-room.—*Christian Union*.

A SCHOOL TEACHER! What does that mean? It means the man or woman who plants the seed, who moulds the clay, who turns the switch, who steers the bark, who outlines the map of existence for the boys of to-day—the men of to-morrow. Patient, careful, studious, apprehensive, anxious all the time—these are the conditions of the faithful school teacher; and if our public schools are an institution of which the country boasts, and of which our statesmen are proud, to whose brain, hand, and endeavor is it due? Yet of all our public servants they are the poorest paid. They have long hours, foul air, constant irritation.—*Joe Howard's Letter*.

It is a master's business to teach how to think. He must keep thought always before the minds of the class as their object. He must show the boys how to see, giving them the seeing eye; first, for facts, as for the hare in the field, the structure in the plant; secondly, for the lesson in facts, their subtle truth, the life in what seems inanimate. Facts, the food of thought, and thought, this first, this last. The seeing eye, and the skilful tongue, able to express what is seen and felt, are his work. Teaching is infinite, for human nature is infinite, and human nature is its subject; and the highest thoughts of the highest minds in the noblest shapes are the instrument by which the teacher of language works.—*Thring*.

PRECISION and rigor in the performance of all duties, if pleasantly enforced, will secure more interest and enjoyment in those duties than all the lax, easy-going expedients that can be invented. Gentleness of method, kindness of administration, sympathetic helpfulness, are all consistent with the utmost exactness of requisition and performance. Children prefer to do things well; they are restless and dissatisfied with slipshod, down-at-the-heel sort of goodness. The teacher who is too nice and sweet and loving to expect and require work, accurate, thorough work, is soon appreciated as a sham and despised as a weakling. Hard work is not hateful; it is enjoyable. But it must be managed; it must be made possible. It requires forethought, patience, skill, enthusiasm on the part of the pupil? No, on the part of the teacher.—*Normal Exponent*.

WHEN'ER a noble deed is wrought,  
When'er is spoken a noble thought,  
Our hearts in glad surprise  
To higher levels rise.

—*Longfellow*.

*Special Papers.*HOW TO AWAKEN AND DEVELOP  
THOUGHT IN PUPILS AND  
PARENTS OF A RURAL  
SECTION.\*

BY G. NEWTON.

TEACHERS have often achieved worthy results by the moral and intellectual climate they were able to produce, rather than by methods of teaching. Rural teachers are often surrounded by a depressing intellectual atmosphere. The pupils are not interested in school work, because their parents are not interested. Home thoughts are narrow and slow, school thoughts are dull. In such cases the teacher should make an effort to *change* the intellectual climate. He should try to stimulate, to widen, and to utilize the thought-power of the district. He should do this in order to make the school-room work more effective. The teacher may say within himself, "I will do my best to secure profitable study for my pupils; I will try to have them study in the best manner, and in order to have them study much and well, I will try to arouse parents as well as pupils to a wider range of thought. I will try to lead them to think more and to think to a better purpose." If more thinking and better thinking is to be done in future, some one must cause it to be done, and in a rural section that person should be the teacher. As a rule, teachers are laborious, are earnest, are anxious for the improvement of their pupils; they are pained when their labors seem fruitless because of the children's apathy. Let each try to change the intellectual atmosphere. Let them remember that a change of climate has often given physical health to the invalid. Why may not intellectual vigor depend upon the intellectual atmosphere.

Among measures for awakening thought, the following are suggested:—Questions, general information, readings, committing to memory choice selections, biographical sketches and anecdotes, literary exercises and societies. To awaken thought nothing is better than a good question. The great teachers have been noted for their method of questioning. The teacher desiring to stimulate thought among his pupils and patrons, may give a question to his pupils at the close of the school, saying, "I do not want an answer now; you may think about it to-night, and I will call for an answer to-morrow." The object being to excite thought, the question should be one that will interest the people, yet not be so easy as to require no reflection. A teacher once asked why the leaves fall, calling attention to some trees to which the dry leaves were still clinging. This led to much examination of the trees, and much talk about them at home. I remember while attending school in the village of Bluevale, this problem being given: A man sold a horse for \$100, bought it back for \$90, and sold it again for \$95—how much did he gain by the transaction. This problem caused a general discussion; it was discussed on the street, in the stores, in the hotels and in the homes. Nearly every man solved it and proved his answer right, though there were several answers found.

Knowledge gained by finding answers to such questions will be live knowledge, while the giving and answering the questions will change the climate to one of inquiry, activity, and investigation. The children will, in time, learn to ask questions of the teacher and of their parents. When such is the case, to instruct them is a pleasure. This course may be continued as long as interest in the questions justifies it.

II. *General Information.*—The teacher may call the attention of the school to some subject of general interest—as a public work, a discovery in science, a great crop, a great act, a great accident, and talk over the same with the pupils. He may say, "items of public interest are often mentioned in the newspapers, please inform me when you next notice one, and we will have a talk about it." Some skill will be needed to lead boys and girls to select topics wisely, but pupils can be trained to find useful information, and to impart it in a way

to be interesting to themselves and to others. This exercise may lead pupils to select their reading, and to discriminate between useful and useless information, between the higher and the lower in thought. Some teachers make an interesting topic of the rights and duties of citizens, how officers are chosen, how they are paid, whence comes the revenue of the state, how the taxes are expended. Such topics are interesting when presented about election time. A wise teacher will choose his topics in season.

III. *Readings.*—In schools where the attention of the pupils is confined solely to "doing sums," "parsing," and other routine work, the atmosphere is deficient in essential elements of intellectual stimulus. To read well is to think well, and a thinker excites thought in others. One of the best services a teacher can do for a pupil is to lead him to think more, by inducing him to read more, and to read more judiciously. This all teachers can do. The teacher may inquire of the pupils what they have read, or are reading, and how they enjoy it; he may in turn tell what he is reading. He should encourage the reading of good books, magazines, and newspapers, and discourage the reading of dime novels and other trashy literature. It would be well if a couple of hours each week were set apart for reading papers, etc., in school. In this way pupils would be encouraged to read for themselves, and in after life it would be a source of comfort and information for them.

IV. *Memory Selections.*—It will do children good to commit to memory extracts from the best writers. The thoughts contained in the extracts will awaken thought in the mind of the pupil. To learn the words and not understand the writer's thoughts does very little good. The instructions should be felt rather than expressed in words, so that there would be no formal statement of a moral lesson. Short selections can be found giving in vivid language important information. These, committed to memory and recited before the school, will stimulate to more energetic study of the regular school lessons. It would be well for the teacher to make a practice of reciting occasionally before the school. All selections should be chosen for their influence on the learner, and on the school, and those should be preferred which are valuable both for the thought and the expression.

V. *Biographical Sketches and Anecdotes.*—Far too much of all instruction stops at the ear and never reaches the understanding. Too much of history and biography is confined to dates. To any youth, a short characteristic anecdote of a distinguished person, is of more value than the dates of every event in his life. It is much more interesting and more valuable to a boy to learn that Willie Brown, a shepherd lad, twelve years of age, taught himself Greek, and walked twenty-four miles to buy a Greek New Testament, than to learn that he was born in 1724, married in 1749, and died in 1801.

*Sketches.*—Character sketches of the wise and good are instructive and stimulating. It would be a valuable exercise for teachers and pupils to find, learn, and repeat anecdotes of good men and women. They should be such as illustrate the character and habits of the individuals, and exhibit conduct worthy of imitation and emulation.

V. Continued.—In the struggles and trials of others the pupil will see the path of his own self-development. "Example sheds a genial ray of light which men are apt to borrow," and also to follow. The example of the virtuous and self-denying is best shown in characteristic anecdote. It would be well if a teacher would make a note of valuable personal stories and keep them securely. A book of such sketches gathered from time to time would be a great treasure. These stories often repeated in the family, will help to create a bracing intellectual atmosphere in the home.

VI. *Literary Societies.*—During the winter months there might be a literary society formed in the district, of parents and young people, which, if properly conducted, would be very interesting and productive of much good. Their programmes might consist of debates, readings, recitations, etc. In order to have success, all connected with the society would have to do considerable studying and thinking; they would have to consult books and papers for information; hence a thirst for knowledge and a development of the thinking powers would be the result.

VII. *Hints.*—I. Every teacher who wants to make the most of his school must try to awaken thought in the district, and if he tries he will succeed.

Begin with the easy, proceed to the difficult. Attempt no more than you believe you can carry through.

Have a definite end in view, and plan and work for that end.

Remember the power to think, the habit of thinking, and the mode of thinking, are of greater value than the accumulation of facts.

Every honest effort for good by the teacher will exert a reflex influence upon himself, and while trying to help others, he himself will receive most benefit.

*Educational Notes and News.*

FOLLOWING are the Literature Selections announced for the Entrance Examinations of the coming school-year.

Examination papers will be set in Literature on passages from the following lessons in the authorized Fourth Reader:—

DECEMBER, 1888.

1. The Face against the Pane. . . . . pp. 74—76
2. From "The Deserted Village" . . . . . " 80—83
3. The Battle of Bannockburn . . . . . " 84—90
4. Lady Clare . . . . . " 128—130
5. The Gulf Stream . . . . . " 131—136
6. Scene from "Ivanhoe" . . . . . " 164—168
7. She was a Phantom of Delight . . . . . " 188
8. The Demon of the Deep . . . . . " 266—271
9. The Forsaken Merman . . . . . " 298—302

JULY, 1889.

1. Clouds, Rains and Rivers . . . . . pp. 54—59
2. Death of the Flowers . . . . . " 67—68
3. From "The Deserted Village" . . . . . " 80—83
4. The Battle of Bannockburn . . . . . " 84—90
5. Flow Gently, Swift Afton . . . . . " 98
6. Resignation . . . . . " 105—106
7. Lead, Kindly Light . . . . . " 145
8. Dora . . . . . " 137—142
9. Scene from "Ivanhoe" . . . . . " 164—168
10. She was a Phantom of Delight . . . . . " 188
11. The Heritage . . . . . " 212—213
12. Song of the River . . . . . " 221
13. Landing of the Pilgrims . . . . . " 229—230
14. Edinburgh after Flodden . . . . . " 277—281
15. National Morality . . . . . " 295—297

At each examination candidates should be able to quote any part of the selections especially prescribed for memorization as well as passages of special beauty from the prescribed literature selections. At the December examination, 1888, they will be expected to have memorized 1-8 of the following, and at each examination thereafter all of the following selections:—

1. The Short Extracts . . . (List given on page 8.)
2. I'll Find a Way or Make It . . . . . pp. 22
3. The Bells of Shandon . . . . . " 51—52
4. To Mary in Heaven . . . . . " 97—98
5. Ring Out Wild Bells . . . . . " 121—122
6. Lady Clare . . . . . " 128—130
7. Lead, Kindly Light . . . . . " 145
8. Before Sedan . . . . . " 199
9. The Three Fishers . . . . . " 220
10. Riding Together . . . . . " 231—232
11. Edinburgh after Flodden . . . . . " 277—281
12. The Forsaken Merman . . . . . " 298—302

THANKS duly felt and kindly expressed cost little and are of great worth.

WE can do more good by being good than in any other way.—*Rowland Hill.*

TO tell a lie is like the cut of a sabre; the wound may heal, but the scar will remain.—*Saadi.*

THOSE who do not give till they die show that they would not then, if they could keep it longer.—*Bishop Hall.*

THERE is little pleasure in the world that is true and sincere, besides the pleasure of doing our duty and doing good.—*J. Tillotson.*

\* Read before the East Huron Teachers' Association, at Seaford, May 17, 1888.

## Examination Papers.

EDUCATION DEPARTMENT, ONTARIO,—  
JULY EXAMINATIONS, 1888.

HIGH SCHOOL ENTRANCE.

LITERATURE.

Examiners: { JOHN SEATH, B.A.  
M. J. KELLY, M.D., LL.B.

NOTE.—Candidates will take either I or II. and either III. or IV. All candidates will take V. A maximum of 5 marks may be added for neatness.

### I.

Down stopt Lord Ronald from his tower :  
"O Lady Clare, you shame your worth !  
Why come you drest like a village maid,  
That are the flower of the earth ?"

"If I come drest like a village maid,  
I am but as my fortunes are :  
I am a beggar born," she said,  
"And not the Lady Clare."

"Play me no tricks," said Lord Ronald,  
"For I am yours in word and deed.  
Play me no tricks," said Lord Ronald,  
"Your riddle is hard to read."

O, and proudly stood she up,  
Her heart within her did not fail :  
She looked into Lord Ronald's eyes,  
And told him all her nurse's tale.

He laughed a laugh of merry scorn :  
He turned and kissed her where she stood :  
"If you are not the heiress born,  
And I," said he, "the next in blood—"

"If you are not the heiress born,  
And I," said he, "the lawful heir,  
We two will wed to-morrow morn,  
And you shall still be Lady Clare."

1. State briefly how the foregoing stanzas are connected in meaning with those that precede them.

2. Why is the title of the poem "Lady Clare," and not "Lord Ronald" ?

3. Explain the meaning of the italicized parts.

4. *Proudly stood she up!* What had been her attitude before this? Account for it, and explain why she now stood *proudly* up. What feelings should be expressed in reading the second stanza and the fourth?

5. Why might "her heart within her" have failed? Why did she look "into Lord Ronald's eyes" ?

6. At what did Lord Ronald laugh "a laugh of merry scorn" ?

Supply the words left out in l. 20. Give the emphatic words in ll. 19 and 20, and state why they are emphatic.

7. Why is "will" used in l. 23 and "shall" in l. 24 ?

8. What in Lady Clare's conduct shows her noble character ?

### II.

Sweet friends ! What the women lave,  
For its last bed of the grave,  
Is a hut which I am quitting,  
Is a garment no more fitting,  
Is a cage, from which at last,  
Like a hawk, my soul hath passed.  
Love the inmate, not the room—  
The wearer, not the garb—the plume  
Of the falcon, not the bars  
Which kept him from the splendid stars.

Loving friends ! be wise, and dry  
Straightway every weeping eye ;  
What ye lift upon the bier  
Is not worth a wistful tear,  
'Tis an empty sea-shell—one  
Out of which the pearl has gone ;  
The shell is broken—*it* lies there,

The pearl, the all, the soul, is *here*.  
'Tis an earthen jar, whose lid  
Allah sealed, the while it hid  
That treasure of His treasury,  
A mind that loved Him ; let it lie !  
Let the shard be earth's once more,  
Since the gold shines in His store !

Allah glorious ! Allah good !  
*Now thy world is understood ;*  
*Now the long, long wonder ends !*  
Yet ye weep, my erring friends,  
While the man whom ye call dead,  
In unbroken bliss, instead,  
Lives and loves you ; lost, 'tis true,  
By such light as shines for you ;  
But in the light ye cannot see  
Of *unfulfilled felicity*—  
In enlarging paradise,  
Lives the life that never dies.

1. State and explain the title of the poem to which this extract belongs.

2. How is the extract connected in meaning with the preceding context ?

3. What parts of the funeral preparations are mentioned above ?

4. Explain the meaning of the italicized parts.

5. By what, in ll. 1-10, does the poet represent the dead body ; and by what, the soul ? State, with reasons, why "hut," l. 3, is a better word here than "house," and why the poet speaks of the *plume* of the falcon.

6. Show, as well as you can, the propriety of representing the dead body as "an empty sea-shell" and as a "shard."

7. What is meant by "such light as shines for you" and by "the light ye cannot see" ? What would the speaker's friends know if they saw the latter light ?

8. What feelings should be expressed in reading this extract ? Show that in reading this extract it is necessary to pay special attention to emphasis.

### III.

*The inhabitants of the ocean are as much the creatures of climate as are those of the dry land ; for the same Almighty Hand which decked the lily, and cares for the sparrow, fashioned also the pearl, and feeds the great whale, and adapted each to the physical conditions by which His providence has surrounded it. Whether of the land or the sea, the inhabitants are all His creatures, subjects of His laws, and agents in His economy. The sea, therefore, we may safely infer, has its offices and duties to perform ; so, we may infer, have its currents ; and so, too, its inhabitants ; consequently, he who undertakes to study its phenomena must cease to regard it as a waste of waters. He must look upon it as a part of that exquisite machinery by which the harmonies of nature are preserved, and then he will begin to perceive the developments of order and the evidences of design.*

1. What is the subject of this paragraph ?

2. Give for each of the italicized expressions a meaning that may be put for it in the foregoing extract.

3. Explain how "for the same—has surrounded it" is connected in meaning with the preceding clause.

4. State, in your own words, why the sea must not be regarded as "a waste of waters."

5. What expression has the author used elsewhere in the paragraph for "look upon it," and why has he not used this expression in the last sentence ?

### IV.

*The day broke—the day which was to decide the fate of India. At sunrise the army of the Nabob, pouring through many openings of the camp, began to move towards the grove where the English lay. Forty thousand infantry, armed with firelocks, pikes, swords, bows and arrows, covered the plain. They were accompanied by fifty pieces of ordnance of the largest size, each tugged by a long team of white oxen, and each pushed on from behind by an elephant. Some smaller guns, under the direction of a few French auxiliaries, were per-*

haps more formidable. The cavalry were fifteen thousand, *drawn*, not from the effeminate population of Bengal, but from the bolder race which inhabits the northern provinces ; and the *practised eye of Clive could perceive* that both the men and the horses were more powerful than those of the Carnatic. The force which he had to oppose to this great multitude consisted of only three thousand men ; but of these nearly a thousand were English ; and all were led by English officers, and *trained in the English discipline*. Conspicuous in the ranks of the little army were the men of the 39th Regiment, which still bears on its colors amidst many honorable additions won under Wellington in Spain and Gascony, the name of Plasey, and the proud motto, *Primus in Indis*.

1. What is the subject of this paragraph ?

2. What sentences in the paragraph describe the army of the Nabob, and what sentences describe that of Clive ?

3. Give for each of the italicized expressions a meaning that may be put for it in the foregoing extract.

4. Distinguish the meanings of "sunrise" and "daybreak," "tugged" and "drawn," and "ordnance" and "guns."

5. In what other order might the parts of the first and the last sentence be arranged, and why has the author preferred the order above ?

6. Why has the author repeated the word "English" in the sentence before the last ?

### V.

Quote

(1) The lines on Love of one's Native Country or those on True Worth ; and

(2) The description of the thunder storm in "The Face Against the Pane," or the Merman's description of his visit to the "little gray church on the hill."

## Question Drawer.

No notice will be taken of any question unless accompanied with the real name and address of the inquirer.

IF a teacher's professional third-class certificate holds good only till the end of 1888, is he qualified by law to teach in a public school the following year, if he has passed the Arts Examination of the first year in Toronto University?—ENQUIRER.

[No. He may apply through a County Inspector for an extension of his third-class certificate.]

IF a person who is sixteen years old attends a model school, passes the required examination, and teaches on a permit till he is eighteen years old, and then receives his professional third-class certificate, will it qualify him to teach three years longer, making five in all, or only three years after going through the model school?—"ENQUIRER."

[He can teach three years on his certificate under any circumstances.]

(a) ARE the Toronto and Ottawa Normal Schools free to students? If not, what charges are made?

(b) Have students to present their non-professional certificates in being admitted?—M. O.

[They are free to such students as are eligible for admission. For conditions of entrance write to Secretary of Education Department for a blank form of application. As to your other questions, the Supplement Company has removed to 50 Bromfield Street, Boston, Mass. The manuals are still published monthly. Write the company at above address.]

1. Is cistern water healthy for the use of children in school, and what is the best method of building said cistern so as to keep the water in a healthy and pure state?

2. If the water should have to be filtered, what is the best method of doing it? You will please notice that the water to fill the cistern will come from the roof of the school house, and the cistern must be built outside of the house, and the water conducted through pipes into the cistern.

3. What is the best material to paint a blackboard with so as to have a good black, and that which will give clear and distinct letters?

[1. We do not think such water is fit for drinking or that its use should be permitted. One of the first requisites of every school site should be a good spring or well of pure water easily accessible. The cistern water is objectionable for two reasons: First, being caught from the roof, it necessarily carries with it all the dust, smoke, vegetable and animal matter, etc., which accumulate on the roof. Second, being retained in a cistern for an indefinite length of time, it inevitably becomes more or less stagnant. N.B.—You, or your trustees, should send to the Education Department for a copy of the pamphlet on School Architecture and Hygiene. 2. Approved filters can be purchased at a moderate cost, but no amount of filtering can make the cistern water fit to drink. 3. Liquid preparations of slate for the purpose may be had of dealers in educational apparatus.]

1. WHAT are the qualifications that a teacher must have before he can be head master in a High School?

2. Are such teachers plentiful? Is there any danger of there being an over-supply of them?

3. Can a person who passes the Matriculation Examination for Arts in one university enter another university without passing an examination there?

4. How many colleges are there in Ontario that give the degree of B.A., and where are they?

5. Is the course of study the same in them all?

6. Is there any preference among them; if so, which is best?

7. Where could I get a good collection of problems for pupils who have just learned the four simple rules in arithmetic?—“READER.”

[I. (a) A degree in Arts obtained after a regular course of study from any chartered university in the British dominions. (b) One year's successful teaching either as assistant master in a High School, or in a college or a private school. 2. We should say “Yes.” The number of High Schools is necessarily limited. 3. Most Canadian universities admit students of other Canadian universities to the same standing. 4. Besides the Provincial University at Toronto, there are four, viz., Victoria (Wesleyan), at Cobourg, Queen's (Presbyterian), at Kingston, Trinity College (Episcopalian), at Toronto, and the College of Ottawa (Catholic), at Ottawa. The Western University at London has a charter, but no Arts Department. McMaster (Baptist), is in Toronto, but the Arts Department will not be opened for two or three years. 5. No. Each arranges its own course. They will all, no doubt, send their calendars and courses on application. 6. We prefer to offer no opinion. Ask us something easier. 7. Send to any of the booksellers who advertise in the EDUCATIONAL JOURNAL.]

THE following resolutions were passed unanimously at the West Huron Teachers' Association meeting, held in Exeter, on the 25th and 26th of May last:—

I. Resolved: That it is the opinion of this Association that each Public School should be supplied with a copy of the School Law and Regulations, said copy to remain in the school-room for reference by the teacher.

II. That each Public School teacher should be notified of all new regulations affecting Public and High Schools, either through the Inspector or otherwise.

III. That the present method of distributing the Public School grants does not satisfactorily remunerate the standing of our schools, and that the Minister of Education be requested to authorize the distribution of these grants on these bases:—Certificate of teacher, condition of school house and premises, average attendance, and amount of salary paid teacher.

IV. That the present Constitution of the Public School section of the Ontario Teachers' Association is not a properly representative one, and would recommend that said section be composed of Public School teachers only, and that each Inspectorate be allowed one delegate, or one for every hundred teachers or less.

V. That the Public School History is not suitable as a Text Book to be placed in the hands of the pupils, chiefly for these two reasons:—1st. It is a dry abridgment, a dull compendium, which pupils will not read, except as task-work. 2nd. The language is difficult, and requires too much explanation.

GEO. W. HOLMES,  
Sec.-Treas. W.H.T.A.

### School-Room Methods.

#### A BUSINESS METHOD OF ADDING.

HERE is a business method of addition which may be new to some of the readers of these pages.

\$9246 21	26
2121.33	23
2.46	12
32.98	15
1940.25	14
1221.33	13
	\$14,564.56

Add each column independently of the other columns. Thus the sum of the numbers in the first column is 26; in the second, 23; in the third, 12, and so on. This method is largely made use of by civil service employees, bank clerks, and others who handle large sums of money. A clerk who has to add a column of figures behind a wicket and listen at the same time to the talk of half a dozen persons who are waiting their turn in front of him, must of necessity exercise the greatest of care. He can prove his work and detect the exact location of an error by this method much more easily than by any other.—*Popular Educator.*

#### COMMON SENSE IN ARITHMETIC.

ARITHMETIC teaching is settling down more and more to a common sense basis. We have recently, as chairman of a committee, examined a number of text books on this subject, with a view of selecting one for introduction. We were, in discharging this duty, more than agreeably surprised to find that many of the authors have caught the spirit of the age, and are mixing a considerable amount of common sense into their methods of teaching.

We found common sense problems like the following:

1. Find the cost of a board walk from the door to the street, by determining what the width and length of the walk would be, and learning the cost of the lumber per square foot.

2. How many tons of ice can be gathered from a pond near the schoolroom. Measure the pond, the thickness of the ice, and weigh a square foot of it.

3. Find how many pupils are absent from school, and tell what per cent. of the entire school this is.

4. Write a time note, payable to some one, and endorse it in blank.

5. Ascertain, as nearly as you can, what the cost of boarding or clothing a school boy or girl will be, and calculate how much money must be placed on interest at five per cent. to meet this expense.

6. Find out which would be the more profitable, to buy the house in which you live (or your neighbor) and pay interest at five per cent. on the cost, together with repairs, taxes, insurance, etc., or to rent it at present rates.

7. Try the experiment of ascertaining the height of a steeple by measuring the length of its shadow, and the length of a stick or post, the length of which can be measured above ground.

8. Find how many cords of wood can be piled in your woodshed.

9. Make a cubical box and calculate how much water it will hold. Verify your result by actual measurements, with quart, pint and gill measures.

10. Count the crayons in the box when full and then determine how many a similar box, measuring four times as long, wide and high, will hold.—*S. W. Journal of Education.*

### LESSONS TO DEVELOP IDEAS OF NUMERATION.

#### FIRST STEP.

WHEN the first steps in Numeration are undertaken, the teacher may write a column of figures on the blackboard like the one marked *a*:

<i>a.</i>	<i>b.</i>	<i>c.</i>	<i>d.</i>	<i>e.</i>
0	00	10	20	30
1	10	11	21	31
2	20	12	22	32
3	30	13	23	33
4	40	14	24	34
5	50	15	25	35
6	60	16	26	36
7	70	17	27	37
8	80	18	28	38
9	90	19	29	39

FIRST EXERCISE—The children may be taught to read the column *a* as representing objects, thus: “No ball, one ball, two balls, three balls, four balls, five balls,” etc. Then as “No apples, one apple, two apples, three apples,” etc. Then as “No cent, one cent, two cents, three cents,” etc. When the pupils have read these numbers in this concrete form several times with different objects, the teacher may tell them that there is another name—*unit*, which means a single thing—that may be used with these figures. We may read this column “No unit, one unit, two units, three units, four units,” etc.

When the children have become familiar with column *a* as *units*, the teacher may take the numeral frame, and place ten balls in a group on one wire, and call it *one ten*. Next another group of ten balls may be placed on the next wire, and both together called *two tens*. Then another group of ten balls may be placed on the next wire, and the three groups called *three tens*.

ILLUSTRATE TENS WITH BUNDLES OF STICKS.—At this stage the teacher may provide several small sticks, about the size of common matches. In place of sticks, slips cut from cards might be used. Taking several single sticks, request the pupils to count *ten*; then tie these up in a bundle, and call it *one ten*. Let them count ten more, and tie them up as before, and call it *one ten*. Placing the last bundle by the side of the first one, say, Here are *two tens*. Proceed in the same way until five or six bundles have been made.

Now take single sticks and the bundles of ten, and place them in groups to correspond with the figures on the blackboard, thus:

*One ten for 10.*

*One ten and one stick for 11.*

*One ten and two sticks for 12.*

*One ten and three sticks for 13, etc.*

Now the teacher may write a column of figures on the blackboard by the side of column *a*, arranged as in column *b*. The 10 in this column may be shown to represent one group of ten balls; the 20, two groups of ten balls; the 30, three groups of ten balls, etc. Then, pointing at the figures in this column (*b*), it may be read by the teacher, and then by the pupils, as follows, viz.: “No ten, one ten, two tens, three tens, four tens, five tens, six tens, seven tens, eight tens, nine tens.”

SECOND EXERCISE.—With the second exercise the teacher may point to column *a*, and request the pupils to read it as follows, viz.: “No unit, one unit, two units, three units,” etc. Then to read column *b*, as “No ten, one ten, two tens, three tens, four tens,” etc.

Next the teacher may write column *c* on the blackboard, and teach the pupils to read it as follows, viz.: “One ten, one ten and one unit, one ten and two units, one ten and three units, one ten and four units,” etc.

The same column (*c*) may also be read as follows, viz.: “Ten, one ten; eleven, one ten and one unit; twelve, one ten and two units; thirteen, one ten and three units,” etc.

THIRD EXERCISE.—Column *d* may now be written on the blackboard, and the pupils taught to read it as follows, viz.: “Twenty, two tens; twenty-one, two tens and one unit; twenty-two, two tens and two units; twenty-three, two tens and three units; twenty-four, two tens and four units,” etc.

Next let column *e* be placed on the blackboard, and read in the same manner. Then the other numbers from 40 to 99 may be written, and read in a similar way.—*Calkins.*

Mathematics.

CORRESPONDENCE.

JUDGING from the large number of letters received, the EDITOR has abundant reason to conclude that this column has hit the golden mean and proved interesting and useful to the readers of the JOURNAL. *Inquirer's* problems in the June number have elicited a vast number of solutions. The following are selected for publication. The Editor has taken the liberty of improving the *form* in some cases with a view to the "wants and woes" of a junior class, which can generally grasp whole numbers more comfortably than fractions.

4. By S. L. MARTIN, Waterloo.

Men and boys can do pieces of work in days  
 1 " 8 " " 1 " " " 18  
 ∴ 1 " 8 " " 10 " " " 180 (a)  
 ∴ 2 " 16 " " 20 " " " 180 (b)  
 Again, 2 " 5 " " 1 " " " 20  
 ∴ 2 " 5 " " 9 " " " 180 (c)  
 ∴ (b - c) " 11 " " 11 " " " 180  
 or 1 " " 1 " " " 180 (d)  
 i.e. 8 " " 8 " " " 180  
 Hence 1 " " 2 " " " 180 (from a)  
 ∴ 1 " 1 " " 3 " " " 180  
 ∴ 1 " 1 " " 1 " " " 60 ANS.

5. By E. M., Kirkfield.

Men and women do pieces of work in days  
 7 " 5 " 1 " " " 2 2/3  
 ∴ 7 " 5 " 3 " " " 8  
 ∴ 21 " 15 " 9 " " " 8  
 ∴ 21 " 15 " 315 " " " 280 (a)  
 Again 3 " 8 " 1 " " " 3 1/3  
 ∴ 3 " 8 " 43 " " " 140  
 ∴ 3 " 8 " 86 " " " 280  
 ∴ 21 " 56 " 602 " " " 280 (b)  
 ∴ (b - a) " 41 " 287 " " " 280  
 or 1 " 7 " " " " 280  
 i.e. 1 " 1 " 1 " " " 40  
 ∴ 5 " 5 " " " " 40  
 or 5 " 1 " " " " 8  
 ∴ 7 " 2 " " " " 8 (from a)  
 or 7 " 1 " " " " 4  
 1 " 1 " " " " 28  
 i.e. 1 " 10 " " " " 280  
 ∴ 1 " 1 " 17 " " " 280  
 ANS. 16 2/3 days.

NOTE.—These solutions are given in full and require more lines of writing than the ordinary fractional solutions. But they require less technical knowledge and do not involve any "mystery" that cannot be clearly unfolded to a junior third class. Perhaps there is no greater educational heresy than to suppose that the shortest solution is the best for a junior class. Pupils often learn to say "they do the work in 2 2/3 days = 8/3 days, hence 8/3 of the work in 1 day," without at all comprehending the force of that "miraculous" inversion of the fraction. A good training in long, full solutions with whole numbers is a good mathematical propædetic.

6. By the EDITOR.

"Three men" should read "3 women." Problem spoiled.

3 women and 2 boys do 1 1/2 in 1 day  
 And, 2 " " 3 " " 1 1/2 " 1 "  
 ∴ 5 " " 5 " " 1 1/2 " 1 "  
 ∴ 1 " " 1 " " 1 1/2 " 1 "  
 ANS. 17 1/2 days.

7. By H. HART, Franklin.

Had he spent only 1/3 of the remainder he would have had 600 + 900 = 1500 left, and this = 2/3 remainder.  
 ∴ Remainder = 2700.  
 Had he spent only 2/3 of his money he would have had 2700 + 300 = 3000, and this = 2/3 of his money.  
 ∴ Money = 5000

8. MRS. IDA N—, Bloomington, Ill.

10 men can do the work in 12 days.  
 10 " " " 1/2 " " " 4 "  
 10 " " " 1/3 " " " 8 "  
 But, 10 " and 3 boys do 2/3 work in 6 days  
 ∴ 3 boys for 6 days = 10 men for 2 days = 1/3 work,  
 ∴ 1 boy for 1 day = 1/3 work.

9. By J. MCD., Carleton Place.

2/3 of remd. cost 400 - 40 = 360 ∴ remd. cost 540  
 ∴ 12 boxes cost 600 - 540 = 60 ∴ 1 box is worth 5.  
 Hence number boxes = 600 ÷ 5 = 120.

H. HART. You will find two solutions to your problem on the second column of the January number.

E. RICHMOND, Marnoch, contributed elegant solutions to several of these problems.

Solutions to Mr. Linton's debenture problem by "ELGIN."

1. C receives 4 times 500 + 120 + 90 + 60 + 30, or 2300 in all.

For this he pays 2040 + int. on unpaid portions of this,

i.e. on 2040 for 1st year  
 " 2040 - 620 for 2nd year  
 " 1420 - 590 " 3rd "  
 " 830 - 530 " 4th "  
 i.e. int. for 1 year on 4560  
 ∴ 1 year's int. on 4560 + 2040 = 2300  
 ∴ I " " " 4560 = 260  
 ∴ I " " " 100 = 2 2/3 \* 100 = 5 2/3 %  
 ∴ Rate = 5 2/3 %

2. If C borrows the money and invests until last payment be made and invests what he receives in a sinking fund, he pays

2040 + 4 year's int., or 1 year's int. on 8160  
 He receives  
 (500 + 120) + int. for 1 year  
 (500 + 90) + " " 2 "  
 (500 + 60) + " " 1 "  
 500 + 30  
 i.e. 2300 + int. on 3600 for 1 year  
 ∴ 2040 + 1 year's int. on 8160 = 2300 + 1 year's int. on 3600  
 ∴ 1 year's int. on (8160 - 3600) = 2300 - 2040 = 260  
 ∴ I " " " 4560 = 260  
 ∴ I " " " 100 = 2 2/3 \* 100 = 5 2/3 %  
 Rate = 5 2/3 % "ELGIN."

Solutions of the following problems are required:—

1. By X, Sunderland.

A customer bought tea and paid \$73.92 to his grocer for it; but the latter gave him only 14 1/2 ounces for a pound. How much does the grocer owe the customer?

2. By H. CAMPBELL, New Rockland, P. Q.

Sent my agent 2000 bushels of wheat which he sold on commission at \$1.20. He charges 4% commission for investing the net proceeds in silk after deducting both commissions. His whole commission is \$500; find the rate at which the first commission was charged.

3. A person, trotting at the rate of 10 miles an hour, directly towards a spot where minute guns are being fired, noticed exactly 18' 45" between the first and twentieth reports. What is the velocity of sound?

4. A rectangular park, one side of which is twice as long as the other, contains 500 acres; there is a road running round its outside which contains 32,900 square yards. How wide is the road?

5. A triangle whose altitude is 60 feet is divided into two equal parts by a straight line parallel to the base. Find the perpendicular distance between this line and the base.

6. Show that the following is incorrect: Parallel straight lines are such as do not meet, however far they may be produced.

7. A farmer sold two loads of wheat, each load containing 65 bushels. He received 12 cents per bushel more for one load than for the other. The amount received for one load was \$4.20 more than the amount received for the other load. What was the price per bushel of each load?

8. By ———. If a hen and a half lay an egg and a half in a day and a half, how many eggs will six hens lay in 7 days? We add the following which is due to a celebrated Cambridge Don:

9. Two walrus standing at opposite ends of a revolving plane wink alternately with their right and left eyes at a small elephant rolling a sphere up a perfectly rough plane—the elephant being so small that his weight may be neglected; find the centre of gravity of the whole system.

In 1877 the second-class paper on statics contained the following question:—"Define the centre of gravity and explain a practical method of finding it." One candidate made the following answer:—"The centre of gravity is that point within the earth towards which all things are drawn."

To find it practically:—Take a cat and throw her up into the air, and observe that the cat always lights on her feet, thus showing that the centre of gravity is in the cat's feet.

N.B.—It must not be supposed that the centre of gravity of all substances can be found in this way. Perhaps this acute answer may throw some light on problems 8 and 9. *Au revoir.*

THE eternal stars shine out as soon as it is dark enough.—*Carlyle.*

For Friday Afternoon.

A MAN'S A MAN FOR A' THAT.

"A MAN's a man," says Robert Burns,  
 "For a' that, and a' that;"  
 But though the song be clear and strong,  
 It lacks a note for a' that.  
 The lout who'd shirk his daily work,  
 Yet claim his wage and a' that,  
 Or beg when he might earn his bread,  
 Is NOT a man for a' that.

If all who "dine on homely fare"  
 Be true and brave and a' that,  
 And none whose garb is "hodden grey"  
 Was fool or knave or a' that,  
 The vice and crime that shame our time  
 Would disappear and a' that,  
 And ploughmen be as good as kings,  
 And churls as earls for a' that.

But 'tis not so; yon brawny fool,  
 Who swaggers, swears, and a' that,  
 And thinks because his strong right arm  
 Might fell an ox and a' that,  
 That he's as noble, man for man,  
 As duke or a lord and a' that,  
 Is but an animal at best,  
 And NOT a man for a' that.

A man may own a large estate,  
 Have palace, park, and a' that,  
 And not for birth, but honest worth,  
 Be thrice a man for a' that:  
 And Donald herding on the moor,  
 Who beats his wife and a' that,  
 Is nothing but a brutal boor,  
 Nor half a man for a' that.

It comes to this, dear Robert Burns,  
 The truth is old and a' that,  
 "The rank is but the guinea's stamp,  
 The man's the gowd for a' that;"  
 And though you'd put the self-same mark  
 On copper, brass and a' that,  
 The lie is gross, the cheat is plain,  
 And will not pass for a' that.

For a' that and a' that,  
 'Tis soul and heart and a' that  
 That makes the king a gentleman,  
 And not his crown and a' that;  
 And whether he be rich or poor,  
 The best is he for a' that  
 Who stands erect in self-respect  
 And acts the man for a' that.

—Charles MacKay.

COLD WATER BOYS.

(FOR ONE BOY OR A CONCERTED RECITATION BY ANY NUMBER.)

WE are a band of temperance boys,  
 Our drink is cold water!  
 No whiskey and no rum for us,  
 No beer, no ale, no porter.

We pledge ourselves to drink no wine;  
 Nor handle, touch, nor taste  
 The foe that steals men's brains away,  
 And runs their life to waste.

Come join our ranks, boys, big or small,  
 Against strong drink to fight,  
 We're sure to win, though sharp the fray,  
 For victory's with the Right.

—S. W. Jour. of Ed.

TELL but once concerning anything in government. Twice told is too much by one-half, and thrice told is worse than not told at all. Once told, if understood, is enough, and once telling will generally suffice. Tell it in a firm, medium or low tone of voice, and let the eyes say the same thing. A very slight punishment will suffice if given at the second offence. It is not so much the severity of the punishment as the certainty of it that prevents.—*L. P. Cravens.*

*Hints and Helps.*

HINTS FOR TEACHERS.

1. WITH beginners in every study, the first processes must be learned slowly and very thoroughly by long continued reiteration. The important point is not how much, but how well.
2. Make the text-book subordinate to skilful teaching. The book is designed only as an aid both to pupil and teacher.
3. You can best show your pupils how to study a lesson by going over it with them in advance. In many lessons pupils do not know what to study or how to study.
4. Make the lessons short.
5. As a rule, when conducting a recitation, stand. "In Germany," says Horace Mann, "I never saw a teacher hearing a recitation with a book in his hand, nor a teacher sitting while hearing a recitation."
6. Use your eyes. Look your pupils in the eye when you question them, and make them look you in the eye when they answer.
7. Keep your voice down to the conversational key.
8. Lighten up your class with a pleasant countenance.
9. Have something interesting to say to your pupils at every recitation.
10. In general, put your questions to the whole class in order to make every pupil think out the answer; then after a pause, call upon some pupil to give it.—*Cincinnati School Journal.*

QUESTIONS.

- Do your pupils pass to and from the recitations in a quick, prompt and orderly manner?  
 Do they scramble out at recess like a flock of sheep?  
 Do they keep their books and desks in good order?  
 Are there pieces of paper lying around the desks?  
 Do they spit on the floor?  
 Has each one who uses ink a good pen-wiper?  
 Do they throw ink on the floor?  
 Do they wipe their pens on their pen-wipers or on their hair?  
 Do you insist on clean hands?  
 Do they wipe their shoes on the mat as they come in?  
 If there is no mat will you get one?  
 If there is no scraper will you see that one is provided?  
 Do your pupils speak to you respectfully?  
 Do they call each other rude names?  
 Are you sure that there is no swearing on the play ground?  
 When your pupils speak to you do they start off with "say"?"  
 Do they say, "I done it," "I seen it," etc.?  
 Do you make them use good English in their recitations?  
 Do they scrawl rude scrawls on the blackboard?  
 Do they mark on the walls with pencils?  
 Do they steal crayons and mark on the fences as they go home?  
 Do you teach them the proper way to behave in the streets?  
 Do you allow bullying on the play ground?  
 Do you set them an example of refined courtesy?  
 Do you think more of manliness than book-knowledge?—*Country and Village Schools.*

PROMISSORY NOTES AND DRAFTS.

BY F. W. JOHNSON, F.C.A.,

*Principal, Ontario Business College, Belleville.*

A PERSON has become indebted to you either for goods sold or work done, and you have duly placed the amount to his debit in your ledger, but you find that it will be much more advantageous to you to have this resource or asset of your business in another form, so you obtain from your debtor his promissory note, or get him to accept your draft. Should you desire that the amount owing to you be paid to some one to whom you are indebted then you will draw the draft payable to his order. Your object in obtaining the written obligation is threefold:—

1st. It is in itself an evidence of the debt, requiring no confirmation (unless the signature be challenged) nor proof of the consideration given for it, nor the production of the original entry.

2nd. It fixes a definite time, and usually a stated place, for the payment, so that the holder, when it falls due, will not have the trouble of hunting up the maker, nor the maker of finding the holder. The former having provided the funds at the place where he promised to pay it, the holder has simply to present it there and obtain them, a matter of much convenience to both parties.

3rd. It is an instrument upon which, after endorsing it, you may borrow money from a bank or private lender. This is called discounting. In other words, by the medium of the bill or note as security you obtain the use of other people's capital, paying therefor a discount from the face of the instrument, which is the simple interest in advance upon the whole amount for the time it has to run.

A promissory note is a written promise to pay, without any conditions, a specified sum of money on demand, or at a fixed or determinable future time. The person who gives a note is called the drawer, promissor, or maker; the person in whose favor it is drawn is called the payee; if he signs his name upon the back for the purpose of transferring or guaranteeing it, he becomes the endorser, and if he names the person to whom he transfers it the latter is called the endorsee; either of these, or any one in possession of a note, may be called the holder.

FORMS OF NOTES.

Notes may be made (1) non-negotiable, (2) negotiable by endorsement, (3) negotiable without endorsement. The first is made payable to the individual only, and can only be transferred by assignment, which carries with it all offsets and legal defences that may exist between the original parties; the second is transferred by endorsing, which makes the endorser liable for payment in the event of the maker failing to pay; the third is transferred by simply handing it over, just as a bank note is passed from hand to hand.

A NON-NEGOTIABLE NOTE.

BELLEVILLE, October 26, 1886.

\$100.00

Three months after date I promise to pay to William McCabe, at the Bank of Montreal here, the sum of One Hundred Dollars, for value received.

JOHN SMITH.

A NOTE NEGOTIABLE BY ENDORSEMENT.

TORONTO, October 26, 1886.

\$387.80

Five months after date I promise to pay to the order of E. A. Wills the sum of Three Hundred and Eighty-Seven  $\frac{80}{100}$  Dollars, at the Canadian Bank of Commerce in Toronto, for value received.

JOHN SMITH.

A NOTE NEGOTIABLE WITHOUT ENDORSEMENT.

HAMILTON, October 26, 1886.

\$50.00

Thirty days after date I promise to pay William Green or bearer, at my office in Hamilton, the sum of Fifty Dollars, for value received.

JOHN SMITH.

A NOTE PAYABLE ON DEMAND.

MONTREAL, October 26, 1886.

\$35.00

On demand, for value received, I promise to pay to the order of W. B. Robinson, the sum of Thirty-Five Dollars.

JOHN SMITH.

A JOINT AND SEVERAL NOTE.

BELLEVILLE, October 26, 1886.

\$75.00

Six months after date we jointly and severally promise to pay to the order of S. G. Beatty the sum of Seventy-Five Dollars, at the office of the Dominion Bank in Belleville, for value received.

HENRY BROWN,  
 JOHN SMITH,  
 JAMES G. LEONARD.

The holder of a joint and several note has recourse against all the makers, individually and

collectively. Should he be obliged to sue, and recover the amount from one of the parties, he would have recourse against the others for their proportions.

AN ACCOMMODATION NOTE

is one on which a person lends his name as an endorser, to enable the maker to borrow money upon it. It flatters some men's vanity to be told that such and such a bank would discount a note if they would put their name on the back of it, and in a moment of weakness they assume a liability for another which, very often, they can only be freed from by paying. To endorse and borrow money upon a note that one holds against a debtor is assuming no risk beyond what was incurred when the debt was contracted.

FORM OF AN ACCOMMODATION NOTE.

William Brown has obtained John Smith's consent to endorse a note on which he proposes to borrow money, or intends to give a creditor who is pressing him for security for a debt. Such a note is not drawn to the order of the lender or creditor but to that of the endorser, that he may be held as first security after the maker.

BELLEVILLE, October 26, 1886.

\$150.00

Three months after date I promise to pay to the order of John Smith, at the Bank of Commerce here, the sum of One Hundred and Fifty Dollars, for value received.

WILLIAM E. BROWN.

LEGAL RATE OF INTEREST.

The rate of interest that can be legally collected upon an over-due note, or any debt, on which the rate is not fixed by agreement, is six per cent. per annum. It is important when drawing a note that is to bear a higher rate than six per cent. that the words UNTIL PAID be inserted. If they, or words to the same effect, are not inserted, the note would bear interest at the higher rate till maturity, but after that only the legal rate.

There is no usury law in this country, nor is it desirable that there should be. Money, like any other commodity, will bring for its use to the owner usually just what it is worth, considering the risk run and the demand and the supply. If a lender is content with a fair rate of interest he can readily find borrowers with good security to offer, and the grasping man can find customers too who will promise a high rate of interest, but offer poor security for the fulfilment.

DAYS OF GRACE.

The custom among merchants has established the practice, which is recognized in law, of allowing three days of grace upon all promissory notes, drafts, and bills of exchange not payable on demand. No time bill is legally due until the days have expired. In preparing to meet your own paper, or in presenting for payment that of your customers, bear this fact in mind, and be careful when entering the due dates in your bill book to add the three days of grace. To illustrate: A note given at three months from October 26 would not fall due till January 29. A note given at ninety days from October 26 would not fall due till January 27.

POWER OF ATTORNEY.

It is customary for firms to grant to their managing accountants the power to draw bills, sign notes, accept drafts, draw cheques, and generally transact their financial business. This authority is conveyed and exercised under a document called a Power of Attorney. It may be special or general—special in confining the exercise of it to a limited number of acts, general by the conveyance of the authority to act for the firm in carrying on its ordinary financial operations. The usual way for a person who is acting under a power of attorney to sign business papers is to sign the firm name and place his own underneath with the words "per pro" or letters "P.P." before it, thus:

J. C. MORGAN & Co.  
 Per pro J. W. Johnson.

The abbreviations stand for the phrase "by procuration."

(To be Continued.)



*Editorial.*

TORONTO, SEPTEMBER 1, 1888.

## SUMMER EDUCATIONAL MEETINGS.

The teachers of this Province do not lack opportunities for the discussion of matters relating to their professional work. County institutes are held in all inspectoral districts once, and in many districts twice, every year. That these institutes are doing in the aggregate a valuable and important work is beyond doubt. By means of them the teacher, otherwise isolated, is brought into touch with the progress of the time. The younger teacher profits by the experience of those who have been longer in the profession, the older teacher rekindles the half-extinct fire of enthusiasm at the torch of his more youthful fellow-worker, and all are benefited by the "pooling" of contributions through the medium of pedagogical discussions. But this system would be incomplete without opportunities for the meeting of teachers from areas wider than the county, and such opportunities are provided. This year three of these call for notice, the most important being the meeting of

## I.—THE PROVINCIAL TEACHERS' ASSOCIATION.

The convention of this now venerable body this year was not in any way exceptional, but it showed no falling off in interest or usefulness. The devotion of the county institutes to almost purely pedagogical work has enabled the Provincial Association to give up its time very largely to the discussion of educational policy and educational machinery, and in our opinion it has acted wisely in so doing. The session is too short to do even that work well, and it is fairly open to question whether time might not be profitably economized by dispensing with the quasi-popular evening addresses which have always been a feature of the Association's programme. What the teachers have to say to each other in such a convention is, as a general thing, of greater importance than what any outsider can tell them, unless he also is a practical educationist. The "entertainment" idea, at least, should be abandoned. If the convention could in this way save Wednesday and Thursday evenings for practical work and continue its session so as to include Friday of the week of meeting, the work of the Association would be more satisfactorily done. If some improvement cannot be made along this line, then it would be well to include fewer topics in the programme, and allow more time to each. Some interesting discussions are always cut short to the great detriment of the Association's work, and now and then resolutions are hastily adopted to the like detriment of its influence.

The most important topic of discussion this year in the general meeting was the constitution of the Association itself. Heretofore, membership has been entirely an individual matter, and the qualification has been very indefinite. An

attempt was made this year to give the Association a representative character, or rather to add a representative element. The matter was made the subject of an able paper by Mr. Merchant, of Owen Sound, and both this paper and the report of a committee to which it was referred were ordered to be printed in the minutes. There the question rests for the present.

One of the most interesting topics dealt with was the feasibility of introducing agriculture into the Public School programme. Mr. Shaw, Editor of the *Live Stock Journal*, read an able paper on the subject, and this was supplemented by a no less able address from the Hon. Charles Drury, the recently appointed Minister of Agriculture. That something will be attempted in this direction at no distant day seems quite certain, and in order that no mistakes may be made the Provincial Association would do well to devote to it a good deal of attention. Mr. Shaw's description of what a good text-book should contain was so felicitous as to be highly suggestive of his own fitness for the task of writing it. On one point at least he is, beyond controversy, sound—such a book for use in Ontario schools must be prepared by a practical Ontario agriculturist.

With the exception of the ever-recurring outcry about the results of the Departmental Examinations, nothing happened this year to indicate that there is any friction between the Education Department and the teaching profession. As the candidates for these examinations are trained for the most part in the High Schools, the complaints were heard chiefly in the High School Master's section. They were on two quite distinct lines,—(1) criticism of some of the papers set by members of the Central Committee, and (2) fault found with the work of the sub-examiners. There can be no doubt of the defective character of some of the papers, and it seems not a little singular that the Department should allow a grievance that can be easily remedied to go so long unredressed. The Central Committee is made up chiefly of High, Public, and Separate School Inspectors; but the fact that these gentlemen are good officers in their particular line does not imply that they are also good examiners. Especially is it dangerous to infer that because a man is a good inspector he can therefore do expert work in the preparation of a paper in Latin, French, or German. No one who is not a thoroughly and recently trained scholar should be allowed to touch these subjects, or English, for the teaching of them is now very different from what it used to be. The complaints this year were chiefly against third-class papers, and this suggests the expediency of getting the University Examiners, who prepare the second-class papers, to prepare also those for third-class candidates in all subjects with which they have to deal.

The defects of the "sub-examiner" system are not so easily disposed of. The number of candidates is now so large that many sub-examiners must be employed, and this means that not a

few will in each year be found inefficient, no matter how carefully they may be selected. The problem is so difficult of solution that it would apparently be better for the Department to send the third-class candidates back to County Boards, taking certain precautions about the organization of these bodies, and limiting the validity of each non-professional certificate to the county in which it is granted. By such a system the services of High School Masters might be secured, and these would undoubtedly be the most competent examiners, as they are the teachers of the subjects and of the candidates. The experiment of centralization in the matter of third-class certificates has been tried for several years, and it never failed so disastrously before as it has done this year. If the Minister of Education is disposed to do a good service, alike to himself and to the cause of education, he will devise some means by which the third-class examination may be safely decentralized again.

One of the most important matters discussed this year at the Convention was the relation of secondary to university education. It is much to be regretted that representatives of our universities are not present at these discussions, for it seems impossible to bring the two grades of education into more complete harmony except as the result of conference. The complaint of the High School masters is that the Arts Curriculum of the Provincial University is not as useful as it should be in securing that the graduates who become teachers shall have the necessary culture. It would be useless to enter here into the specific defects alleged by the teachers, but the indictment is a somewhat formidable one, covering chiefly the ground of classics, science, and English. In the last named subject the University Curriculum is unquestionably far behind the times, and if anything can arouse the Senate to a sense of this fact, it should be the demand of the teachers for better opportunities for preparation for their work. It is impossible for a student to become a first-class English scholar, in the sense in which that term is used in all the leading universities of America, Great Britain, and Australia, without reading a great deal more than the University of Toronto requires him to read. This state of affairs is little short of scandalous, and as the time has almost arrived for a revision of the Curriculum, the Senate will do well to pay some heed to the demand of the teachers.

## 2.—THE PUBLIC SCHOOL INSPECTORS' MEETING.

The Minister of Education inaugurated a useful practice this year, when he invited all the Public School Inspectors of the Province to meet in Toronto and offered to pay their expenses for this purpose. It would be hard to overestimate the influence of the inspectors on the work of education, and yet inspectors of counties are peculiarly liable to deterioration from isolation. While it would be in the last degree undesirable to enact an artificial uniformity of method in school inspection, it must be admitted that in no line of educational work is a comparison of

methods likely to be more useful to those who are engaged in it. The Convention lasted for three days, and as the discussions were of the most informal kind the proceedings were never allowed to flag. Much of the success of the experiment was due to the tact of the Minister of Education, who presided over the meeting, and whose past experience as a teacher and an inspector qualified him for the position. If Mr. Ross can see his way clear to calling another such meeting, say two years from now, he will, no doubt, find ample justification for the expenditure of public funds in connection with the late meeting. The intervening year might well be given up to a similarly called meeting of Principals of Collegiate Institutes and Head Masters of High Schools, a cordial invitation being extended also to representatives of Ontario Universities, say three from each. The relation between secondary and higher education would be improved as the result of the deliberations of such a meeting, and the Minister could preside as effectively over it as over the one just held.

### 3.—THE NIAGARA ASSEMBLY.

This is the official title of the Canadian branch of the Chautauqua Assembly, which has its headquarters on the shore of Chautauqua Lake in Western New York. The nature of the work undertaken and carried out by the parent institution cannot be described here at any length. Suffice it to say that no teacher who wishes to keep himself acquainted with educational movements can afford to ignore it, any more than the churches can afford to ignore the Salvation Army. One important feature of the Chautauqua programme is what is called a "Teachers' Retreat." This means three weeks of quiet resort at a pleasant lakeside home, combined with enough of recreation of an intellectual kind and of professional self-improvement to prevent life from becoming monotonous. The Niagara Assembly has this year initiated a similar feature in its programme. The work included courses in Calisthenics, Kindergarten Exercises, Drawing, Elocution, Botany, and methods of teaching Algebra, and English. A much more elaborate programme will be attempted next year. In short, the announced intention of the management is to provide a teachers' institute of some week's duration, at a beautiful and historical spot, where boating, bathing, and other recreations can be enjoyed to an unlimited extent. The Assembly's grounds are close to the mouth of the Niagara River on the Canadian side, and the management allege that by next year they will be able to accommodate all who care to avail themselves of this mode of getting a mid-summer outing. They have extended to the Provincial Teachers' Association an invitation to meet in their grounds, and the Association has wisely entertained the offer so far as to empower its Board of Directors to accept of it if the information as to cost and amount of accommodation turns out to be satisfactory. We see no reason to doubt that the Chautauqua movement will yet become an important feature

of educational work in Ontario, or that the members of the Provincial Association will be greatly benefited by such a change of air and of scene as Niagara-on-the-Lake will afford them.

### AN EDUCATIONAL PROBLEM.

MR. HAULTAIN'S paper, presented before the Provincial Association, elicited sharp criticism. Why? We fancy most thoughtful teachers will concur with the general proposition that the pupils of our High Schools and Colleges are too prone to enter the professions, and that it would be better for all concerned if a much larger number of them would give themselves to farming and other industrial pursuits. This position was strongly supported by Hon. Mr. Drury, and must commend itself to all who are studying the great problems of the day. We fancy the difference of opinion elicited in the discussion was not so much in regard to the thing itself as to the way of putting it. Most of those who dwell upon the subject speak, or seem to speak, as if too much intellectual culture were the cause of the evil, and a narrower and shorter school course must be the cure. They speak as if farmers' sons should be kept to the farm, mechanics' sons to the bench, country boys to the country, and higher education and the professions reserved for special classes. This is what we understand the teachers to have resented. They are right. In this country educational opportunities of the highest kind should be accessible to all. Nor can there be any professional preserves. So, too, active and vigorous circulation should be kept up between city and country. Let special tastes be developed, special talents cultivated, wherever found. The best corrective to the tendency to mental and physical deterioration which city and professional life engender, is return to country life. The best brain reinforcements for the learned professions are those recruited from the farms. What is really wanted is to make education and culture so general amongst farmers, that farming may take its proper rank as the equal in dignity and gentility with the proudest professions.

How is this to be brought about? One way, and the one which first and most readily suggests itself, is to cause the courses of study in school and college to bear as direct a relation to farming and other industrial pursuits as they now bear to the learned professions. This is by no means the case at present. Why, for instance, should there be law and medical departments in connection with our universities and no agricultural department? Is there less need of intelligence, of science, of developed brain, in order to the highest success in agricultural and kindred pursuits? Are these pursuits less closely related to the general well-being and progress of society? Or is there any cause, in the nature of things, why the farmer should not have access to all the higher delights of literature and art to which a cultivated intellect is the only passport?

The process of shaking our educational institutions free from the traditions of the past, and adapting them to the new social conditions of the time, is a slow and difficult one, but little by little it is being accomplished. One of the best features of the good time coming will be the spread of intelligence and culture, until the average tiller of the soil shall be able to stand side by side with the average member of any of the learned professions, as an equal in education, in culture, in refinement, and in every other respect.

That may, however, be called a theory, and some one may be ready to tell us, in the words of President Cleveland, that "it is a condition which confronts us—not a theory." That condition is, that agricultural pursuits are at present comparatively unpopular with the better educated. The practical difficulty demands immediate, practical treatment. The evil is of slow growth,—the product of the habits and tendencies of many years. It cannot be eradicated at one stroke. The counteractives will need to be patiently and skilfully applied. For the present we know no better than the two already suggested. First, let the courses in all our schools, from the primary up, be so remodelled as to have a direct and vital relation to agricultural and industrial as well as to professional pursuits. Possibly the incorporation into the system of a third-class of Public Schools, as advocated by Mr. Smith, President of the Association, may be found desirable. Secondly, let the learned and wealthy professional and business men of the cities, who deprecate the overcrowding of their special domains, take the initiative, and set a right example by making farmers, horticulturists, etc., of some of their sons, first giving them, of course, the best culture.

### THE INDUSTRIAL EXHIBITION.

MOST of our readers will be interested in the Industrial Exhibition which opens in Toronto on the 10th inst. These exhibitions are essentially educational institutions of the most practical character. That held annually in Toronto has been extended from year to year until it may now be said to represent the whole Dominion. In all probability the coming one will be more complete in all its departments than any yet held. Every teacher to whom it is by any means accessible will find that a day or two can be most profitably spent in acquainting himself with the numerous and well classified samples of all kinds of Canadian productions, natural and manufactured. The school children, too, who will no doubt visit the exhibition in large numbers, and who should be encouraged to do so, may, if they will but use their eyes, get an excellent day's schooling out of a delightful recreation. It would be a good idea if each boy and girl who has the opportunity of coming, were to be asked to study up some department in which he or she is specially interested, with a view to writing a full description on returning to the school.

## Educational Meetings.

### ONTARIO TEACHERS' ASSOCIATION.

(Condensed from City Dailies.)

The annual session of this Association was held in the Normal School buildings, Toronto, on the 14th, 15th and 16th ult.

The Association was called to order at eleven o'clock on Tuesday, 14th; President I. H. Smith, of Ancaster, in the chair.

Several communications were read and referred to committees.

#### RELIGIOUS INSTRUCTION.

The following resolution was passed on the motion of Mr. D. Fotheringham, seconded by Mr. S. McAllister:

That the secretary of the Association be instructed to acknowledge the receipt of the communication of the Toronto Ministerial Association and direct the attention of that reverend body to the resolution of last and other years anent the subject of religious instruction and Scripture reading in the schools of the country, as indicating fairly the views of this Association.

An amendment proposed by Mr. A. McMurchy, seconded by Mr. McPherson, that the communication be referred to a committee, was lost.

#### THE FINANCIAL REPORT.

The financial report was furnished Mr. Wm. J. Henry, and is as follows:—

##### Receipts.

Balance from last year's statement.....	\$552 67
Members' fees.....	57 00
Annual grant Ontario Government.....	200 00
Sale of minutes.....	69 24
Advertisements in minutes.....	17 00
Interest on deposit.....	18 85
	\$914 76

Balance after payments..... 499 p3

#### THE TONIC SOL-FA.

The first paper presented was one by Mr. A. T. Cringin, Toronto, on the subject of "Music in the Public Schools." As we hope to publish hereafter a number of the principal papers read before the Association, we shall not attempt, in this issue, to give synopses of them. Mr. Cringin strongly advocated the introduction of the Tonic Sol-Fa system; and illustrated his remarks with exercises by classes of children from some of the city schools.

#### TEACHERS' INSTITUTES IN NEW BRUNSWICK.

Mr. Creed, mathematical master of the Normal schools, New Brunswick, was introduced to the convention, and gave an interesting address on the nature and working of the Teachers' Institute of his province.

#### PREPARATIONS OF CANDIDATES.

Mr. T. A. Haultain, M.A., Peterboro', read a paper dealing with the preparation of candidates for teachers' certificates. He thought that education under the Ontario system is too literary, and that because of this fact pupils in high schools and universities are not sufficiently practical; that the intellectual professions are overcrowded. He would be in favor of increasing the fees in high schools and colleges, and have fewer and superior professional men. He thought that at present the chief object of schools seemed to be the preparation of candidates for examination. He advocated the institution of more agricultural colleges, which would have the effect of counteracting the present inclination to draw boys away from the farm.

An interesting discussion followed in which the speakers without exception took ground against Mr. Haultain. The present system got a more or less general support, and some expressed the opinion that so far as the reference to agricultural schools went, the reason why more institutions of this kind had not sprung up in the country was that the farmers not only did not make the demand for them but they did not fill the school at Guelph.

#### CHANGES IN THE CONSTITUTION.

Mr. F. W. Merchant, B.A., Owen Sound, gave a paper on "Changes in the Constitution of the Ontario Teachers' Association with a view to make it a Representative Body." The principal changes

he advocated, if the Association were made representative, were as regards membership in the convention. He would have it consist (1) of the officers; (2) one representative for every 25 members of each Teachers' Institute; (3) all Public, Model and High school inspectors; (4) one representative from each High school, Collegiate Institute and University, and one additional representative for every four teachers more than three on the staff.

The discussion on the paper was adjourned.

#### NOTICE OF MOTION.

The following notice of motion was given for the next session:

By Mr. Woods, London Collegiate Institute—That in the opinion of this Association additional Normal school accommodation for Ontario is urgently required.

#### TONIC SOL-FA SYSTEM.

The Tonic Sol-Fa system was discussed at the evening session for a considerable time. On motion of J. W. Garvin, of Welland, seconded by Alex McQueen, of London South, the following resolution was adopted:—That in view of the rapid advance in this province of the Tonic Sol-Fa system of vocal music—there being at the present time not less than 30,000 pupils receiving instruction in this method—this Association is of opinion that Tonic Sol-Fa should be placed on the same basis in our Public and High schools as the staff notation, and would recommend that a Tonic Sol-Fa reader or series of readers be authorized by the Educational Department at an early date.

#### THE PRESIDENT'S ADDRESS.

The President then delivered his address, which went into the history of education from the time of the early colonial history of the continent down to the passage of the Acts of 1850 and 1871, and the changes made in the latter Act by the abolition of the office of Chief Superintendent of Education at the time of the resignation of Dr. Ryerson and the appointment of a Minister of Education. After going into the details of the present educational system, he said it may not be an ideal one, but was as near an approach to it as any that had come within his knowledge. That phase of education embraced in the term "Religious Instruction" (a very vague and indefinite phrase), in his opinion did not come under the limits of legislative enactments, but belonged to the home and to the Church. Teachers might do much in this respect, but it should be left in their hands to seize the opportunities as they present themselves, and impress on the minds of their pupils the great truths of the Christian religion. He had glanced at the rise and progress of an educational system whose cradle was the log school-house, whose infancy was spent in the midst of the political and sectarian turmoil which culminated in the Rebellion of 1837, and whose youth was nurtured and cared for by the far-seeing intelligence of that thoughtful statesman Dr. Ryerson, until it developed and took a place in the highest councils of the nation. That place it held to-day. There yet remained one feature which should not be passed over in silence—the possibilities of the system. By this he meant to indicate what, in his opinion, were the lines along which future improvements are to come, and to suggest the manner in which it can be made more efficient and meet the constantly increasing educational demands of the day. Speaking in general terms there were three ways along which they might look for these changes. (1) The area of uniform taxation should be made the same as in the municipal system, uniform rates should be levied over townships and not confined to sections as at present, for the people of the entire townships were equally interested in the education of the children of that township, and therefore the burden should be distributed in an equitable manner. (2) Another class of schools should be established. In many rural sections there was a growing demand for a higher grade of schools more easily accessible than the High school and in which a higher English education could be obtained than that now generally given in the public schools. The study of agriculture with such subjects as are closely connected with it, should form an important part in the curriculum, and the knowledge thus acquired would be available for the purposes of practical life. In cities and towns the commercial and industrial classes

were looking forward to the introduction of some feature of industrial education for the wants of these classes, and in this respect the present schools were very imperfectly supplied. (3) More attention should be given to the methods of instruction. The present methods savor not a little of the traditions of the past, and in many respects are not in harmony with the spirit of the age. They could stand a great deal more progress. In conclusion he recommended to all concerned the words of William Penn, "That which makes a good constitution must keep it, viz., men of wisdom and virtue, qualities which, because they descend not with worldly inheritance, must be carefully propagated by virtuous education of youth, for which spare no cost, for by such parsimony all that is loved is lost."

#### OTHER BUSINESS.

The convention then went into the discussion of Mr. Merchant's paper advocating changes in the constitution of the Association. The paper met a good deal of opposition, nearly all the members present taking part in the discussion.

Finally the matter was referred for consideration to the following committee: Messrs. R. H. Cowley, Colin A. Scott, Deacon, Fotheringham, Merchant, McMurchy, McAllister, Alexander McPherson, Talbot, Munro, Sinclair (Hamilton). The committee to report in the afternoon.

The morning was occupied by the meetings of the various sections as reported below.

#### MR. TILLEY'S PAPER.

The afternoon session opened at two o'clock, the President, Mr. J. H. Smith, in the chair. After preliminary business, Mr. W. E. Tilley, M.A., Ph. D., of Bowmanville, read a paper on "What limitations are desirable in the case of teachers' third-class certificates." This subject is of great importance, and just now claims a good deal of attention. We shall try to give the paper in full at an early day. Mr. Tilley drew attention to what he deems defects in the present system. He disapproved of the method of distributing Government grants, whereby the weak and poor sections come in for a small share, while the large and well equipped get a large amount of the Government grants. He recommended that instead of the present system of distributing grants by attendance, the township councils be compelled to raise a hundred dollars for each teacher and the county council a similar amount, and that the Government grant be based upon the number of children of school age in the section, and not on the number attending school. He contended that this would remove the necessity of one teacher having seventy-five to eighty pupils of all ages and grades in his care, and thus put primary education on a better footing. Criticisms were passed on the improper adaptation of methods of training for the end desired. He took objection to making third-class certificates provincial, contending that they should be restricted to the county in which the teachers were educated.

Prof. Chas. Carpmal, M.A., of the Dominion Meteorological Service, delivered an address upon the "New Time Notation," advocating the twenty-four hour system, and urging that there should be continental and finally universal regulation of time.

The convention then adjourned to attend the reception given them at the residence of Mr. John Hoskins, Q. C.

#### THE EVENING SESSION.

The Association assembled for its evening session at eight o'clock. Several notices of motion were given. The chairman then introduced Rev. Dr. Badgley, Victoria University, Cobourg, who delivered an interesting and instructive lecture on "Psychology." He quoted many learned authorities to show that the existence of the soul was well nigh proven as a part of the man which existed apart from the material body. He took up the subject of the human mind and its influence on individuals and nations. Cases of individual depravity were traced back to physiological causes, from which the natural effects ensued. During a practical digression Dr. Badgley complained that High school pupils were compelled too early in their course to come in contact with abstract reasoning, that the High school course is productive of injurious cramming and that it comprises far too wide a range of subjects. Dr. Badgley had a deep and

heavy subject to deal with, but he managed to make it interesting, and, at times, amusing.

Mr. Wood, of Ottawa, introduced a motion of which notice was given on Tuesday, to the effect that additional Normal school accommodation is urgently required. He argued that while all other educational institutions are advancing rapidly the Normal school training-school is virtually standing still, numerically.

Mr. Barber, Cobourg, charged the mover of the resolution with ignorance, not only of the Model schools in the country, but of the condition of the Normal school as well. He contended that no further Normal school accommodation was necessary.

The matter was referred to a committee to be appointed by the President.

#### CLOSING SESSION.

The concluding meeting of the Association was held on Thursday afternoon.

The following officers were elected for the ensuing year:—President, R. McQueen, Kirkwall; Recording Secretary, R. W. Doan, Toronto; Corresponding Secretary, D. H. Hunter, Woodstock; Treasurer, W. J. Hendry, Mimico.

The Board of Directors recommended that the Minister of Education be asked to set apart a room in the departmental buildings for the exclusive use of teachers and others connected with the educational interests of the province, and that \$100 be set apart for the Ryerson memorial fund. The report was adopted.

The following report was presented by the committee on Representation:—

That the principles of representation be affirmed.

That each local association be entitled to send one delegate for every fifty members or fraction thereof to this Association.

That any five delegates may demand a strictly delegate vote upon any question that has been submitted by the executive of this association to the local Association.

That this report be sent down to the local associations for consideration.

The report was adopted.

Mr. Houston reported progress on behalf of the Committee on Spelling Reform.

#### DATE OF MEETING.

Mr. Embree moved that the Association meet in future in the week following Easter week, and that the Minister of Education be requested to declare that week vacation in the schools where the teachers attend the Association.

The resolution was carried.

#### AGRICULTURAL EDUCATION.

The President then introduced to the Convention Mr. Thomas Shaw, secretary of the Central Farmers' Union, who read a paper on "Agriculture in our Rural Schools." After complaining that agriculture was not taught in the public schools, Mr. Shaw went on to speak of the coming text-book on the subject, dealing at some length with what it should contain.

Mr. Drury, Minister of Agriculture, who came in while the paper was being read, was called upon to address the Association. He said he had come to the conclusion that there was something wrong in the system of education in looking at the effect produced upon the young men who pass a step beyond the public schools. He regretted to state that the young men who attend the High Schools, Collegiate Institutes, and Universities, seemed to be imbued with an idea that labor with the hands was undignified and unbecoming to a gentleman. The result had been that those who had been looked forward to as the hope of the future of agriculture in this country had gone into other pursuits. There had been a measure of disappointment in the effect which education had had upon the tastes and inclinations of the young men. He had always looked forward to the time when the farmers of this country would be well educated men in the broadest and most liberal sense. He saw no reason why the farmers should not aim to educate their children, but he had known many instances where, after farmers had had their sons educated in the High Schools, they refused to return to the farm. He did not know where the fault lay, but this was a great matter of disappointment in the educational system. If the introduction of a text-book upon the subject of agriculture would meet the case it

would be a boon to the country. All of the professions were at present overcrowded. Canada could furnish unlimited means for the employment of tens of thousands of our best men in the field of agriculture. Whatever could be done to promote a better judgment as to the true dignity of labor, and whatever could be done to educate our young men to believe that there is a field of usefulness for them upon the farm, would be a lasting benefit to the community. He trusted that the Minister of Education would at an early day see his way clear to place in the public schools of the province a text-book upon the subject of agriculture.

#### THE NORMAL SCHOOL.

Rev. Prof. M. McVicar read a paper on "What are the Proper Functions of a Normal School?" The key-note was given in the proposition that the efficient and successful teacher is neither born nor made, but is rather the product of the union of these conditions. We hope to publish the paper, or a full synopsis, in a future issue.

#### THE MINISTER OF EDUCATION.

Mr. G. W. Ross, M. P., Minister of Education, made a brief address, in which he assured the association that he was always glad to receive their advice. The position of Minister of Education was not without its difficulties. He was proud of the system of education in Ontario, and knew of no better system in the world, though of course it was capable of much improvement. He advised the association to act with caution and prudence.

A committee, consisting of Messrs. Munro, Fessenden, and McMurchy, was appointed to arrange for special railway rates for the Association during the vacation, with a view to a trip to the Pacific coast.

After passing various votes of thanks, the association adjourned *sine die*.

NOTE.—The minutes of the sections will appear in next issue.

### Book Reviews, Notices, Etc.

*Entrance Examination Papers.* Compiled by Dr. John S. White, Head Master of the Berkeley School of New York City. Price to teachers, post paid, \$1.25. Ginn & Company, publishers.

These papers contain analyzed sets of recent examinations presented by Harvard, Yale, Columbia, and Princeton Colleges; together with suggestions regarding preparation for their respective examinations.

*Electrical Instrument Making for Amateurs.* By S. R. Bottone. London: Whittaker & Co., Paternoster Square, E.C. 1888.

This is a practical handbook, containing plain and minute directions for the making of all kinds of electrical apparatus needed by amateurs. It will be a boon to those who are young, inexperienced and short of "filthy lucre." The present edition is enlarged with a chapter on the telephone.

*Henry the Second,* by Mrs. J. R. Green.

*Oliver Cromwell,* by Frederic Harrison.

These constitute two more of the excellent series of studies in English history in course of publication by Macmillan & Co., London and New York. The names of the subjects on the one hand and those of the writers on the other are sufficient guarantee of the interest and value of the books. The whole series of "Twelve English Statesmen," should be in the hands of every teacher of history in our public and high schools. School boards would do well to see that they are in every school library.

*Selections from Tennyson,* with Introduction and Notes, by F. J. Rowe, M.A., and W. T. Webb, M.A., Professors of English literature, Presidency College, Calcutta. Macmillan & Co., London and New York.

This is one of the series of selections from the great English Classics, which the publishers are issuing for the use of native students preparing for the examinations of the Universities of Bombay, Calcutta, Madras and the Punjab. The letter-press is excellent, the notes useful, and the book well adapted for the use of preparatory classes anywhere.

*Cæsar's Army.* A study of the military art of the Romans in the last days of the Republic. By Harry Pratt Judson, Professor of History, University of Minnesota. Boston: Ginn & Company, Publishers.

This work cannot fail to be useful to students of Cæsar and to those interested in military science. Each point is presented in the light of the established facts and of the inferences of leading specialists, and is illustrated by comparison with parallel military methods in modern armies, and with cuts and diagrams. In this way it is attempted to present a clear picture of a Roman army so that the evolutions of Cæsar's wars may have a definite and intelligible meaning.

*Ancient History for Colleges and High Schools.*

Part I.—*The Eastern Nations and Greece.* By P. V. N. Myers, President of Belmont College, Ohio. Ginn & Company, publishers, Boston, New York & Chicago.

This portion of the book is a revision and expansion of the corresponding part of the author's *Outlines of Ancient History*. It embraces the history of the Egyptians, Assyrio-Babylonians, Hebrews, Phœnicians, Lydians, Medes and Persians, and Greeks. The chapters relating to the Eastern nations have been written in the light of the most recent revelations of the monuments of Egypt and Babylonia. The connecting links between the history of the East and that of the West have been carefully traced, and the influence of Oriental civilization upon the later development of the Western peoples fully indicated. The work is furnished with chronological summaries, colored maps, and numerous illustrations drawn from the most authentic sources.

We have received also the following: *Topics in Ancient History*, arranged for use in Mt. Holyoke Seminary and College, by Clara M. Wood. Paper. Ginn & Company, Boston.

*Elementary German Reader.* By Franz Lange, Ph. D. Whittaker & Co., London.

*Aims and Methods of Classical Study.* By William Gardner Hale. Boston: Ginn & Company.

*Xenophon, Anabasis IV, Selections.* By E. D. Stone, M.A. Macmillan & Co., London and New York.

*Hey's Fables for Children.* By Franz Lange, Ph. D. This is one of the series of *Whittaker's Modern German Authors*, for beginners.

*Selections from Plato.* By Arthur Sedgwick, M.A., Fellow and Tutor of Corpus Christi, Oxford. Rivingtons, Waterloo Place, London.

*The Phonological Investigation of Old English.* Illustrated by a series of fifty problems. By Albert S. Cook, Ph. D. Boston: Ginn & Company.

### For Friday Afternoon.

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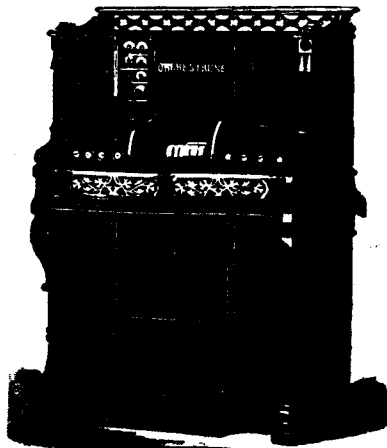
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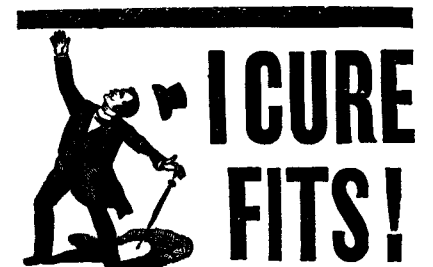
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