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# The Canada School Journal.

## AND WEEKLY REVIEW.

Vol. X.

TORONTO, FEBRUARY 12, 1885.

No. 6.

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### The Canada School Journal and Weekly Review.

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

and a staff of competent Provincial editors.

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

#### —TERMS.—

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### The World.

So far Russia has held aloof from the attempts at partitioning Africa amongst the powers, being apparently content with the progress she is making in Asia. But now, it is said, an agitation has been started in Moscow with a view to a Russian protectorate over parts of Abyssinia. The aim is two-fold, a share in the general spoil, and a voice in the control of the Red Sea, which must be Russia's thoroughfare to her possessions in farther Asia. Truly the Egyptian business is a complicated affair.

A rumour has been going the rounds of the press to the effect that the British Cabinet is about to propose to the United States the abolition of the Clayton-Bulwer treaty, and a business partnership between the two nations for the purpose of building the Nicaraguan Canal. If the scheme is at all practicable, that would be a suitable way out of the difficulty. Some colour is given to the rumour, or at least any inherent improbability is lessened by the remarkable letter of Mr Gladstone to Mr. Smalley which is commented on below.

Woman's Kingdom seems to be not only steadily extending its boundaries but proving its ability to hold the territory it occupies against all rivals. The latest testimony to the success of the sex in a new and hitherto untried sphere comes from Chief Justice Greene of Washington Territory, who in a recent charge to the Grand Jury says:

"Twelve terms of court I have now held, in which women served as grand and petit jurors, and it is certainly a fact beyond dispute that no other twelve terms so salutary for restraint of crime have ever been known in this territory."

The Englishman's proverbial ignorance of American geography sometimes finds something more than its counterpart on this continent. "Young Canadian," in the Christian Union, gives an account of an interview he had in Sackville, N. B., with a young man from Boston. The conversation falling on Ontario, whence "Young Canadian" came, the Bostonian made many inquiries about Ontario, "had thought of going there," "it was a pretty nice place wasn't it?" and finally capped the climax by asking squarely, "Whereabouts is Ontario?" "It's away off near Florida, ain't it?" With this from the literary Hub, what might be expected from some of the back woods towns?

Can we ever be sure of the facts in regard to any great historical event? This question is continually forced upon us by the discoveries and contradictions of the historical critics. The battle of Shiloh was one of the most important and decisive in the great American civil war. Surely such an event in contemporary history, an event which has so many surviving participants and witnesses, can be set before us with minute and reliable details. And yet it is a warmly contested question whether Grant's forces were defeated or victorious at the close of the first day's engagement. The February *Century* contains two articles on this battle, one by Gen. Grant, the commander of the Northern army; the other by Col. Johnston, a son of Gen. Johnston who commanded the Southerners. Johnston puts the effective Federal and Confederate forces at 50,000 and 40,000 respectively. Gen. Grant gives the number of his own forces at 38,000, of whom but 25,000 took part in the first day's engagement. Grant insists that the Federal forces were not defeated the first day; Johnston declares they were, and so on. The moral is, do not rely on one historical work. In practice this is just what nine-tenths of Americans will do in the Shiloh case.

Considerable interest has been awakened by a somewhat remarkable letter written by Mr. Gladstone to Mr. Smalley, London correspondent of the *New York Tribune*, and recently published by permission in that journal. Mr. Gladstone commences by placing Washington on the highest of all the pedestals supplied by history for characters of extraordinary nobility and purity. He then quotes the calculation of Mr. Barham

Zincke to the effect that the peoples of the English-speaking world will probably count a thousand millions a hundred years hence, and goes on to predict, or rather suggest the glorious possibility that these hundreds of millions of people, "certainly among the most manly and energetic in the world," may be very closely united in a vast commerce with all mankind, and "united almost absolutely in blood and language, and very largely in religion, laws and institutions." "Certainly," he adds, "if the English-speaking peoples shall then be anything like what we have now been supposing, and if there shall not be a good understanding among them, there will have been a base desertion of an easy duty," "a renunciation of the noblest, the most beneficent, the most peaceful primacy ever presented to the heart and understanding of man." The dream, it dream it be, is certainly an exalted one. Coming from the brain of such a man as Gladstone, it will do something to accomplish its own fulfilment.

Those opponents of prohibitory liquor legislation who are so fond of crying out against the absurdity of trying to make men moral by legislation should examine carefully the eleventh annual report of the Society for the Suppression of vice, in New York city, and tell us how to interpret the facts. That Society has but slender funds and yet has been instrumental in seizing and destroying many tons of vile papers, books and pictures; it has killed off two of the worst of the papers devoted to crime and forced others to improve the tone of their publications; has seized no fewer than 1433 "candy lotteries," and has kept the city freer from gambling places than it has been for years, besides aiding in many other ways to punish crime in social and public life. As one of the speakers said at the anniversary meeting "The Society has made indecency indecent, has shown that respectable men have some rights that criminals must respect, and is everywhere pronounced by bad men a very bad Society and by good men a most excellent one."

Coming so soon after the news of Gen. Stewart's successful engagements with the enemy, and Gordon's confident declarations, of his ability to hold the fort indefinitely, the news of the capture of Khartoum came upon England like a thunder clap from a clear sky. As we write nothing further is certainly known than that Khartoum is in the hands of the Mahdi's forces. Gordon is probably either a captive or dead, though there is a bare possibility that he may be holding out in some extemporized stronghold. The air is, of course, full of rumours. That there has been a massacre is all too likely. That Gordon has fallen through treachery and paid the penalty of a too trustful nature seems well nigh certain. Many of the papers in England and even in Canada are crying out "Too late!" and indulging in strong invectives against the alleged indecision and delay of the British Government, which, it is averred, were the cause of the calamity. In the excitement the conditions of the problem, especially those of climate are forgotten, though it would seem, according to the advice on which the Government relied, that to have exposed troops earlier in the season to the equatorial sun, would have been to consign them to almost certain death. Be that as it may,

there can now be no further hesitation on the part of the British Cabinet. The rebels must be defeated, the Mahdi crushed, and the Soudan conquered at all cost, and with all speed. To allow the Moslem fanatics the semblance of a triumph, would be to destroy England's *prestige* in the East, to invite a revolt of all her Moslem subjects, and to run serious risk of losing even India.

## The School.

Our "Question Drawer" is crowded out this week.

A teacher writes from North Bedeque, Prince Edward Island, saying, "Verbalist and Orthoepist have come to hand and give satisfaction."

Our thanks are due to the Inspectors who have kindly forwarded us copies of the last promotion examination papers. These will be published from week to week and will be very helpful to teachers in their work. We shall be glad to hear from other Inspectors who may favour us in the matter.

Our acknowledgments are due to friends and patrons for kind and encouraging words. An inspector says:—"Old friends are indeed valuable—their visits are epochs. THE JOURNAL is an esteemed old friend, more estimable truly in his *new* dress and *weekly* visits. I shall gladly recommend him."

The attention of Teachers is invited to the announcement of the CANADA SCHOOL JOURNAL PRIZES in this issue. We hope the competition will be eager and widespread. The publication of the problems and anecdotes from week to week will add greatly to the interest of the paper and enable all teachers whether competitors or not, to share in the educational profits. Competitors will note that solutions must accompany problems. These will be published in every instance two weeks after the insertion of the problems.

We give this week the first of a series of extracts from the "Teacher's Manual for Freehand Drawing," by Prof. Walter Smith, State Director of Art Education for Massachusetts. By continuing these from week to week we shall be meeting a felt want of Teachers who are now generally required to instruct pupils in this branch. There is probably no better authority on this continent on Drawing than Walter Smith and no better books than those of which he is the author. We commence with the general directions to teachers and will proceed to give the regular lessons and illustrations in order.

We are glad to announce that arrangements are being made with High School masters and other competent educators to furnish from week to week notes and questions on the Literary Extracts presented for the next High School entrance examination. These notes will be published in the JOURNAL as received, and will no doubt be found very useful to teachers and pupils in the public schools. The number and variety of the annotations will, it is believed, make them much more valuable for school purposes than any to be found in a single text-book.

The poor English school teachers are to be pitied. They are between two fires in regard to the over pressure inquiry. While the *Lancet* makes the insinuation quoted elsewhere, to the effect that self-interest will make them colour-blind in regard to the injurious results of the system, the *London Times* goes on the opposite tack and says:—"Hard work for children means, it must be remembered, hard work for their teachers, and hard work is not pleasant in itself for either party. The teachers are anxious about the children; we may, perhaps, assume that they are no less anxious about themselves." Meanwhile the report gives in all twenty cases of children, and two of pupil teachers, whose illness or death has been attributed to over-pressure. But the *Lancet*, and many of the physicians discredit the value of the report, declare that it is drawn up in an unfair and prejudiced spirit, and that numerous cases reported in the papers were never subjected to inquiry, even by "the Amateur Psychology of H. M. Inspector."

The *London Lancet* has some satirical remarks on the absurdity of asking teachers and inspectors to report on the allegations of over-pressure in English schools. "Instead of all the fuss and trouble of proceedings at Scotland-yard and at Assizes," says the *Lancet*, "why not refer the whole business of criminal investigation and the repression of crime to the criminal classes themselves, who might be asked to form themselves into a standing committee of inquiry? Thus with all matters of management; let asylums for lunatics be inspected by their own committees; factories by their proprietors; let London milkmen analyze their milk; and so on. The reports obtained from these sources will be just as interesting and of precisely the same value as that which has just been furnished to the Education Department." There is force in the *Lancet's* remarks just so far as it is correct in assuming that inspectors and teachers are interested in the results of over-pressure. But their interest in it can only be at most, one would think, the artificial product of departmental regulations, against which many of them might be glad to report.

The *London, (Eng.) Schoolmaster* commends heartily the proposal to found a teaching University for London. It thinks it is time something was done to bring a University education within the means of the great mass of Englishmen, and thus to place them more nearly on an educational level with their fellow-countrymen in Scotland. It hopes, also, that the new institution may help to solve the question of the training of teachers for elementary schools, and will "hail the time when teachers will receive their general education, in common with others, at our national Universities, looking to the training colleges simply to give them the technical training necessary for their special work." There can be little doubt that this indicates the true solution of the problem for Canada, as well as for England. It is to be hoped that, instead of the cheap expedient for the training of High School Assistants and first-class teachers proposed a little ago by the Ontario Education Department, we may have under the College Confederation scheme, provision for a chair of Pedagogy in the

University, or better still, for such chairs in the Confederating Colleges. Acadia College, Nova Scotia, has set an example in this matter, well worthy of imitation.

The N. Y. *Central School Journal* demands that "teachers speak out in answer to the charge and plead either guilty or not guilty." We should like to throw down the sound challenge to the teachers of Canada. Of course, it will be said that all such sweeping assertions are unreliable, that the truth lies as usual, between extremes, that some teachers belong decidedly to the literary class, and others as positively do not, while a great many occupy the border land, knowing just a little of the delight of reading a thoughtful book. But how is it with the "great mass," with teachers "as a class?" Surely they, if any others, ought to delight in good literature. Their profession is hard on brain and nerve, but it affords more time than almost any other, for self-improvement, or, perhaps we should say it used to do so before the days of "cram," multiplied written examinations, and payment by results. Of one thing we are sure. There are many who once were teachers and have since engaged in other pursuits which do not let them off with five or six hours per day and five days per week, who, now that the thing has become practically impossible for them, look back with keen and unavailing regret on the many hours and opportunities they wasted while teaching, and which they now would give much to be able to recall and put to better use.

The *Index* declares that

"It cannot be said on any good ground that the great mass of teachers belong to the literary class; they are not readers in the best sense of the term; they do not read books that will raise them to a higher, broader plane. *As a class teachers are not students.* The intellectual delight of reading a thoughtful book is a pleasure unknown to most of them; even the literature of the profession is not generally read."

Under the head of Educational Notes and News will be found a summary of the amendments proposed by the Ontario Minister of Education, for embodiment in the consolidated school law. It is highly desirable that the consolidation should be made, and a temporary halt called in school law legislation. But as it is proposed that the Act as amended and consolidated shall be considered final for a few years it is all the more necessary that pains should be taken to have the law as free from imperfections as possible. With all respect to the Minister of Education and the representatives in the House, we submit that neither the one nor the other nor both combined, are qualified to deal summarily with so important a question. They are not practical educators, and the question is one which demands experience and practical knowledge. It would be an unpardonable blunder to hurry through such a Bill without giving teachers an opportunity to pronounce upon it. If Mr. Ross is wise and really anxious to do his work in the best possible way, he will introduce his Bill for discussion and then allow it to stand over a year to draw out the suggestions and criticisms of members of the profession. In this way he might fairly expect to be in a position to submit a tolerably satisfactory Bill at the next meeting of the Legislature.

An English educational writer deploras the general "slippancy" of the present age and especially the decay of reverence in children. There is no doubt considerable danger in this direction. The spirit of the day is fearless and sometimes ruthless in handling things that were regarded by our ancestors as almost too sacred to be touched. Parents and teachers cannot too carefully guard the young against the tendency of superficial knowledge to puff up with undue self-conceit. Regard for the wisdom and research of years and distrust of the hasty conclusions of sciolism, can scarcely be too carefully inculcated. Especially is the veneration due from youth to age, a moral sentiment to be most sedulously cultivated. At the same time it is well that the coming generations should be taught to love truth better than custom or authority, and to be independent and self-reliant in the search for it. The truest reverence for what is right and good is often shown by those who are readiest to question hoary dogmas, and to disturb long settled conclusions. There is a world-wide difference between reverence for what is true and pure and good in itself, and reverence for what is time honored, simply because it has been most surely believed through long generations. The spread of education tends to strengthen the sense of individual responsibility. It makes every thoughtful man feel that his own judgment and conscience, not the opinions of others are his standards, that to his own master he must stand or fall. But this increased sense of personal responsibility, this enlargement of the sphere of the individual, should surely tend towards modesty and humility, rather than the opposite.

### The Week's News.

Gen. Stewart was progressing favourably at last accounts.

The Canadian boatmen whose term of service in Egypt has expired are returning home.

Principal Grant has addressed a Kingston meeting on the subject of University Federation.

Mr. Charlton has introduced a bill in the Dominion Parliament to prevent Sunday excursions.

The French Government is again urged by the Paris papers to suppress the gaming tables of Monte Carlo.

Twenty-four men have been brought before the Toronto Police Court, charged with cock-fighting. The cases were adjourned.

Four Portuguese men-of-war have occupied the mouth of the Congo River, disregarding the proceedings of the Congo conference.

Mr. F. X. Beaudry, of Montreal, intends building an orphanage in that city at a cost of \$250,000, on a site furnished by himself, and adding \$100,000 towards an endowment.

Canadian Pacific Railway receipts for last week in January show an increase of \$64,000, and those of the Grand Trunk a decrease of over \$62,000, compared with the corresponding returns of last year.

Thus far two persons, Cunningham and Burton are under arrest in connection with the recent dynamite explosions in London. These arrests are deemed important and others are said to be imminent.

O'Donovan Rossa was shot on Monday, the 22nd inst., on the street in New York by a woman named Mrs. Dudley. It is probably a case of real "emotional insanity." Rossa will probably recover.

It is rumoured that a proposal will shortly be made to the American Government by Minister West, to build the Nicaragua Canal under the joint auspices of the United States and Great Britain.

A general meeting of the Convocation of Toronto University was held on Friday evening in the Canadian Institute, Toronto, to consider the scheme for University Confederation. The general tone of the speakers was favourable to Confederation, but a motion of approval was thought premature and withdrawn.

The details of the massacre of Col. Stewart and his party in the Soudan, about six months ago has just come to light. Col. Stewart's steamer was wrecked a little below Abu, he and his party left the boat unarmed, were decoyed to the house of Sulisman Wad Ganez under pretence of hospitality and treacherously assassinated.

The New York Tribune publishes a remarkable letter addressed to its London correspondent, Mr. Smalley, some months ago by Mr. Gladstone. The letter assigns Washington the first rank amongst modern heroes, and suggests that the English-speaking peoples of the world a century hence will probably number nearly 1,000 millions, and may be very closely united commercially, as well as "united almost absolutely in blood and language, and very largely in religion, laws and institutions."

Intense excitement was created in England on Thursday by a despatch from Gen. Wolseley, conveying the startling news that Khartoum had been captured by the Mahdi's forces on January 26th. Col. Wilson arrived before the city on the 28th and was greatly surprised to find the enemy in possession. Gordon's fate is unknown. The city was probably taken by the treachery of some whom Gordon trusted. The most energetic measures will be taken to retrieve the disaster as far and as speedily as possible. Gen. Wolseley is to have *carte blanche*, in conducting the campaign and troops will be pushed forward with all expedition.

### Special Articles.

#### COLLEGE CONFEDERATION

SECOND PAPER BY R. W. SHANNON M.A., KINGSTON.

In a former paper was discussed the centralization feature of the proposed plan for college confederation; let us now look at its academic merits, and its justice.

We find in article 19 that "the curriculum in arts of the Provincial University, shall include the subjects of Biblical Greek, Biblical literature, Christian Ethics, Apologetics or the Evidences of natural and revealed religion and church history." These subjects belong properly to the professional studies of divinity, and it is usually admitted that theological education is the one thing that the state should leave severely alone. Is it defensible to embrace these subjects in a course of liberal arts, and yet exclude anatomy and surgery, equity jurisprudence, and Blackstone's commentaries? No; let us rather be consistent, and, having once stepped beyond the circle, let us include four or five subjects from law, four or five from medicine, a few from dentistry, and an instalment from civil engineering. Then we shall have a logical and truly liberal system, under which students may graduate in arts whose acquaintance with the proper subject-matter of that department will be like the legal acquirements of Lord Chancellor Brougham, of whom the lawyers used to say that if he had but known a little law he would have known a little of everything.

Observe how much more valuable a degree will become under the new dispensation! Divinity students will be relieved of their final year in arts, since the work nominally prescribed for that year will in reality constitute part of their course of professional study. What effect will this have upon honour men, the choicest product of University culture? Just this. As there are at present

few who can find sufficient leisure in four years to take honours, there will be still fewer able to acquire that leisure in three. The whole thing reminds one of the brilliant achievements of the Jesuits in converting immense numbers of Chinese to christianity, if Pascal is to be believed they benefitted the converts far less than they degraded the catholic religion.

As to the equity of the scheme, one cannot help being struck with the thorough identification of University College and the Provincial University. "The same person shall be president of University College, and chairman of the faculty of the University professoriate." The work of the latter body is to be carried on in the buildings of University College, and thither must students resort for university lectures no matter what college they may belong to. Again, "if it shall be found advantageous to have any subjects transferred from University College to the university" or vice versa "it shall be competent for the governing bodies \* \* \* to arrange for such a transfer," notwithstanding any inconvenience that may be caused to the other colleges which have arranged their curricula so as to make them complementary to the round of studies originally prescribed for the university. The reason and justice of such a provision are not very apparent.

The most important matter coming under this head is the following:—The university endowment and all additions thereto shall be applied to the maintenance of the Provincial University, and University College." Why University College? Does not the province derive as much advantage from the cultivation of its youth in Queen's or Victoria, as in University College? Do not these deserve as well of the commonwealth? Must we carry out the Scripture literally so as to give to those who already have? No one grudges what has already been given to University College; no one regrets that her sisters have attained their present position through a hard fight with adversity. But, surely, the system of favouritism has gone far enough: it is time that the friends of University College should manifest the sincerity of their zeal in the cause of *alma mater* by making personal sacrifices for her.

As for Queen's, the people of eastern Ontario, have endowed her with handsome buildings, and with a considerable amount of money besides. She is asked to sell her property for what can be got, and go to Toronto; where similar lands and buildings would cost two or three times as much, and where the charges of maintenance would be largely increased. How is she to be rewarded? By being reduced from the position of a university, to that of a part of one; by being left dependent upon the liberality of individuals while an institution at her side is sustained with the public wealth! The spirit of self-sacrifice will need to be largely developed before those who guide her destinies can entertain such a proposal.

#### UNIVERSITY FEDERATION—No. 2.

BY F. R. BEATTIE, M.A., B.D., PH.D., BRANTFORD.

Looking at the proposed Federation Scheme, in relation to theological education, very much can be said in its favour. If the churches can carry on their educational work, under the provisions of the scheme, at less cost and to greater advantage, then, on the ground of economy, a strong plea for its adoption at once arises. With the educational advantages afforded by the Provincial University, with its able professoriate supported by public funds, the churches will be able to equip their divinity schools more thoroughly, or to carry on such Arts work as they deem proper more efficiently. At the present time this should weigh with all the churches, when there are so many demands upon their liberality.

Then the benefit to the candidates for the ministry in the various churches, in mingling together during the Arts course, is very great. When young men are trained in a denominational institution, during their entire course in Arts and Divinity, there may be

excessive loyalty to *Alma Mater*; but, at the same time, there is danger of narrow views and uncharitable opinions concerning men and things in other churches. It is well to have the angles of prejudice removed. The opportunity afforded by the proposed Federation for young men of different traditions and training to mingle together, with all the safeguards afforded by the denominational colleges federated, cannot but be of the greatest advantage to all the churches. From personal experience many will bear out the truth, and admit the importance, of this statement.

Then the scheme contains another provision of great importance from an ecclesiastical and religious point of view. The option is provided by which students may take certain semi-theological subjects, such as Biblical Greek and Apologetics, in the course for degree. Thus Arts and theology, literature and religion, are bound together in a way which cannot but have a very healthy tendency on our High Education.

To the Presbyterian Church the adoption of the scheme could hardly fail to be of great benefit. It would no doubt help to solve the pressing question of the consolidation of her Divinity Schools. If Queen's could see her way clear to come to Toronto, she would stand as a worthy Presbyterian Institution to do Arts work, as a branch of the Provincial University. Then, if she would consent to merge her Divinity with that of Knox, a Divinity School of strength and efficiency would be the result. This is a step which would meet with acceptance, doubtless, with very many, if not most, Presbyterians. The Methodist's have, with their usual shrewdness, combined, in connection with the late Union, Albert and Victoria, thereby gaining strength and illustrating, the soundness of the federation idea from the church's point of view.

One of the best things about the proposed scheme, is that it puts all the Churches in possession of equal privileges in the Provincial University; it gives them a voice in its government, and thus enables them to mould, in a religious yet non-denominational way, our higher educational system; and it supplies the moral and religious elements to the study and discipline of university life. In the light of theological education everything, almost, favours the proposed scheme.

#### THE FIFTH CLASS IN PUBLIC SCHOOLS.

BY T. W. S.

The opinion has become quite common among teachers, of late, that we ought to have no fifth class in our Public Schools. When the pupils have finished Fourth Class work, or have passed the Entrance Examination, the Public School has, these teachers think, fully discharged its duty, and if further advancement is sought, the pupils should go to the High School for it.

Now with reference to schools in towns that also support High Schools, this view of the case may be the correct one. Division of labor is always advantageous; therefore, it is well for the Public School and the High School to keep strictly to their respective spheres. But in rural schools the case is entirely different. Boys and girls who pass the Entrance Examination, at ages varying from eleven to thirteen, ought not to be sent away from home to "board out" in a town that they may attend the High School. They are just arriving at that period of their youth which most emphatically ought to be spent under the restraining and sympathetic influence of home. It would be just as great a mistake, however, to keep them at home, and at the same time provide nothing for their nourishment intellectually. Tennyson goes so far as to suggest that—

"Had the wild oat not been sown,  
The soil, left barren, scarce had grown,  
The grain by which a man may live"

A crop of wild oats may be better than utter barrenness, but better still is it to plant and nourish those seeds that will produce a harvest of positive good in the future. It is because it does this work of keeping active and occupied the minds of those who are too young or too poor to be sent away to school, that teachers of country schools ought always to be willing to have a fifth class.

But there are other reasons. The presence of such a class is a positive benefit to the school in many ways. The junior pupils are made to realize that there is a position above them, to which they may attain in time by being diligent. The knowledge that his older schoolmates have conquered difficulties that now beset him, is an assurance to every younger pupil that he too may overcome them. The teacher will find this advanced class to be also a valuable aid in governing the school—that is, if they are wisely governed themselves. The teacher makes the school (if he remains in it long enough,) but he must form the character of the smaller boys and girls mainly by means of the influence of the larger ones.

How to find time for so many recitations in a non-graded rural school is, however, a serious problem. The fifth class will study quite a number of subjects, and time for recitation must be provided for all of them. The task of arranging a suitable timetable is somewhat difficult, but it can be accomplished. We must avoid too much crowding. Some subjects will require three lessons per week, while others require only two, and still others, but one. Sometimes two classes in the same subject can be combined with advantage. There are also some recitations by the junior classes that may, without much loss, be conducted by the teacher and one of the senior pupils alternately. By giving one class to one assistant in the morning, and another class to another assistant in the afternoon, the teacher will be able to control and direct the work of these classes tolerably well, and also economize time considerably.

The senior class should be trained to self help as much as possible in pursuing their studies. The teacher may direct, encourage, and assist them when they require it, but he need not remove every obstacle from their path, nor carry them over rough places. If this plan is followed, the fifth class recitations need not be so lengthy, nor so frequent, as to leave scant time for the other work of the school.

### Examination Papers.

#### YALE COLLEGE, NEW HAVEN, CONNECTICUT.

##### EXAMINATION FOR ADMISSION.

1. Divide 82.1 by .41; 8.21 by .41, and .821 by .410. Carry the result in each case to four decimal places.  
(a) =  $821 \div 410$ ; (b) =  $821 \div 41$ ; and (c) =  $821 \div 410000$ .  
(b) = 10 times (a); (c) =  $1000^{\text{th}}$  of (a). Only one division necessary.
2. Find the value of  $\sqrt{(.146^2 + .063^2)}$  to three decimal places.  
Explain =  $\sqrt{.002136 + .003969} = \sqrt{.006105} = .078$ .
3. Divide  $\frac{3\frac{2}{3} + \frac{2}{3} + \frac{1}{2} \times \frac{1}{2}}{\frac{2}{3} \text{ of } \frac{2}{3} \times \frac{1}{2}}$  by  $1\frac{1}{2}$   
Explain =  $(3\frac{2}{3} + \frac{2}{3} + \frac{1}{2}) \times \frac{2}{3} \times \frac{2}{3} \times \frac{1}{2} \times \frac{1}{2} = \&c.$
4. Some sugar is adulterated as follows:— $\frac{1}{3}$  is worth 8 cents per lb.,  $\frac{1}{2}$  is worth 10 cents,  $\frac{2}{3}$  is worth 12 cents, and the remainder 33 lbs. is sand. What is the mixture worth per lb.  
 $\frac{1}{3} + \frac{1}{2} + \frac{2}{3} = \frac{7}{6} \therefore 33 \text{ lbs} = \frac{11}{6} \text{ mixture, } \therefore \text{mixture} = 270 \text{ lbs.}$   
81 lbs. at 8 cents, 120 lbs. at 10 cents, 36 lbs. at 12 cents, and 33 lbs. at 0 cents, gives 270 lbs. worth, etc., etc.
5. Bank stock at 170 pays  $12\frac{1}{2}$  per cent. annual dividend. What rate of interest does a buyer receive?  
 $\$170 \text{ yields } \$12\frac{1}{2}, \therefore 340 \text{ yields } 25, \text{ and } 100 \text{ yields } \frac{25}{3} = 7\frac{2}{3}.$

6. Find the depth in metres of a cubical cistern which has a capacity of 30,000 liters. Give the result to three decimal places.  
1 litre = 1 cub. decimeter =  $1000^{\text{th}}$  of a cub. meter.  
 $\therefore 30,000 \text{ litres} = 30 \text{ cub. meters.}$   
 $\therefore \text{Depth} = \sqrt[3]{30} = 3.107232 \text{ meters.}$

### ELEMENTARY GEOMETRY.

#### QUESTIONS AND EXERCISES.

1. What angle do the hands of a clock make at 5 o'clock?
2. Find the value of two adjacent supplementary angles, one of which is nine times as large as the other.
3. One acute angle of a right triangle is  $51^\circ 31'$ ; find the other acute angle.
4. The sum of the angles of a polygon is 48 right angles; find the number of sides.
5. Make a quadrilateral having the greatest possible number of obtuse angles.
6. Find the angle formed by the bisectors of two angles in an equilateral triangle.
7. The bisector of a base angle in an isosceles triangle makes with the opposite leg an angle of  $52^\circ 15'$ ; find all the angles of the triangle.
8. Find all the angles in an isosceles triangle of which the altitude is equal to half the base.
9. If two sides of a triangle are 12 in. and 15 m., between what limits must the other side lie?
10. Into what figures is a rhombus divided by drawing one diagonal? two diagonals?
11. In a right triangle one leg is equal to half the hypotenuse; find the acute angles.
12. If three circles touch one another in any way the mutual tangents all intersect at the same point.

#### SOLUTION.

(a) *External Contact.*—Join the three centres  $O P Q$ , so as to form the triangle  $O P Q$ . The lines  $O P, P Q, Q O$ , must pass through the points of contact  $R S T$ , Bisect  $L's, P O Q$ , and  $P Q O$ , by  $O K$ , and  $Q K$  meeting in  $K$ . Join  $K R, K S, K T$ . It is easily shown that these three lines are equal. Hence the circle  $R S T$  touches the lines  $O P, P Q, Q O$ , and hence  $P K, K S$ , and  $K T$  are perpendiculars on  $O P, P Q$  and  $Q O$ , therefore they are tangents.

(b) *Internal Contact.*—Join  $O$  and  $P$ , the centres of the internal circles which touch in  $R$ ;  $O P$  passes through  $R$ . Join  $O T, P S$ , the other points of contact. Bisect  $L's, T O P$ , and  $O P S$ , by  $O K$ , meeting in  $R$ . Join  $K T, K R, R S$ . They are easily shown to be equal and perpendicular to the lines  $T O, O P, P S$ , respectively, and hence they are the tangents to the three circles.

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

#### LITERATURE.—CLASS II.

##### THE FOX AND THE RAVEN.

One day a raven had a large piece of cheese. Did he share it with those who had none? No. He said: "Oh, that I could find a place in which to eat it alone!" He flew to the woods and perched on the branch of a tree.

A fox passing by, saw him, and said: "O, that I had some of that cheese! The old raven is stingy, and would not give me any if I should ask him. I will play him a trick."

At once the fox seated himself at the foot of the tree, and said: "What a beautiful bird you are! How glossy your plumage is! Do you know that I never heard you sing? Is your voice as fine as your looks? Pray sing a little for me. Do not be bashful. Sing one of your favorite songs."

The raven began to think that the fox was a very pleasing fellow. He thought: "How charmed he will be to hear my voice!" So he opened his mouth to sing. What do you think happened? Yes, of course, the cheese fell to the ground. Did the fox pick it up and politely hand it back to the raven? No, indeed! He seized it and ran off, laughing at the foolish raven.

1. What is a raven ?
2. How do you know birds from other animals ?
3. What is cheese made of ?
4. Why did the raven wish to be alone ?
5. Name the different parts of a tree.
6. Describe a fox.
7. Is the fox able to do everything said of him in this story ?
8. What character did the fox give the raven before speaking to him ?
9. How did the fox get the raven to let the cheese drop ?
10. What quality did the fox show in praising the raven ?
11. What qualities did the raven show in doing what the fox asked him ?
12. By what name would you call a story like this ?
13. What lesson does this story teach ?
14. Write the meanings of :—Perched, branch, glossy, plumage, bashful.

Values, 5 each, except the last, which is 10.

#### LITERATURE.—CLASS III.

One cold day last spring, while sweeping withered leaves into heaps for burning, Belle heard a strange little noise, right under her broom, as it seemed. "Queak, queak," it sounded to the alarm of the little maiden, who, having great fear of snakes, thought it must be one. The noise ceasing with her broom, she again commenced sweeping, and "queak, queak," came from the pile of leaves. She took a long stick, and stirring among the leaves found—what do you suppose? Only a hole scooped out, and well lined with soft gray fur, and in it what seemed to be a moving, wriggling ball of gray fur. It was a rabbit's nest, containing three tiny rabbits not larger than grown mice, but so much prettier! Their eyes were closed; but such long, dainty ears and beautiful sleek coats! Each had a straight line of white in each forehead, as though Mother "Cotton-tail" had combed and parted each little head, like any other mother who wishes her children to look very nice. After examining them, even taking one out of the nest, Belle replaced the hair-blanket and leaf-coverlet just as she found them, and concluded not to burn that heap of leaves.

The gray babies received many visits, but soon grew so large and wide awake that one day, when Belle was taking a peep, out they scampered and were never more seen in the garden. Perhaps they came home to sleep every night, but they were not seen by Belle again.

1. Name the seasons in their order. What months are included in spring ?
2. How long had those leaves probably lain there ?
3. What change in the weather may be expected as spring advances ?
4. Name some of the kinds of places in which animals make their nests.
5. What do you understand by the coats of the little rabbits ?
6. What name is here given to the old rabbit ?
7. Explain what is meant by "hair-blanket," and "leaf-coverlet."
8. Why did not Belle burn that heap of leaves ?
9. What kind of covering have rabbits as distinguished from that of dogs, pigs or sheep ?
10. What is meant by "the gray babies?"
11. Mention some of the qualities of rabbits.
12. Define the following:—Alarm, maiden, ceasing, scooped, wriggling, tiny, dainty, sleek, replaced, concluded.
13. Distinguish between:—pear and pair; pane and pain; tacks and tax; mite and might; soul and sole.

Values, 5 each, except Nos. 12 and 13, which are 10 each.

#### LITERATURE.—CLASS IV.

In any civilized part of the world we may find Indian cabinets and porcelain vases; but the lanterns are exclusively Chinese, and are very showy specimens of the national taste and ingenuity. They are made in every form that fancy can invent, and of all sizes, from the small ones carried by pedestrians at night, to those that illumine the halls of the great; the latter being sometimes eight or ten feet in height, and three feet in diameter. The most costly are composed of transparent silk, adorned with landscapes, birds, flowers, and fanciful devices, in colors of dazzling brightness; the frame-work being richly carved and gilt, and the cords and tassels

by which they are suspended made of silk and gold thread. The possession of fine lanterns is a sort of passion among the Chinese, many of whom spend considerable sums in the gratification of this fancy.

1. Name any parts of the world which you regard as civilized, and give reasons why you consider them so.
2. Define—exclusively, ingenuity, and state what the "specimens" in this case are, and why called showy.
3. Discriminate between *invent* and *discover*, giving examples illustrating the use of each.
4. In the phrase—"the small ones carried by pedestrians," what is the allusion in "ones"? Derive and define "pedestrians," and "illumine."
5. Write in other words the sense of each of the following phrases:—"halls of the great;" "adorned with landscapes;" "fanciful devices;" "gratification of this fancy."
6. Is silk transparent? Why silk of this quality in this case? How is silk obtained? What qualities render it valuable? In what part of the world was it first used for clothing?
7. Distinguish between—Awl and all; quire and choir; great and grate; principal and principle; lean and lien; pier and peer; peak and pique and peek.

Values—10 each, except (7) which is 15.

(Continued next week.)

### Practical Department.

#### PRIMARY DRAWING—HINTS AND DEFINITIONS.

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

##### DRAWING MATERIAL AND ITS CARE.

In addition to suitable books and models, the pupils should be provided with the best of pencils and rubbers. The best work cannot be done with poor materials. The best pencil is the cheapest. No instruments are needed for this Intermediate Course, beyond a cheap rule, such as the school-square prepared for this purpose by the author. Books, pencils, and rubbers should be in charge of the teacher, when the drawing lesson is not in progress. The pencils should all be carefully sharpened by some one appointed to do this work between the lessons; and the rubbers should be examined as to their cleanliness, a thin shaving being removed from their surface, if that is found to be dirty. Not more than one minute should ever be consumed in distributing or collecting the books, pencils, and rubbers for a class of forty.

##### INSTRUCTION BY THE REGULAR TEACHERS.

If the introduction of drawing into the Public Schools is to be at all speedy and successful, it must be taught in the ungraded schools, and in the graded schools below the high, by the regular teachers; that is, by the teachers who give instruction in the other branches. Except where the departmental plan is adopted, it is now the custom for a single teacher to attend to several things at the same time—to reading, arithmetic, geography, grammar, for example. As it is not deemed necessary, certainly is not deemed practicable, to have special teachers for instructing pupils in any of these studies; so it is no more necessary or practicable to have special teachers to instruct the pupils in drawing. There may, indeed, be special teachers to instruct the regular teachers, and to inspect their work; but the latter must, and they can best, instruct the pupils.

Elementary drawing, when treated in a rational, systematic manner, is one of the easiest and one of the most delightful things to teach children. This is the almost universal testimony of those who have fairly tested the matter. But it can be successfully introduced into the Public Schools only upon certain conditions. Like other studies, it must be made compulsory, and not be left to the decision of the teacher and pupil. There must be examination and promotion, as in other branches. Both the practical and edu-



educational value of drawing on title it to such treatment, which every one considers essential to success in all other studies.

Satisfactory results in drawing are no more dependent upon special artistic gifts on the part of the pupils, than satisfactory results in arithmetic are dependent upon special mathematical gifts. It is only necessary that the pupils set about the study of drawing as they set about the study of arithmetic, geography, grammar. Nor are special gifts required on the part of the teacher. It is by no means imperative that he should be an expert with the pencil or crayon in order to teach with success elementary drawing, as presented in this system; but he should be a good teacher in general, well acquainted with the best principles and methods of instruction. It is presumed that every regular teacher possesses this general knowledge, to which, with a reasonable amount of effort, the special knowledge demanded by elementary drawing can soon be added.

#### GENERAL DIRECTIONS, AND PRINCIPLES AND METHODS OF TEACHING DRAWING.

Pupils who have drawn on the slate only, and have learned to do quite good work with that, are often discouraged by their first attempts at drawing on paper. This is due to difference in material used. Yet pupils who have used the cards of the Primary Course, drawing on the slate, possess a decided advantage over those, who, never having drawn at all, begin at this stage with paper. The advantage consists partly in manual skill, but much more in the training which the eye has received, in a knowledge of how to go to work, and in a knowledge of the principles of drawing and of design.

#### ECONOMIZING INSTRUCTION.

When pupils of these two grades are thrown together in the same school, they can be taught drawing together, though at some disadvantage. As you never expect all the members of a class to show equal proficiency in any other study, so never look for it in drawing. Unless, therefore, the differences in attainment be very marked, require all the pupils in the school, not only to execute the same drawing at the same time, but require them when you give the description, to execute the same part at the same time. By thus keeping the pupils together, you will be able to teach all at once, instead of teaching each separately, and so will economize instruction. But you must, of course, give each more or less of individual attention, as opportunity serves; while each should be required, at regular intervals, to draw on the blackboard on a large scale, for such practice is productive of that freedom which should be obtained from freehand drawing.

Those who draw badly under this class treatment, nevertheless, can be made to draw rapidly, which, in itself, is a thing of prime importance from the outset of one's drawing career. Fineness of execution comes with practice: it should never be made the leading feature when one is beginning to draw. If it is, then those much more valuable features—freedom, spirit, knowledge—are usually rendered subordinate, the final result being lifeless art and a slow workman. Keep it, indeed, always in mind, that drawing when properly taught, is much more an exhibition of knowledge than of mere dexterity in the use of the pencil.

#### THE ART OF THINKING.

The object of the teacher is to think. The pupil thinks enough, but he thinks loosely, incoherently, indefinitely. He expends power enough on his mental work, but it is poorly applied. The teacher points out to him these indefinite or incoherent results, and demands logical statements of him. Here is the positive advantage of the teacher to the pupil.

Let us suppose that two pupils are studying the same lesson in geography, or grammar, or history. One reads to get the facts; he fastens his eye on the page and his mind to the subject before him; he makes the book a study and acquires information from it; his object is to acquire knowledge. He attains his end. The other also studies the book; but while reading he is also taking lessons in thinking. He does not merely commit to memory; he stops to think if the argument is sound, he analyzes it to see if the conclusions are warranted by the premises.

The one who thinks as he reads is quite different, it will be seen, from him who simply learns as he reads. To read and to think, or to think as one reads, is the end to seek. The reader for facts, gets facts; he comes to the recitation-seat and reels off those facts; His mind, like Edison's phonograph, gives back just what it receives. While his power is valuable, it is not the power is valuable, it is not the power the world wants.

The teacher will find his pupils come to the recitation to transmit the facts they have gained. He must put them in quite another frame of mind. Instead of reciters they must be made into thinkers. The power of the teacher is measured by his power to teach the art of thinking.—*Catholic Telegraph*.

#### A LIBERAL EDUCATION.

Professor Huxley, some years ago, gave the following definition of a "liberal education." "That man, I think, has a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order, ready, like a steam engine, to be turned to any kind of work, and to spin the gossamers as well as forge the anchors of the mind; whose mind is well stored with a knowledge of the great and fundamental truths of nature, and of the laws of their operations; one who, no stunted ascetic, is full of life and fire; but whose passions are trained to come to heel by a vigorous will the servant of a tender conscience; who has learned to love all beauty, whether of nature or art; to hate all idleness, and to respect others as himself."

#### DISCIPLINE.

There is discipline, and there is discipline, to speak after the manner of the times. A lad who recently changed school said, "Our principal used to be always scolding, threatening, and whipping us to make us keep order at recess, but nobody cared. Now this master has not punished a boy or spoken a loud word about the yard, and it is just as orderly as the school-room, only we can play as hard as we want to quietly. There is that indefinable essence of disciplinary power which one must secure who aspires to real success in school-work. It pays to study how quietly to control others, disciplining without discipline. You can do it if you will give to the art your best brain and nerve.—*American Teacher*."

In the best schools the recitation hour is really the most important study hour. The time is not occupied wholly nor chiefly with "saying lessons." Curiosity is aroused, interest is awakened; the pupil is kept on the alert, while he is trained to observe and reflect. It should be a leading aim of the recitation to teach pupils how to study. Not all of school time should be used in this way; some must be reserved for practice. As the pupil grows older he should have more and more time for solitary study—for acquiring by his own unaided effort.—*Ohio Educational Monthly*.

Educational Notes and News.

FROM THE REVISED INSTRUCTIONS AS TO THE EXAMINATION AND ADMISSION OF PUPILS TO HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES.)

Until after July, 1885, the candidate will be examined more minutely on the selections in one of the lists given below, the series being at his option. After December, 1885, the selections will be from the Fourth Book of the Series of Readers now being prepared by the Education Department, some of which selections will be changed each half year.

1.—Selections from Ontario Readers.

- (1) The Stage Coach.—*Dickens.*
- (2) The Lark at the Diggings.—*Keble.*
- (3) The Geysers of Iceland.—*Duff.*
- (4) The Story of Le Fevre.—*Stern.*
- (5) The Skator and the Wolves.—*Whit.*
- (6) The Ocean.—*Byron.*
- (7) Autumn Woods.—*Bryant.*
- (8) Sir John Franklin.—*Punch.*
- (9) The Incident at Ratisbon.—*Browning.*
- (10) The Shipbuilders.—*Whittier.*
- (11) The Battle of the Baltic.—*Campbell.*
- (12) The Incident at Bruges.—*Wordsworth.*

2.—Selections from Royal Readers Series.

- (1) Stanzas from "The Princess," p. 13.—*Tennyson.*
- (2) The Unwritten History of Our Forefathers.—*Mackenzie.*
- (3) The Sky Lark.—*Hogg.*
- (4) The Soldier's Dream.—*Campbell.*
- (5) Goldsmith.—*Thackeray.*
- (6) The Charge at Waterloo.—*Scott.*
- (7) Harold Skimpole.—*Dickens.*
- (8) "He Giveth His Beloved Sleep."—*Browning.*
- (9) The Black Hole of Calcutta.—*Macaulay.*
- (10) Sunset Wings.—*Rossetti.*
- (11) The Black Prince at Crecy.—*Stanley.*
- (12) The Water Fairy.—*Swinburne.*

3.—Selections from Canadian Reader Series.

- (1) Ye Mariners of England.—*Campbell.*
- (2) The Taking of Roxburgh Castle.—*Scott.*
- (3) The Town Pump.—*Hawthorne.*
- (4) The Cloud.—*Shelley.*
- (5) The Sagacious Cadi—I. and II.—*Household Words.*
- (6) The Canadian Boat Song.—*Moore.*
- (7) Dare to do Right.—*Hughes.*
- (8) The Death of Wellington.—*Disraeli.*
- (9) A Psalm of Life.—*Longfellow.*
- (10) The Eve of Quatre Bras.—*Byron.*
- (11) The Burial of Sir John Moore.—*Wolfe.*

VALUATION OF THE ANSWERS.

Reading.....	50	Geography.....	75
Writing.....	50	Composition.....	100
Orthography and Orthoëpy.	50	History.....	75
Literature.....	100	Drawing.....	50
Arithmetic.....	100		
Grammar.....	100	Total.....	750

Minimum for pass, 375.

One-third of the maximum of the marks on each paper is also required.

N.B.—(1) Of the marks for writing, 15 will be assigned to the paper on that subject, and a maximum of 5 marks may be assigned for *writing and neatness* in each of the following papers: Orthography and Orthoëpy, Literature, Grammar, Arithmetic, Geography, Composition and History. See 13.

(2) The 50 marks for Orthography and Orthoëpy will be assigned to the paper on that subject; but in valuing the answers in Literature, Grammar, Geography, Composition and History, one mark is to be deducted for every mistake in spelling. Such misspelt words are to be indicated by the Examiner, on the candidate's papers. See 13.

(3) Of the marks for Composition, 70 will be assigned to the paper on that subject, and a maximum of 15 to History, and of 15 to Literature. See 13.

(4) Of the marks for Drawing, 25 will be assigned to the paper on that subject, and a maximum of 25 may be awarded as the result of the inspection of the candidate's drawing book. See 15, *Drawing.*

(5) In examining in Reading, the local boards will pay special attention to the following:—Pronunciation, Emphasis, Inflection and Pause. See 12.

(6) As in the case of the Fourth Book and Spelling Paper for December, 1884, the value of the correct answers to the questions set on each paper will exceed the maximum prescribed above, except on Writing, Reading and Orthography, and Orthoëpy. But the papers will be so constructed that a well prepared candidate may obtain the prescribed maximum within the given time.

The object of the preceding regulation is to allow the Departmental Examiners to present a greater variety of questions, and thereby to enable the candidate to show more readily than heretofore whether he is in a condition to benefit by a High School course.

Teachers, Inspectors, and others interested in this examination, are requested to make candidates fully aware of the nature of the foregoing changes.

THIRD-CLASS CERTIFICATES.

1. The subjects for the third class non-professional examination and the marks assigned shall be as follows:—

	Value.	Minimum required.
1. Reading, oral.....	50	25
Reading, principles of.....	50	20
2. Writing.....	75	20
3. English Grammar.....	150	45
4. English Literature.....	150	45
5. Composition and Practical English..	100	35
6. Dictation.....	50	20
7. Arithmetic and Menuration.....	150	45
8. Mental Arithmetic.....	75	20
9. Algebra.....	100	25
10. Euclid.....	100	25
11. History, English and Canadian.....	100	25
12. Geography.....	100	25
13. Drawing.....	75	20
14. Book-Keeping.....	75	20
15. Physics.....	75	20

2. Candidates taking Music will be allowed a bonus not exceeding seventy-five marks, which will be added to the aggregate of marks obtained in the obligatory subjects; such candidates will also be allowed to take, as an additional bonus subject, one—but not more than one—of the following:—Botany, 75 marks; or Latin, or French, or German, each 150 marks.

3. On taking the minimum number of marks in each subject and fifty per cent. of the aggregate, a candidate shall be entitled to a third class non-professional Certificate.

4. The standard above fixed may be varied by the Education Department to suit the local wants of any County, on representation from the Board of Examiners for the County.

5. In addition to passing the examination as above, candidates for third-class professional certificates must attend a County Model School for at least one term, and pass the examination required in the regulations for County Model Schools.

6. Third-class certificates may be renewed on re-examination, and the County Inspector may award marks (for efficiency and aptitude in teaching), not to exceed 200, to be added as a bonus to the aggregate number of marks obtained in non-professional subjects.

7. In case of an emergency, such as a scarcity of teachers, or for any other special cause, third-class certificates may be extended by the Education Department, on the joint request of any Board of Trustees and the County Inspector.

8. The requirements for the third-class non-professional examination will be limited to the following:—

*Reading, Oral.*—To read with proper expression; emphasis, inflection and force.

*Reading, Principles of.*—A general knowledge of the principles of elocution, with special reference to pronunciation. Candidates will do well to consult Ayres' Orthoëpist.

**Writing and Bookkeeping.**—In *Writing*, to be able to write neatly and legibly—a round hand preferred, in *Bookkeeping*, single and double entry, commercial forms, general business transactions.

**Spelling.**—To be able to write correctly a passage dictated from any English author, and to spell all non-technical English words.

**Grammar.**—To be thoroughly acquainted with the definitions and grammatical forms and rules of Syntax, and to be able to analyze and parse, with application of said rules, any sentence in prose or verse.

**Composition and Practical English.**—The framing of sentences. Familiar and business letters. Rendering of poetry into prose. Themes, synonyms and correction of errors. Consult Ayres' "Verbaist."

**History.**—To have a good knowledge of the leading events of Canadian and English History.

**Geography.**—To have a fair knowledge of political, physical and mathematical Geography. Map Geography generally; Canada and the British Empire more particularly.

**English Literature.**—The critical reading of such works as may be prescribed from time to time by the Education Department.

**Arithmetic and Mensuration.**—To be thoroughly familiar with Arithmetic in theory and practice. Areas of rectilinear figures, and volumes of right parallelepipeds and prisms. The circle, sphere, cylinder and cone. Mental Arithmetic (Consult Mental Arithmetic by McLellan, Part II.)

**Algebra.**—Elementary rules; factoring; greatest common measure; least common multiple; fractions; simple equations of one, two and three unknown quantities; simple problems.

**Euclid.**—Book I., with easy problems.

**Physics.**—To be acquainted with the elements of Physics as treated in Huxley's Introductory Science Primer and Balfour Stewart's Science Primer.

**Drawing.**—Freehand, Practical Geometry, Perspective and Industrial Designs.

The Teachers' Convention at Brampton, a week or two since, was largely attended and successful in every respect. Mr. Tilley, was present and lectured on Composition and Geography. Mr. Burns lectured on Drawing, and the Rev. Mr. Johnson, addressed the Convention on the subject of Religious Instruction in Schools. Mr. Cowling, was elected President for the current year. The Convention is to divide for the fall meeting into two sections, one assembling at Streetsville, and the other at Caledon East.

The Minister of Education for Ontario, has introduced a bill to amend and consolidate the School Law of Ontario. The principal amendments submitted relate to:

(1) The School age of pupils. This age is proposed to fix definitely at from 5 years to 21.

(2) The qualification of a ratepayer to constitute him a voter, or eligible as School Trustee. This is to be conformed to the rule existing in regard to the choice of other municipal officers, viz, that a voter must be by birth or naturalization a Subject of Her Majesty.

(3) The provisions to be made for the adequate accommodation of School Children. To prevent misunderstandings the law is to require Trustees to provide accommodation for two-thirds of the actual residents of the Section of school age.

(4) The conditions of withdrawal from Union Schools. He proposes to enact, that when one party wishes to withdraw an arbitrator must be appointed by each of the Municipal Councils interested, the Inspector acting as a third, to adjust matters.

(5) The closing up of Union Schools. It is proposed that the Assessors of the municipalities should meet and equalize the assessment, a third Arbitrator being provided for in case of disagreement.

(6) The census. The work of the Inspector is to be simplified by requiring the Assessor to take the number in the school sections between the ages of 5 and 21, and 7 and 13 together with their names, and thus enable the Truant Officer to get directly at absences.

(7) School Assessment. There is at present a great disparity in rates levied, and in poorer sections the tax is burdensome. It is now proposed that the township Councils shall have the power of raising by an uniform rate over the whole township, the sum of

\$100 for each School Section in it, in case the school is kept open the whole year. This provision with others connected is however, to be made optional with the townships.

(8) Non-resident children. The school attended by such is to get the benefit in any grant during the term of his attendance.

(9) School Board Treasurers. These are to be superseded by the treasurers of the Corporation, who are henceforth to perform the duty.

(10) Payments for holidays. Teachers are to be paid for the holidays in proportion of the number of days of actual teaching in the district, to the whole number of teaching days in the year.

(11) Third Class Certificates. These are henceforth to be limited to the county in which they are granted. But old First Class Certificates now so limited, are to be valid in any County in the province.

(12) Examiner's Fees. These are to be the same as those paid members of the County Councils.

(13) Superannuation. A scheme is to be proposed for the entire abolition of the existing system, by first, making the payments no longer compulsory, and second, by increasing the voluntary fee from \$4 to \$8. If those ceasing to contribute leave the profession money to be refunded as at present. If they remain in it they will be entitled to draw hereafter for the years during which they contributed.

(14) Compulsory Attendance. In the case of children attending factories, exemption for half the time is to be permitted after the passing of certain examinations.

(15) Election of Trustees. This is hereafter to take place by ballot on the same day, as the election of Municipal Councils.

The student whom the John Hopkins University refused because she was a woman, Martha Curry Thomas, of Baltimore, has just received the degree of Ph. D., *summa cum laude*, the fourth and highest degree which the University of Zurich can bestow.—*Acta Victoriana*.

The first lady teacher of Latin and Greek in Rome, says the *N. Y. Sun*, is just now attracting great attention. Prof. Miss Giulia Oavallari, who studied at the University of Bologna, and is 25 years old, has been entrusted with a chair in the High School for Ladies.

The new university at Stockholm has established a professorship of mathematics expressly for a woman. This is Mrs. Dr. Sophio Kovalevska, whose paper on partial differential equations was recognized as sufficiently important to warrant the establishment of a chair.

The following items from the report of the Ontario Minister of Education, are of interest to all. We call from the *Globe*:—The school population of the Province (comprising only children between the ages of five and sixteen years) reported by trustees was 478,791; decrease, 5,026. Total number of pupils attending the schools, 464,369; decrease, 7,143.

The number of children between seven and thirteen years of age not attending any school for 110 days during the year 88,432. The number between seven and thirteen not attending any school whatever, 7,266; or one and a half per cent. of the whole school population.

Amount of the Legislative grant \$265,468. Amount received from municipal school grants and assessments \$2,538,041, an increase of \$90,827. The amount from the municipalities fund, surplus distribution, and other like sources, applied to school purposes \$767,222, increase \$10,184. Total receipts for all public school purposes \$3,570,731, an increase of \$100,741 over the total receipts of the year 1882.

Amount paid by trustees for salaries of teachers \$2,210,187, increase \$65,779; for maps, globes, prize-books, and libraries \$20,275, increase \$4,692; for sites and buildings of school-houses \$312,342, decrease \$29,576; for rent and repairs of schoolhouses, etc., \$565,627, increase \$10,602; total expenditure for all public school purposes \$3,108,430, increase \$81,456.

Highest salary paid to a male teacher in a county \$800—the lowest, \$120. In a city, highest was \$1,200—the lowest \$275; in a town, highest was \$1,000—lowest, \$200.

The average salary of male teachers in counties, including incorporated villages was \$394—of female teachers, \$252; in cities, of male teachers, \$764—of female teachers, \$362; in towns, of male teachers, \$605—of female teachers, \$277. In counties, not includ-

ing incorporated villages, the average salary of male teachers was \$388—of female teachers, \$250. In incorporated villages, male teachers, \$515—female, \$256. The average salary of male teachers in the Province was \$422—of female, \$271.

In the 5,252 schools reported, 6,911 teachers have been employed, increase 54; of whom 2,829 were male teachers, decrease 233; and 4,082 were female teachers, increase 287. There were 1,253 more female than male teachers.

The Newmarket High School Literary Entertainment a week or two since, was a grand success. The house was crowded till there was not even standing room.

The County of Durham, Teachers' Association holds its Annual Meeting, in the High School Building, Bowmanville, on Thursday, and Friday, the 12th, and 13th, instant.

ENGLISH GEOGRAPHY.—Do you ever read Cassell's Magazine? Turn to the January number and near the end, see a small stretch map, and read the accompanying letter press, descriptive of a new route to Montreal. You will then learn for the first time that the newly discovered and quickest route to Montreal, and which is likely to attract large crowds of future immigrants, is by a way of Fort Churchill or James Bay. As a result of this discovery Montreal will doubtless be better known in the future to travelling Englishmen, and British capitalists will freely shell out the spondulics for the construction of the necessary connecting link between James Bay and the St. Lawrence.—*Guelph Mercury*.

### Personal.

Miss M Widdifield of Uxbridge, has been engaged on the Brussels staff. She has the qualities of a good teacher, and has already won the love and respect of her class.

Mr. Edwin Ball, leaves Ballantrae to teach in Willowdale; Mr. J. E. T. Yor, is his successor. Mr. R. O. White, leaves Pine Orchard to go to Vivian—Miss Wright goes to Pine Orchard; Miss Sarah McPhail leaves number 14 East Gwillimburg, to take charge of number 6. Miss Tewksbury is her successor. Miss Maria Norman of King, is studying at the Woodstock Literary Institute. Mr. W. F. Moore, who has taught at Nobleton for a number of years, leaves in a few days for Ireland, with his wife and family.

Mr. G. A. Cole, of Vachell, is studying in Collingwood—also Miss Brillinger, of Shrubmount. Mr. Sanderson, of Sulton, gone to Harriston—\$200 addition to Salary. Mr. J. Bradshaw, is his successor. Newmarket High School has got over 90 pupils. An additional teacher has been engaged; Mr. Geo. Rose, of Newmarket Model School, retires this year after 37 years of service with a faithful, honest record. All the teachers in Newmarket Model School now hold Provincial Certificates. The trustees are determined to do their part; Mr. J. A. Bastedo Chairman. Miss Annie Birnie, formerly of Newmarket Model School, took a position on the Collingwood staff at New Year's.

Aurora has two new teachers in Misses Evans and Flaws. Mr. Wm. Smith, who taught at Mitchell Square, goes to Bogartown, this year. Mr. Joseph E. Tyndall, is his successor. Mr. William Pearson, who taught number 12 King, has gone to attend the Ottawa Normal School—Mr. W. L. Bond, is his successor. Miss Nelda Borgassor, succeeds Mr. Bond in number 7, East Gwillimburg. She was made the recipient of a very flattering address, and several handsome presents on leaving number 5 North Gwillimburg; Mrs. Hamilton, takes charge of number 5 North Gwillimburg. Mr. J. Alex. Sangster, has charge of the Second Division, Newmarket Model School—Miss Jennie Ross, the III—Miss Bella Price, the IV—and Miss Lizzie Ross, the V. Miss Ryan, is the new teacher in the Separate School, Newmarket.

This must be too real not to be true. At a concert in a northern metropolis there was to be a chorus of spirits, or something similar. The great effect was an echo, thus: the voices at the close of the piece sang (*piano*), "Come away," and this was answered or echoed by a single, remote, and concealed voice, singing, (*pianissimo*), "Come away." Whether or no there had been, just before the concert, some unfortunate substitution for this important coadjutor we do not know; but on this occasion, when the moment came, the chorus breathed, "Come away, come away." A moment's pause, then, *molto sotto voce* from some remote, aerial quarter, a very male voice, "Koom awa!"—*English Paper*.

### Miscellaneous.

#### "ONLY A BRAKEMAN KILLED."

A brakeman has been talking to a reporter of the *Boston Globe*, and his story of the perils and hardships of his daily work may fairly be called a plea for life:—"If there was a law compelling the railway companies to pay for smashing brakemen, you couldn't find a link and pin coupler in the country. Dangerous! I don't suppose you have any idea of the dangers of a brakeman's work on a freight train. He's got to have muscle, activity, and judgment, and if, he fails in one of these for a moment, why, they just shove him up in a blanket. Married men won't couple cars except when they can't get any other job. It's all done by young fellows—poor boys who can better afford to get killed. Some day the poor boy is helping to make up a long train. He's two hundred yards away from the engine. There's the conductor on top of the train passing signals with his hands to the engineer. The engineer don't want to kill anybody, but he can't see the whole length of the train, and it's hard to tell by the motions of a man's hands just how much more to back. The brakeman gets in between the cars, holding a pin in one hand and waiting to lift the link with the other. Along comes the train like the hammers of hades; the draw-bar gives way, retreats clear to the head, or the brakeman loses his footing in the shock. They carry him home, tell his folks that Johnny got killed on the road, and get another brakeman. Then in the winter there's ice and snow on top of the cars. Everything is slippery, and it's awful easy to miss a step and go down between the cars. Overhead bridges break a good many heads, too. It's dangerous work, and we get paid \$1.85 for ten hours' work. It costs a brakeman \$30 a year for \$1,600 life insurance—about six times what it would cost you. In some parts of the country the brakemen have associations, and when one gets killed the association pays his widow or his mother or his sisters \$2,000. There is no association like that here. I wish there was, or that the companies had to pay for us. The only coupler that will ever catch them will be one that saves money. That may sound rough, but it's God's truth. Get up a coupler that doesn't cost much more than a link and a pin, and doesn't lose pins, and you'll have 'em. Let me tell you why. The average loss of pins is five a year to each freight car. Boys steal 'em for junk, and they get lost in a hundred ways. Pins cost sixty cents each; that's \$3 a car per year. There are nearly 1,000,000 freight cars in this country. That's \$3,000,000 worth of pins lost every year. Looks big, don't it? Well, knock off a third for pins that are recovered, and you still have a sum worth saving. Show the railroads a self-coupler that doesn't cost more than \$5 at the most, and saves pins, and the brakeman will get a better show for his life than seven chances in eight."

#### THE DEVIL FISH.

An octopus was caught recently with fish hooks, near Portland in Oregon. There was a great struggle in getting it into a boat, and bringing it ashore. It was hooked in about three hundred feet of water. As it was brought near the surface it seized upon the bottom of the boat, and no effort of those in the boat could loosen it. Finally the boat was set in motion, when the devil fish dropped off of its own accord. One of its feelers came in contact with the arm of a boy who was in the boat, and the fish let go only when the feeler was beaten to a jelly with a club. It was what is called a monster specimen. Its arms, or feelers, were four feet long, and its purse shaped body was about one foot in diameter.

## SCIENCE AGAINST NATURE.

Shortly after the morning's train from St. Augustine left Durbin's station, about sixteen miles from this city, a noble buck with magnificent antlers sprang up from a thicket near the track and darted off at superb speed down the rails in front of the engine. Engineer Pebbles put on steam, and the iron horse responding gallantly started in hot pursuit, while the passengers from the window watched the unusual and exciting spectacle with eager interest. Steam and science however, soon told upon the wild grace and strength of nature, and the big pulling engine gained upon the panting buck. Finally, when only about fifty yards separated the two, the engineer secured a pistol from a passenger, and, taking his station upon the cow catcher, prepared for a fatal shot as soon as the distance should be reduced sufficiently. At this point the interest was intense, and the spectacle most exciting, until, with a sudden burst of instinct, the noble animal bounded from the track, and was soon lost in the forest on the left.—*Florida Herald*.

"John, what is the best thing to feed a parrot on?" asked an elderly lady of her bachelor brother. "Arsenic," gruffly answered John.

## Teachers' Associations.

**NORTH YORK TEACHERS' ASSOCIATION.**—This Association met in Newmarket on the 22nd and 23rd of January. After preliminary exercises, Mr. Rannie read a paper on "Composition, and How to Teach it." The conclusions reached were: that the teacher should, in conversation with his pupils, draw out ideas to be afterwards reproduced in writing; that he should insist on exactness in reproduction of ideas, or the facts of a story, but in the pupil's own language; that care should be taken to secure completeness and accuracy of expression in answering questions and in all class exercises; that letter writing and ordinary business forms should be taught, commencing with the second class; and that time and care should be given to the correction of all exercises in composition. A telegram from Dr. McLellan announced his inability to be present.

In the afternoon Miss Spragge, of Richmond Hill, read a thoughtful paper on "Geography as Taught to a Third Class." Miss S. would begin with the geography, physical and political, of the locality and neighbourhood, and pass to the township and county; would make pupils familiar with form of government, products, imports, industries, railroads, and water highways of their own country; extend this to province, continent, and the world. Emphasis was laid on map-sketching as useful in training the hand and making the pupil familiar with locality. A lively discussion ensued. The uniform promotion programme was discussed until 5 p.m., and ordered to be printed as amended for early distribution. A discussion on periodicals followed. It was finally decided that every member of the Association whose fees were paid up should be entitled to a bonus of 40 cents on the club rate of any educational periodical taken by the Association. Fifty-six copies of *SCHOOL JOURNAL* and *Educational Weekly* were subscribed for.

In the evening Mr. J. E. Dickson, B.A., 1st vice-president, occupied the chair. Miss Reader recited a country legend. The subject of township boards was discussed by Mr. Fotheringham and others. Some of the advantages claimed for the system were: the equalizing of school taxation, which now varies in one township of North York from 1½ to 9 mills on the dollar; equalizing educational advantages; reducing the number of school officials and increasing their efficiency; enabling children to attend nearest school; settling school boundaries; making the teacher's position more permanent, and giving poor sections better teachers. Some disadvantages were also pointed out, but it was claimed that on the whole the change would be for the better. Mr. Martin read "The Bashful Man," after which "hat speeches" were in order, Mr. Beaton discussing "Moral Suasion," Miss Spragge "Girls Contrasted with Boys," Mr. Price "The Rod, and How to Use it," and Mr. Rannie "Teaching as a Profession." "Primitive Teaching" was handled by Messrs. Fotheringham and Willson, and "Stimulants Used in Preparing Pupils for Entrance Examinations" by Mr. Basingthwaite, who also gave a reading, "King Robert of Sicily." Mr. Kennedy, of the *CANADA SCHOOL JOURNAL*, gave a recitation, "Papa's Letter."

On the second day Mr. Price opened the discussion on "How Best to Divide the Time in Ungraded Schools." This brought out a discussion on the use of monitors. The general opinion was that these might be profitably employed to drill but not to teach. Mr. J. E. Hollings-

head presented Calisthenics, claiming as some of its benefits:—that it (1) Promotes orderly movements; (2) Controls pupils; (3) Helps discipline; (4) Rests pupils; (5) Prevents laziness; (6) Is physically beneficial; (7) Freshens pupils; (8) Recommended by Educational Department; (9) By its songs puts pupils in good humor and maintains a kindly feeling; (10) Prevents pupils from becoming *bored* too soon. The prejudices of pupils in country schools place it at a disadvantage. A class of teachers was formed, and several of the movements practiced. Mr. McKee, Inspector of Schools, South Simcoe, addressed the convention, urging the teachers to keep abreast of the times by attending conventions, taking school journals, and reading educational works.

On re-assembling at 1.30 p.m., Mr. Martin introduced First Class work in general, showing the teachers the advantages of having first class certificates in giving them better positions, better salaries, and the satisfaction of increased attainments. The officers for the year were then appointed:—President, Mr. D. Fotheringham, P.S.I.; vice-president, Mr. J. E. Dickson, B.A.; secretary-treasurer, Mr. W. Rannie; librarian, Miss Jennie Ross; Executive Committee—Messrs. Price, Macpherson, Willson, Sangster, and Martin; auditors, Mr. Terry and Miss J. Ross; delegate to Provincial Association, Mr. W. Rannie. Mr. Dickson led in a drill on words frequently mis-pronounced. This was decidedly interesting, and was taken part in by all present. Mr. Fotheringham gave interesting statistics in reference to education in the county of York during the last thirteen years.

More than 80 teachers were present during the convention. Although the thermometer stood 20° below zero on Thursday morning, over 60 teachers were present at the first session; some of these coming from Pefferlaw and Sutton on the one hand, and Kleinburg, Richmond Hill, and Stouffville on the other. The spirit throughout was thoughtful and earnest. The unavoidable absence of Dr. McLellan was much regretted, but it led the teachers to depend more upon themselves.

The programme for next meeting, to take place in October, is as follows:—Algebraic Factoring, J. R. Graham; How to Teach History, J. A. Sangster; Bible Lessons in Schools, W. Rannie; Penmanship, J. Bradshaw; Map-Drawing and Outlining, A. Wilkinson; The Various Uses of "But" and "As", Mr. Rudditt; First Lesson in Reduction, A. L. Campbell; Simple Interest to Beginners, R. R. Watson; Chemistry—Some Experiments and Solution of Chemical Equations, Jno. McBride; Object Lesson, Miss Watson; First Class Taught by Phonic Method, Miss Lizzie Ross; "Case," Miss Jennie Ross; Analysis and Parsing of Difficult Words and Phrases in a Set Lesson, J. E. Hollingshead; Discipline: How to Obtain and Retain it, J. Byron Oliver; The Study of Physics, and how it may be made the subject of interesting talks with young children, J. E. Dickson, B.A.. Readings, Music—vocal and instrumental.

## Literary Review.

**NORMAL LANGUAGE LESSONS** Sornburger, CALISTHENICS AND DISCIPLINARY EXERCISES, De Groff. C. W. Bardeen, Publisher, Syracuse, N. Y. These little books belong to the "School Bulletin Publications." The principle on which the Language Lessons are professedly based, are that the sentence or proposition is the unit of language, and should be studied before the elements or words comprising the unit. The Calisthenics contains a series of exercises intended for teachers who have learned no system, by whom it will be found a very useful little manual.

The following is the table of Contents of Littell's Living Age, for last week. I. THE REVOLUTION OF 1834.—*Fortnightly Review*. II. A MILLIONAIRE'S COUSIN.—*McMillan's Magazine*. III. CHARLES DICKENS AT HOME.—*Cornhill Magazine*. IV. THE SAVAGE.—*Nineteenth Century*. V. A HOUSE DIVIDED AGAINST ITSELF, By Mrs. Oliphant, Part II.—*Chamber's Journal*. VI. MALTA AND ITS KNIGHTS.—*Blackwood's Magazine*. VII. OUTLYING PROFESSIONS.—*Blackwood's Magazine*.

**PERICULAR MANUAL OF ENGLISH LITERATURE**, by Maude Gillette Phillips. Harper & Brothers, New York. This work in two volumes of nearly 600 pages each, is one of the most complete of the kind we have yet seen. It contains outlines of the literature of France, Germany, Italy, Spain, and the United States of America, with historical, scientific and art notes. From the cursory examination we have been able to give it we should say the ambitious design is well executed, and the work a most valuable one for each of the three practical ends it is designed to serve; viz, as a School Manual, as a guide to the General Reader, and as a book of Reference. Amongst other excellent features, we note the coloured tables or maps of the different ages into which the History of English Literature is classified, and the introduction of "Famous Quotations" from each celebrated author, and brief extracts from criticisms upon each by renowned critics. The list of Books of reference appended to each chapter will also be of service to Students and teachers.