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The Canada School Journal.

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The Canada School Journal and Weekly Review.

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

—TERMS—

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The World.

It is encouraging to know that we have at least one man in Canadian public life who can retire from a prominent position in politics and in the Cabinet, not only without being followed with the maledictions of either party, but with the respect and well wishes of both. Such is the rare and happy lot of Sir Leonard Tilley, who, under pressure of failing health, retires from the post of Minister of Finance to accept for a second time the Lieutenant-Governorship of his own province, New Brunswick.

Rev. Lyman Abbott has recently called attention in a powerful lecture, as he is constantly doing through the columns of the *Christian Union*, to the ominous doctrines and preparations of the Knights of Labor and other labor organizations in the United States. Mr. Abbott has a warm and large-hearted sympathy with the wage-earners, and if they on the one hand and their employers on the other would but follow his wholesome advice, the danger of a fearful struggle in the near future would soon pass away. It seems pretty certain that some of

these powerful societies are secretly arming and drilling, and that there is serious danger of a great outbreak in the near future, with revolution as its aim and a season of communistic anarchy as its possible outcome.

It is little to the credit of certain large classes of the people of the United States that all attempts to punish the perpetrators of the recent Chinese massacre, have failed in consequence of the popular sympathy with all measures directed against Chinamen. Meanwhile another outrage no less glaring, save in the matter of bloodshed, has been perpetrated in Tacoma, W.T. On the 3rd inst. a procession of several hundred men marched to the Chinese quarter and ordered all the residents there to pack up and leave. In a few hours all the Chinese in the town were moving away with their effects. It is gratifying to learn that the District Attorney has succeeded in procuring indictments against thirty-two of those engaged in this outrage. President Cleveland has issued a proclamation warning all persons assembled at any point in Washington Territory against the Chinese, to disband and disperse.

E. P. Roe, the American novelist, has a plaint in the *Christian Union* anent the want of honor in Canadian publishers. Travelling in Canada, he not only found himself solicited to buy cheap editions of his own books, published without his consent or knowledge, but discovered that one Canadian house had stolen his name and tacked it, as author, to a story of which he had not written a line, and of which he had not even heard. This certainly indicates a bad state of affairs. We ought all to be heartily ashamed of it. We know it is no valid defence to shout "You, too!" and we have no excuses to make for the dishonesty of Canadian publishers. But Mr. Roe ought to know better than he seems to know, that the publishers of his own nation have been sinners above all others in the matter of book-stealing, and that what Canadians know about it has been learned in the American school. If Mr. Roe and his brother authors can bring about a reformation at home, we venture to prophesy that Canadian publishers will soon follow suit.

"The reform of the land laws, the reform of the procedure of Parliament, the completion of the Reform Bill and the settlement of the Imperial relation towards Ireland," these, Mr. Gladstone says, are, in the very unanimous opinion of the Liberal leaders, the questions which require first attention in the coming Parliament. Disestablishment he seems disposed to relegate to a somewhat distant future, though he admits that a current slowly sets in that direction almost throughout the civilized world. He thinks it obvious that so vast a question as the disestablishment of the English Church cannot become a practical one until it shall have grown familiar with the public by thorough discussion. It must, certainly, be admitted that the four great matters embraced in his programme involve

labors and difficulties enough to tax the energies of the best Parliament the people of England can elect. Great Britain has hitherto moved slowly and surely in the path of reform, but the speed is becoming accelerated from year to year, and if the pace is maintained, not many decades will be necessary to make her one of the most thoroughly democratic nations in the world.

The School.

The Report of the Council on Education in Scotland for 1884-85 contains amongst a number of sound educational maxims the following, which we commend to the consideration of practical teachers:—"Arithmetic is the stumbling block of the 1st Standard. It is perhaps the least valuable, as it is confessedly the most irksome requirement of the Code. It is forcing a faculty of later development to the comparative neglect of linguistic and other imitative powers which are in full play."

The *N. E. Journal of Education* is about to take a new departure, by amalgamating with *The Educational Weekly* of Indiana. Thomas W. Bicknell is Editor-in-chief of the former, and J. M. Olcott, of the latter. Both are distinguished and able educators, and their respective papers we have always counted among the best of our Exchanges. The new paper, which is to be the product of the consolidation, will no doubt be a strong and vigorous one.

The Industrial School Association of Toronto is going on in its good work. The Board of Governors are about to build a main school building capable of accommodating two hundred boys, and a cottage with accommodations for forty more, at Mimico. These buildings are to cost \$26,000, of which more than half is already subscribed. A lady gives \$6,000 for the erection of the cottage. The progress of this benevolent enterprise will be watched with interest.

Archdeacon Farrar said in his Johns Hopkins address that he translated his Latin quotations for the benefit of the ladies. He evidently has not studied American institutions very closely or he would have learned that in an intelligent audience in the older States the percentage of ladies able to translate a Latin quotation for themselves, is little, if any, smaller than that of the other sex capable of doing so. In the proportion of educated women the States, thanks mainly to the numerous Ladies' Colleges, probably rank considerably higher than either Great Britain or Canada.

We have been greatly disappointed with the new tablets which have been published as companions to the Ontario school primers and which were heralded with a flourish of trumpets a few weeks since. They are badly designed and badly executed. The faults we have before pointed out in the primers are exaggerated in the tablets. There are far too many words on each. Every teacher knows that in order to serve their purpose well the words in such tablets should not only be fitly chosen and skilfully arranged, but should be so far separated

from each other, both laterally and longitudinally, that each will stand out as a distinct object to the untrained eye of the young child. In the new tablets there are at least one-third too many words in each line, and one-third too many lines on each page. The illustrations, too, are dim and unattractive.

Two evils we have noticed in Canadian families. There is a considerable though probably decreasing number of parents who, following English training or traditions, are accustomed to give the boys of the family precedence over the girls on all occasions. The boy is treated as the future lord of the household, whose tastes are to be gratified and his whims consulted on all occasions. The girls are taught to wait upon their brothers, to give way to them, and to regard themselves as very secondary personages in comparison. In other and still more numerous families the order is precisely reversed. The boys are the inferiors and are taught to wait upon their young lady sisters, to defer to their wishes and to yield to them the best of everything. Both practices are obviously unjust, unwise and wrong. They violate the equality of the family circle. And both are injurious, especially to the favored sex. The arrogance and domineering spirit of many a disagreeable man, and the intense selfishness of many an exacting woman, may be traced to these respective faults in home training.

Cornell University has established courses of Sermons for Students. Two series are arranged for, one during the Fall term, the other during the Spring term. The most eminent preachers of different denominations are invited to deliver these discourses. The list for the series now in course embraces such names as Lyman Abbott, Everett Hale, Washington Gladden, H. R. Haweis, etc. Attendance is optional with students but, as a matter of fact, the sermons are very largely attended, and often, we are told, the chapel is overcrowded, and members have to leave for want of room. We do not wonder at this, if many of the sermons are as full of life and power as that of the Rev. Mr. Tyler, given in the *Christian Union* for Nov. 5th. The subject was "Christianity and Manliness" (I. Cor. xvi. 13), and the fresh thoughts and crisp, ringing sentences must have left echoes in many hearts. We are glad to learn from a correspondent of the *Globe* that a somewhat similar plan is followed at Queen's University, Kingston. A sermon for students is delivered in Convocation Hall every Sunday afternoon during the collegiate year, and the ablest divines from all the Christian churches in Canada are invited to preach.

We are surprised and sorry to see that a statute has been passed by the Senate of Toronto University, providing for the creation of four additional scholarships at junior matriculation. The principle of awarding prizes and scholarships from public funds is bad in any case. Why should the citizens generally and other poor students in particular be taxed for the benefit of a select few who, because of greater advantages, or possibly by means of better memories, are able to take a higher marking at examinations? We are aware that distinguished men sup

port the custom, and some have gone so far as to affirm that they themselves could never have got through college but for the help afforded by scholarships. This may well be questioned, for every year sees men completing their collegiate courses with credit, who were as impecunious at setting out as their most brilliant compeers could possibly have been, and who have made their way without the aid of the exceptional parts of the latter. The argument that these prospective rewards are necessary as a stimulus to ambition, or an incentive to draw students to the halls of the college, is even worse in theory and unsupported by obvious facts. Above all, it surely is eminently inconsistent for an institution which is crippled for want of funds, and declares itself unable to establish chairs in some of the most essential departments of liberal culture, to divert any portion of its income to so unnecessary and doubtful a use.

The University authorities are, however, about to take a very liberal step in advance, which we commend to the notice of all teachers who have not university standings or degrees. At a recent meeting of the Senate, Vice-Chancellor Mulock presented the report of the Boards of Studies on local examinations, and gave notice that he would move its adoption at the next meeting of the Senate. It provides for the admission of boys as well as girls at these examinations; that the examinations may be utilized for matriculation purposes, and that a candidate may take any one or more of the subjects of junior matriculation or first year. This is as it should be, and will prove a better aid and incentive to higher education, than all the prizes, medals, and scholarships which the University can bestow. What is to prevent almost every public school teacher in the province from passing these examinations in one or more subjects, or groups of subjects?

The author of "Friends in Council," deems it important to keep the minds of children "fallow, as it were, for several of the first years of their existence." The advice is intended to discountenance the forcing process to which young children are too often subjected, in being made infant prodigies. We are quite agreed in regard to the hurtfulness of the latter course, but we do not believe in the fallowing system. The development of the child's mind should go on *pari passu* with that of the body. Suitable food and exercise are as indispensable to the health of one as of the other. Some of the teacher's worst trials are with those children whose mental faculties have been left almost dormant during the first six or seven years of their lives. The task of breaking through the listlessness and arousing the activities of such minds is often formidable. Of course we do not mean that the school-room, unless it be that of the Kindergarten, is the proper place for developing the infant powers.

SCHOOLS IN MANITOBA.

The report of the superintendent of education for the Protestant schools of Manitoba for the year ending 31st January, 1885, shows a very gratifying rate of progress all along the educational line. The sources of the revenue of school districts

in Manitoba are three, the Legislative grant, at the rate of \$100 annually for each school, the municipal levy at the rate of \$200 annually for each school and, for the balance required for school purposes, a tax upon lands within the district lying within a radius of three miles from the school house.

The total receipts by the Protestant Section of the Board of Education for the school year covered by the report were \$47,363.64, an increase of \$6,865.59 over the income of the year preceding. The disbursements for the year amounted to \$40,682.62, an increase of \$9,815.93 over those of the preceding year. These disbursements are classified under four heads, viz., payments to school districts, payments for inspection, payments for examination of teachers, and payments for the training of teachers. It is interesting to note that the increase from \$22,418.25, in 1883, to \$28,850.50 in 1884, under the first head,—an increase, it will be observed, of nearly twenty-five per cent.,—is due to the increase in the number of schools in operation from 271 to 359 during the same period. As the report points out, however, the fact that a sum exceeding \$414,000 has already been borrowed by the issue of debentures by school trustees throughout the province, is one that demands serious consideration in order to prevent any unnecessary increase of this large debt, and in order to see that means are adopted in every case to provide for re-payment of the amounts borrowed.

The Manitoba School Act provides for an annual census of all children in the province between the ages of 5 and 15 years. The number of Protestant children thus found in 1884 was 14,129. In the preceding year it was only 11,401. The total attendance in 1884 was 13,411, an increase of 2,810 over that of the preceding year. The whole number of schools has increased from 16 in 1871, to 359 in 1884, and the gross attendance from 816, to 13,641.

Thirty first, second, and third class teachers attended the Winnipeg Normal School during the session ending 31st March, 1885, and upwards of eighty third class teachers attended various local schools for sessions of one month each. As the limit of expenditure for the training of teachers, \$3,000, has been reached, no material increase in the Normal School work can be made until the Legislature makes additional provision for the purpose.

On the whole, the educational work of our young sister province seems to be at least keeping pace with the increase of population and the development of resources. We congratulate the Superintendent of Education, J. B. Somerset, Esq., on the evidences of efficient and successful administration afforded by his very lucid report.

"THE SCIENCE OF MORALITY."

"All those actions which are conducive to the well-being of humanity we call good or right; all those actions which are not so conducive we call bad or wrong. Thus there is an absolute standard of right and wrong." So writes Selim M. Franklin in an article under the above heading in the *Popular Science Monthly*. A balder statement of the utilitarian theory of morals we have not seen. To the inquiry which immediately suggests itself, What is meant by "conducive to the well-being

of humanity"? this intrepid philosopher replies by tracing all motives and feelings to their ultimate cause. "This ultimate cause is the most powerful instinct implanted in human nature—the preservation of life, which includes our own life and that of our offspring."

"What a piece of work is man! How noble in reason! how infinite in faculties! in form and moving, how express and admirable! in action, how like an angel! in apprehension, how like a god! the beauty of the world, the paragon of animals!" Ah, Shakespeare, you lived too soon! Had you come into the world three centuries later you would have learned that the highest inspiration of your paragon is the mere selfish instinct of self-preservation which he has in common with all other animals, and you would have scorned to liken to an angel a creature whose highest reasoning and noblest acting alike spring from so common and so lowly an origin.

Perhaps the reader who does not see the *Popular Science Monthly* would like some practical illustration to show how this grand, universal principle, this ultimate cause—the preservation of life—operates to produce our sense of what we call right and wrong. The author kindly furnishes it:

"Already long ages ago it was discovered by experience that a tribe or nation, and every member thereof, would better serve his own prosperity and success by generally telling the truth than by telling falsehoods; so nine times out of ten he would tell the truth." So simply was educated the silly scrupulosity which makes so many men and women whom we call "good" fear to tell a lie even though they should believe it would be an exception to the "general" rule, and better serve their own prosperity and success than the truth, to say nothing of the strange fanaticism which has made so many value the truth even more than the preservation of life itself and die for it. Of course all such enthusiasm for truth, or for any other so-called virtue, is not only egregious folly, but consummate wickedness, as it must be wrong as well as silly to subordinate the "most powerful instinct in human nature," and the "ultimate cause" in morals, to any inferior consideration.

The courage of Mr. Franklin in following his principle to its logical issue is admirable. Here is one of his "hences": "Hence, to commit murder is a greater wrong than to tell a lie, and a man would be perfectly justified in telling a lie in order to escape either becoming a murderer or being himself murdered." That is, in such a case, it is the truth that becomes the crime, and a lie the highest virtue.

If we had space to enter into the argument we might point out a grave practical difficulty which emerges just here. The principle is clearly that the end not only justifies the means, but gives it its only moral character. Hence, in order to know whether to believe a man, we should need to know in each case whether in the opinion of the speaker the obligation to speak the truth was or was not overborne by some more pressing outcome of the fundamental law of self-preservation.

But we do not mean to argue the question. We cannot but think the bold, ugly features of the utilitarian ethics as thus outlined are all the argument needed. Every reader can appeal to his own consciousness—which under any system must be the highest court of reference—to know how far such a system tallies with his own sense of right and wrong, to say nothing of that nobler teaching which declares the obligations of truth and righteousness to be universal and eternal.

Special.

ELEMENTARY CHEMISTRY.

CHAPTER IV.—Continued.

EXERCISE IV.

1. Exactly 100 litres of oxygen, at the normal temperature and pressure were obtained by heating potassium chlorate: how much of this salt was used?
2. How much potassium chlorate must be used to yield 100 litres of oxygen at 30°C. and 380 mm. pressure?
3. How many litres of oxygen at 720 mm. pressure and 15°C. can be obtained by heating 261 grains of manganese dioxide (1 grain = .0648 grams)?
4. What volume of hydrogen measured at 12°C. and 750mm. is disengaged when 100 grams of zinc dissolved in dilute sulphuric acid?
5. A balloon requires 5 cubic metres of gas to inflate it. how many kilograms of sulphuric acid must be converted into zinc sulphate in order to evolve sufficient hydrogen to fill it?
6. A rectangular india-rubber bag 1 metre long, 50 cm. broad and 30 cm. deep, is to be filled with hydrogen at 0° and 760 mm. pressure; how much zinc is required for the purpose?

Volume and Weight of Gases.

Since 1 litre of hydrogen = .0896 grams,
 $\frac{22.32}{22.32} \text{ " } = \frac{22.32 \times .0896}{1.999} \text{ "}$

Therefore, 22.32 litres hydrogen = 2 grs approximately.
 $\frac{22.32}{22.32} \text{ " oxygen } = \frac{32}{22.32} \text{ "}$
 $\frac{22.32}{22.32} \text{ " carbon dioxide } = \frac{44}{22.32} \text{ "}$

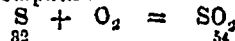
Hence, 22.32 litres of any gas at 0°C. and 760 mm. pressure weigh a number of grams equal to the number expressing the molecular weight of the gas.

If great accuracy is not required the more convenient number, 22.4 litres, may be used instead of 22.32 litres.

Ex. 10. Find the volume of 244 grams of carbon dioxide at 0°C. and 760 mm. pressure.

Vol. of 44 grams carbon dioxide = 22.4 litres.
 $\frac{1}{244} \text{ " " } = \frac{22.4}{244} \text{ "}$
 $\frac{244}{244} \text{ " " } = \frac{244 \times 22.4}{244} \text{ "}$
 $\frac{244}{244} \text{ " " } = 123.2 \text{ "}$

Ex. 11. What volume of sulphur dioxide is formed on burning 8 grams of sulphur?



Sulphur dioxide formed from 32 grams sulphur = 64 grams.

" " 1 " = 2 "
 " " 8 " = 16 "

Volume occupied by 64 grams sulphur dioxide = 22.4 "
 $\therefore \frac{16}{10} \text{ " } = 5.6 \text{ "}$

EXERCISE V.

1. 10 grams of carbon are burnt; what volume of carbon dioxide at 30°C. and 380 mm. is formed?
2. What volume of oxygen can be made from 100 grams of mercuric oxide?
3. How much potassium chlorate is required to make 70 litres of oxygen?
4. 174 grams of manganese dioxide are heated; what volume of oxygen is given off?

5. 100 grams of zinc are dissolved in dilute sulphuric acid ; what volume of hydrogen is given off?

6. 100 grams of steam are passed over red hot iron, what volume of hydrogen at 10°C . and 742 mm. is formed?

Given the percentage Composition of a Compound to find its formula.

The percentage composition of a compound is—

Hydrogen.....	2.04
Oxygen.....	65.31
Sulphur.....	32.65

What is its formula?

The composition may be represented thus :—

Hyd.	Sulp.	Ox.
2.04	32.65	65.31

Now since the symbols stands for definite quantities, we have

$$\begin{aligned} & \text{H} \quad \text{S} \quad \text{O} \\ & 2.04 \quad 32.65 \quad 65.31 \\ & = \text{H} \quad \text{S} \quad \text{O} \\ & 2.04 \quad 1.02 \quad 4.03 \\ & = \text{H}_2\text{SO}_4. \end{aligned}$$

EXERCISE VI.

1. The percentage composition of a compound is—

Potassium.....	31.89
Chlorine.....	26.95
Oxygen.....	39.15

What is its formula?

2. A compound is found to have the following percentage composition

Oxygen.....	72.73
Carbon.....	27.27

What is its formula?

3. A compound of iron and oxygen possesses the following percentage composition. Calculate its formula.

Iron.....	70.01
Oxygen.....	29.99

Given the formula of a Compound, to find its percentage composition.

The formula of water is H_2O , what is the percentage composition?

The composition is—

H_2	Hydrogen	2
O.....	Oxygen	16

Hydrogen contained in 18 parts of water	= 2 pts
1	= $\frac{2}{18}$ "
100	= $\frac{100 \times 2}{18}$ "
	= 11.11 of hyd.

Oxygen contained in 18 parts of water	= 16
" 1	= $\frac{16}{18}$ "
" 100	= $\frac{100 \times 16}{18}$
	= 88.88 of oxy.

Therefore the percentage composition required is—

Hydrogen	11.11
Oxygen	88.88

EXERCISE VII.

1. The formula of sulphuric acid is H_2SO_4 , what is its percentage composition?

2. The formula of potassium chlorate is KClO_3 , what is its percentage composition?

THE STUDY AND TEACHING OF ENGLISH.

BY WILLIAM HOUSTON, M.A.

(Continued.)

II.—THE CAPACITY TO APPRECIATE LITERATURE

Not all that is written is worthy of the name of literature. It is hard to say definitely, and impossible to say briefly, either what literature is, or what it is not. I shall, therefore, refrain from definition and description, and content myself with the statement that, as a piece of literature is a real work of art, it is necessary to its appreciation that one should not merely comprehend its meaning, but enter into its spirit and enjoy its beauty. The study of literature is calculated to give pleasure as well as profit, to entertain no less than to improve the earnest and intelligent student. This is true of prose as well as of poetry, though the former is generally less capable of pleasing by its outward form. There is a real and perceptible difference between the two kinds of composition, a something which in the last analysis is apt to escape him who attempts to precisely define it, but the presence of which is felt by all. I shall, however, for the present confine my remarks to poetical literature, not so much because prose is less worthy of attention, as because prose works are now proscribed in the High School course for rhetorical use, and it is impossible for a pupil to have used them intelligently for rhetorical purposes without having, at least incidentally, learned to appreciate them from a literary and artistic point of view.

The study of literature, like the practice of composition, is begun at a very early age—generally long before the child enters a school at all. The infantile mind is charmed with the beauty of poetry that is suited to its comprehension, and the infantile ear pleased with the indefinable melody of rhythmical cadence. There are few children who have not, before leaving the nursery, committed to memory simple rhymes, wept with emotion at the recital of some pathetic story in verse, or laughed in childish glee over some humorous incident done up in some attractive garb. The teacher of literature finds that he has been anticipated by the mother, by the nursery maid, by the Sunday school infant-class teacher, by the kindergartner. What is learned in those early days is marvellously persistent, and keeps possession of the memory long after the pieces learned in later years have vanished from its tablets. The lesson for the teacher is obvious. The study of literature in the pupil's earlier stages should consist very largely in memorizing selected poems, including not merely or chiefly those found in the reading books, but others of equal or greater merit found in abundance elsewhere. The teacher who is instrumental in storing a pupil's memory with beautiful thoughts embodied in beautiful language has conferred upon him an untold benefit, and stands an excellent chance of being remembered with feelings of gratitude long after the teacher who aimed only at systematic intellectual and moral training has been forgotten. Nor is such a result either unnatural or unjust. Nature has implanted in the child's mind a love of what is beautiful, and the teacher who cannot gratify and educate the young pupil's aesthetic faculty by teaching him to appreciate the beautiful in literature has mistaken his calling.

I do not believe that it is possible for any one at any stage of development to explain fully why he is affected by poetry which pleases him. Even Wordsworth, deeply as he penetrated into this great mystery, confesses himself at fault here. Poetry, in order to stir deeply the feelings of the reader, must have stirred deeply the feelings of the writer, and if he who saw, as few have seen,

The light that never was, on sea or land,

could not fully comprehend the sight, it is vain for those to whom he has afforded a glimpse of it to hope to do so. Nevertheless, even at an early age it is possible to get the pupil to understand some of the qualities of poetry which make it a source of pleasure—such as rhythmical structure, melodious rhymes, figurative language, intensity of feeling, graphic description, wit, humor, pathos. This must, however, be done incidentally, and only after the pupil has been allowed an opportunity of familiarizing himself with the beauties which you want him to see. I cannot think of any more profitless task than that of going over a literary composition and pointing out to unappreciative listeners what they ought to admire. The teacher who follows this method is not a pedagogue but a pedant.

No ordinary reading lesson, which admits of incidental treatment as a piece of literature, should be left unutilized; but I must here express my regret that so much time is still devoted in the Public

Schools to the study of literature in scraps and shreds. For entrance to the High Schools the English literature is taken from the Fourth Reader, and is made up of pieces, many of which are excerpts from larger works. To this there are several objections, not the least of which is that, the field of selection being limited, teachers and pupils are compelled to travel year after year round the same narrow enclosure, while the whole vast expanse of English literature lies invitingly outside. To add to the objectionableness of the system, the examiners soon exhaust the list of fair questions that can be asked, and they must then either repeat them which promotes "cramming" for the examinations, or ask questions on what is unimportant and out of the way, which excludes side reading to be substituted for the study of the texts. Moreover, it is impossible under this system to do for the pupil what is more important than making him acquainted with a variety of different styles, or even creating in him a desire to read for himself the works from which the extracts have been taken—to furnish him with a method which will be useful to him in his own reading in after-life. This can be done only by reading whole works instead of excerpts. The scrap-book reader is constructed on an utterly false assumption—that a piece of literary work is a fair specimen of the whole. It is no more reasonable to assume this than it is to assume that a brick or a stone is a fair specimen of a beautiful building. If a piece of literature has been constructed on some artistic principle—and it is unworthy of the name of literature otherwise—then it ought to be studied as a whole, just as a beautiful edifice or a statue, or a painting, should be viewed as a whole. Sir Walter Scott intended that the reader of "The Lady of the Lake" should never suspect James Fitzjames to be Scotland's King until he comes to the announcement of the fact. It is related that while the poem was in process of production, he read over parts of it to an old servant in order to ascertain whether he had constructed the plot and narrated the incidents with sufficient ingenuity to effect his purpose. At one point the old man exclaimed: "Ah! that's the King," and Scott saw the necessity of recasting the poem so as to make it more effective for the artistic purpose he had in view. But, though the fact that Fitzjames is the King is admirably concealed, I have met with only one reader of the poem who enjoyed the exquisite pleasure of perusing it without having the knowledge of Fitzjames' real character in his mind. Ever since I met him I have envied him his good fortune, and anathematized the man who cut out the combat, put it into the scrap-book reader where I first saw it, and carefully explained in a note who the persons were and whence the piece was taken.

I admit the necessity, for the purpose of teaching children to recognize word-forms, of a graded series of readers up to the end of the Second, or perhaps the Third Book, but after this the selection of reading matter for school use should be made on a different theory. Any child who has mastered an ordinary Third Reader is quite able to recognize almost every word in Longfellow's "Evangeline," or Scott's "Lady of the Lake," or Wordsworth's, or Cowper's, or Tennyson's, or Mrs. Browning's, or Mrs. Hemans' minor poems. Some of these of course occur in Fourth Readers; and so far there is no objection to them except on the ground of wearisome and unnecessary repetition, which, however, ought to be fatal. The cheap and beautifully-printed texts now issued from the English and American press are a proof that in the matter of economy the system I advocate would have a decided advantage over the scrap-reader system; for I believe the pupil's year is devoted chiefly to the lessons selected for High School entrance, while he has to purchase a costly volume in order to get them. The whole of a collection of prose and poetry suitable for the Entrance Examination might be published at ten cents a copy—one-fifth of the price of a Fourth Reader—provided the annotations are left out, and a wise teacher will in his own interest keep these away from his class as much as possible. He should never allow any outsider to come between him and his pupils in this the most delightful of all school work. I admit that in this matter I am somewhat ahead of public, not to speak of official, opinion; but if I am one of the "remnant" now I shall be one of the "majority" before very long.

You, as teachers, are all interested in securing this great but easily effected change. The High School masters will henceforth have the privilege of reading new literature, prose and verse, with their pupils each year. Why should you be debarred from it? Compare your position and condition at the end of ten years' treadmill work on your present course of scrap-book reading with what your position and condition would be at the end of ten years' study of texts changed every year. The one course of work will leave you practically where you are in the matter of culture; the other would carry you far on the road to a general knowledge of English literature, and, what is of unspeakably greater importance, give

you facility in "reading," using the term "reading" in Carlyle's large sense of it. You are often advised, by well-meaning persons who have never taught, to devote your spare time to reading English literature. I know from experience what it is to feel, after the day's work in school and out of school is done, so utterly fatigued in body and mind as to have little taste for reading even the most attractive literature. But make such reading a part of the regular school course and you at once lighten the teacher's toil and compel him to acquire a measure of literary culture while he is trying to impart it to others. The scrap-book Fourth Reader must go, and it should stand not on the order of its going, but go at once. The new Fourth Reader should never have been compiled.

With a view to making an illustrative application, however imperfect, of the principles I have been laying down, allow me to describe briefly the manner in which a piece of literature should be dealt with, say for the Entrance Examination. For this purpose I select Longfellow's "Evangeline," which is well adapted to the capacity of Fourth Class pupils. The various steps in its treatment may be thus described:—

1. The poem should be read through by the pupils without any explanations by the teacher, except in answer to requests for information. It should be read aloud and in full, as continuously, and with as much attention to elocution as time and circumstances will permit, in order that it may be viewed as a whole, and the reading should be done over and over again, until the pupils have had a fair chance to gain a clear idea of the plan of the work, to form some theory as to the object of the author, to discern its beauties, and to notice its more interesting passages.

2. After this opportunity has been given them, it should be read again for the purpose of enabling the teacher to ascertain by judicious questioning whether the pupils fully understand the text, including references to names, places, and events with respect to which the poem is not self-explanatory, care being taken not to convert it into a mere occasion for a lesson in history, or geography, or antiquities. The same reading will serve for such elucidation as may be necessary—the less the better, as a rule—of peculiar constructions, of instances of poetical license, and of philological points, care again being taken to do only so much of this side work as may be necessary to make the meaning of the text perfectly clear.

3. It is now time to ascertain what theory the pupils have formed as to the author's aim in writing the poem, and to correct erroneous views on this point; as, for instance, that it was designed to condemn the expatriation of the Acadians. In the light of this general view some passages will have acquired a new beauty and force, and an effort may be made to ascertain what parts of the poem have produced the deepest impressions, and why; also to lead them to notice other passages which they may have overlooked. The same reading may be utilized for the purpose of calling attention to other beauties of form—cadence, rhyme, adaptation of sound to sense, alliteration, figures of speech,—care being taken to inflict on the pupils as little as possible in the way of definition, and in the case of rhetorical figures to confine the attention to those that are most obvious and most frequent.

4. Comparison may now be made of "Evangeline" with Parkman's narrative in his recently published work on "Montcalm and Wolfe." The pupils may in this way be taught to distinguish between poetical truth and historical truth. They can learn to understand that the English Government may have been justified in sending the Acadians from their homes, and that at the same time this very justifiable measure may have been productive of great and undeserved injury to innocent individuals in a spot far away from the settlements that were constantly harassed by the Indians at the instigation of the French.

5. Even with Fourth Class pupils it may be a profitable exercise in prosody to compare "Evangeline" in point of form with some of Longfellow's other poems—with "Miles Standish," which resembles it in its hexameter structure; with "Hiawatha," which resembles it in the absence of rhymes, but the verse of which is trochaic and octosyllabic; and with some of the best of his minor poems, which may with pleasure and profit be committed to memory.

6. Lastly, some attention, but not too minutely, may now be given to Longfellow's personal history, to his peculiar preparation for his work, to the general features of his poems, and to his position amongst the poets of his own generation in America and England, the utmost care being again taken to keep all this subordinate to the main object of studying literature—that is, the thorough appreciation of the text itself.

One poet dealt with each year in some such way as I have described, and one prose work utilized with similar care, as a basis of exercises in composition, would furnish the teacher with a much needed means of self-culture, and the pupil with a method of reading literature such as he can never acquire by the most extended study of detached excerpts.

(To be continued.)

ENTRANCE LITERATURE.

THE STAGE COACH.

Fourth Ontario Reader, old series, page 176.

Charles Dickens, born in 1812, was essentially a Londoner, although his birthplace was Landport, Portsmouth, where his father, John Dickens, who was connected with the Navy Pay Department, was at the time residing. When the war closed, the family removed to London, and the father became a parliamentary reporter. Charles tried law at first, but the occupation was very distasteful to him, and he soon abandoned it, and betook himself to reporting for the London press. He thus early acquired unusual readiness in writing. He also became familiar with every phase of London life, and soon began to sketch on paper what he saw in the dingy courts and wretched alleys of the metropolis. He joined the staff of *The Morning Chronicle*, and soon took first rank among its reporters, but the beginning of his fame dates with the publication of *Pickwick Papers*, 1837. In these may be seen both the merits and defects peculiar to him, his genial style, imaginative description, and overflowing humor. Then followed *Nicholas Nickleby*, generally considered his finest work, although *The Old Curiosity Shop* contains some of the finest passages that he ever wrote. His writings tend to stamp out shame wherever met, to expose defects in the schools and in the poor-laws, and to permeate all grades of society with a kindlier and broader philanthropy. In dealing with faults or follies, he was often too severe, as the tenderness of all his painting is towards caricature. He was the founder of the leading Liberal paper of England, the *Daily News*, in which appeared his *Pictures from Italy*, *Dombey and Son*, *David Copperfield*, *Martin Chuzzlewit*, *Little Dorrit*, *Our Mutual Friend*, are but a small portion of the fruit of his busy pen. He died in 1870.

Note.—While studying *The Stage Coach*, the Friday afternoon readings should be, in part at least, from Dickens' works. They abound with "manly human sympathies," and contain some specimens of the most "exquisite creations of modern fiction," and will serve to furnish the pupils with a thoroughly enjoyable time. Also trace on the map the road from Salisbury to London. Mention the distance, probable time on the road, sights by the way, etc.

Came round.—Came along.

Blazoned.—Exhibited conspicuously.

Boot.—A box or receptacle covered with leather at either end of a coach.

Box.—The driver's seat.

It might have confided.—It, the preparatory subject, the real subject, is, to find himself sitting next that coachman. Next, a preposition here.

Tom.—Non.. to was understood.

Professionally.—The amateurs are quite ignored. This coachman stands at the head of the professional drivers in style of flourishing a whip.

Same with his hat.—Same is here a substantive, though it is commonly an adj.

Perfect in.—Why should a knowledge of horses, etc., make him perfect in the use of the hat?

Laws of gravity did not admit.—Have the laws of gravity anything to do with his hat being knocked off or blown off?

Breezy miles.—Meaning? How written in whiskers? How long is the English mile?

Very.—Adj. formerly meant genuine, here means actual.

These were all—London.—A noun sentence obj. of thought. What does all include?

Yokel.—A country bumpkin, clownish, easy-going.

Rakish.—Given to a dissolute life.

Cathedral.—The principal church in which is the bishop's chair. From *cathedra*, a seat or chair.

Took—Turned—Sharpest.—Adverbial in force.

Key-bugle.—More properly *lent-bugle*, a curved bugle, having six finger keys or stops; also called *keyed-bugle*.

Weight upon his mind—Captivating sense.—Let the pupils write notes on these and similar expressions.

Orchestra.—Or-ches-tra or Or-ches'-tra, a band of instrumental musicians. Explain use here.

Leader's coupling-reins.—Should be leaders', as there were four horses, and hence two leaders.

Five-barred gate.—An English gate. See same expression used, and somewhat explained, in "The Lark at the Diggins."

Narrow turning.—Probably a portion of high narrow road, the rampant horses being kept back on 'he level where the coach could pass.

Daisies sleep.—Explain. On, relation, sleep on bosoms.

Paddock fences.—A small enclosure near a stable, corrupted from *parrock*, meaning a park.

Rick-yards.—Yards with stacks of hay or straw protected by a cover of some sort, usually thatch.

Pebbly dip.—The road down to and through the creek, covered with small stones.

Bald-faced Stag.—Name of the inn where the horses were changed, so called, no doubt, because painted white. Bald means white.

Topers congregate.—Why? *Admiring.*—What?

Last team.—The four horses that drew the coach thus far. Team is applied to two or more animals fastened to the same conveyance.

Fiery sparks.—How caused?

Through the open gate.—What gate?

Into the world.—Probably the field or common, the coach having turned off the road.

Moon—high up.—About full moon, hence would rise about six or seven in the evening, and set in the morning.

All grown rain.—What is meant?

Till morning.—Why all night? Why not during the day as well?

Quivering leaves.—The leaves of the poplar are never at rest, but keep up a continuous quiver.

May see themselves upon the ground.—The motion of the leaves causes individual shadows to be distinguished on the ground.

Trembling does not become him.—Why?

Watches himself.—Takes in his shadow as a whole.

To and fro before its glass.—The night is so fine that everything is reflected as in a mirror. Ever the old gate, broken almost from its support, struts itself before its glass, like some vain, dressy, whimsical widow.

Ghostly likeness.—Shadow. *Through.*—Across.

The smooth.—Pasture land.

Steeper wall.—Walls of houses, etc.

Gauze-like mist.—That can be easily seen through.

Real gauze.—Lady's veil.

The Pope.—One supposed not to be influenced even by a beautiful face, though the beauty be intensified by such artful surroundings as are commonly used—among others the veil.

Counterpart.—Duplicate. The moon moves along, first under one cloud, then another, then along the clear sky. The coach goes first through a grove of trees, then through vapor, etc.

Hardly felt.—Why? *Leaping up.*—Explain.

Two stages.—Two divisions. The distances travelled by two teams.

Street.—A paved way or road, a main way.

Rattling pavements.—The much used, and hence rough, though paved, streets of London.

Jaunty seat.—Why jaunty?

Stunned and giddy.—Why?

Teachers' Examinations.

EDUCATION DEPARTMENT, ONTARIO,
JULY EXAMINATIONS, 1885.

FIRST-CLASS TEACHERS—GRADE C.

HYDROSTATICS AND HEAT.

Examiner—J. C. Glashan.

1. Distinguish between amount of pressure and intensity of pressure of a liquid on a submerged surface.

If the intensity of pressure on a surface be variable over the surface, how is the intensity of pressure at any given point measured?

A cube with edge one foot long is immersed in water so that one corner of the cube is just at the surface of the water and the diagonal of the cube from that corner, is vertical. Find the total pressure on the cube and the intensity of pressure at each corner.

2. Distinguish between mass and density, and between density and specific gravity.

How may one determine the specific gravity of an irregular solid insoluble in water, if the density of the solid be (i) greater; (ii) less, than that of water?

A cylindrical copper wire 44 yds. long, weighs 23,000 grains in the air, but only 20,400 in water. Find its volume, density, and mean section.

3. State the relation between the volume, density, and intensity of pressure of perfectly elastic gas kept at constant temperature.

In performing the Torricellian experiment, $\frac{1}{2}$ inch of the tube is left occupied with air at atmospheric pressure. After the inversion, this air expands till it occupies 11 inches of the tube while the column of mercury below it is sustained at a height of 28.8 inches. Find the correct barometric height.

4. "There have been two distinct theories regarding the nature of heat." State these theories and describe any experimentum crucis between them.

What assumption was made by Mayer in his determination of the Mechanical Equivalent of heat?

How much mechanical energy is necessary to melt 10 lbs. of ice at 32° F.?

5. Distinguish between temperature and quantity of heat.

If the temperature of a body be increased, what is, in general, the effect on the volume of the body? State some remarkable exceptions to this law.

Describe some form of air-thermometer and enumerate its advantages and disadvantages.

Find the least distance between the consecutive rails on a line of railway which will allow of the expansion due to an increase of temperature of 70° F., the rails being 11 yards long and the coefficient of expansion being .000007 per degree Fahrenheit.

6. Describe briefly the three methods by which heat is conveyed from one place to another.

Describe experiments showing that radiant heat is capable of reflection, refraction, and absorption.

Give a brief statement of Prevost's theory of exchanges.

ENGLISH LITERATURE.

Examiner—J. E. Hodgson, M.A.

1. "I do not think there is an able writer in verse, of the present day, who would not be proud to acknowledge his obligations to the *Reliques*."

(a) Give names of some of the "abler writers in verse" of that day.

(b) How was Scott's poetic work affected by the *Reliques*?

2. Compare the narrative portion of the *Lady of the Lake*, with the lyrical portion, with regard to (a) metre; (b) sentiment.

3. Give a synopsis of the description of the fight between Fitz-James and Roderick Dhu. What features of the description conduce to (a) its picturesqueness; (b) its animation?

4. Now, clear the ring! for, hand to hand,
The manly wrestlers take their stand.
Two o'er the rest superior rose,
And proud demanded mightier foes,
Nor called in vain; for Douglas came.
—For life is Hugh of Larbert lame;
Scarcely better John of Alton's fare,
Whom senseless home his comrades bear,
Prize of the wrestling match, the King
To Douglas gave a golden ring,
While coldly glanced his eye of blue,
Douglas would speak, but in his breast
His struggling soul his words suppressed;
Indignant then he turned him where
Their arms the brawny yeomen bare,
To hurl the massive bar in air.
When each, his utmost strength and shewn,
The Douglas rent an earth-fast stone
From its deep bed, then heaved it high,
And sent the fragments through the sky,
A rood beyond the furthest mark;
And still in Stirling's royal park,
The gray-haired sires, who know the past,
To strangers point the Douglas-cast,
And moralise on the decay
Of Scottish strength in modern day.

(a) Illustrate by reference to this extract, differences between prose diction, and poetic diction.

(b) Distinguish rime from rhythm. Account for the spelling rhyme. What constitutes a perfect rime? Point out an imperfect rime in the extract, and state in what its imperfection consists.

5. What beneficial results should flow from the study of *Rip Van Winkle*?

6. Illustrate by references to the *Rip Van Winkle*, Irving's power in (a) humor; (b) pathos; (c) observation.

7. Explain what is meant by saying that "Irving is not a distinctively American writer."

GEOGRAPHY.

Examiner—Cornelius Donoran, M.A.

1. What is meant by Circle of Illumination? Declination? Precession of the Equinoxes? Synodic Period? Prime Vertical? Radius Vector? Isothermal Lines? Isochimeral Lines?

2. What are the conditions on which depends the distribution of moisture on the surface of the earth?

Illustrate by reference to the great rainy, and the great rainless, districts of the world.

3. Trace a voyage on the Danube from its source to its mouth, writing notes on all Geographical and Historical points of interest on the route.

4. Explain the origin, the characteristics, and the work of rivers. How is soil made?

5. Describe Egypt as to (1) government and races, (2) soil and productions, (3) physical features.

6. What services in nature do mountains perform? Fully illustrate by references to five of the great mountain chains in Europe. Compare the ethnological values of mountains and valleys.

7. Explain how you would find—

(1) The length of the diameter of the earth.

(2) The length of a degree of longitude at a given latitude.

(3) The latitude and longitude of any place.

PREPARATION FOR READING.

To prepare for conducting your reading classes, try some such plan of study as this:

1. Make out a list of new or difficult words requiring class drill.

2. Decide what line of questioning will bring out the meaning of each sentence, paragraph, or the entire lesson.

3. Decide what anecdotes you may tell.

4. Decide what stories the children may be led to tell in connection with the lesson.

5. Form a definite idea of the benefits which individual pupils and the class as a whole should receive from the lesson.—*School Education*.

Practical Department.

NOTE.—The excellent article on "Whispering," which appeared in No. 38, October 22nd, should have been credited to the N. Y. School Journal. Of this we were unaware at the time we inserted it, as we clipped it from another American periodical, which did not give "honor to whom honor is due," but merely credited "exchange." We give this explanation in justice to an esteemed cotemporary.

PRACTICAL HINTS.

BY SENEX.

Make every lesson a Language Lesson.

Note errors in grammar made by pupils in your hearing, and produce them for correction in the grammar lesson. Mention no names.

Study the disposition of your pupils; a knowledge of it will help both you and them.

Do not be a policeman in your school, on the look out for offences. Do not be a magistrate, ready to convict offenders. Do not be a gaoler, to keep prisoners in custody, or inflict punishment for breaches of the law. Be, rather, the parent in your love, the counsellor in guiding erring steps aright, and the friend who can be relied on in difficulty and danger. Confidence begets confidence; love kindles love. The reverse of this is also true, and your path may be flowers or thorns, according as you sow the particular sort of seed.

Cleanliness is an important factor in education; so also is politeness.

The diamond's value is greatly enhanced by the art of the lapidary, whose business it is to clear it of external disfigurement, and shape it in such a way as to produce the greatest brilliancy. The child-mind is a diamond, the teacher the lapidary.

Be not too lavish in praise; be not too censorious in blame. A word of encouragement has a charm that has helped oftentimes to the development of genius. "Let your yea be yea, and your nay, nay," in your dealings with your pupils; it will save much trouble.

Speak in language comprehensible to the minds of your pupils. Do not spend all your time in school at the rostrum or on the platform. Go among your pupils, and let them see you are human, like themselves.

THE QUESTION.—How shall a pupil's mind that is being pushed or dragged, be so awakened and energized as to move forward, impelled from a motive power within?

THE ANSWER.—By encouraging parents to visit the school-room. Least necessary; but by no means unimportant.

2. By making the school and its exercises pleasant and attractive. By kind deportment towards pupils, by ornamenting and making comfortable the school-room and grounds, by providing facilities for pleasant and profitable out-door exercises, music, calisthenics, etc. More important than the first, but still not absolutely necessary.

3. By the power of intellectual leadership and predominance in awakening ambition and stimulating the mind. A necessary and powerful means of accomplishing the end aimed at.

4. By the power of personal friendship. Love of the teacher will awaken love for the work of the school-room. Hate and fear are fatal foes to interest in study. This is a mightier agent in awakening love of study than any yet named.

5. By the contagious power of enthusiasm and interest. All affec-

tions of the mind are violently contagious. A cold, uninterested, inert mind will never awaken others to intellectual activity. A soul that is energetic, glowing, red-hot, will impart its life and heat to all who are brought within its influence. It is by far the most powerful and indispensable agent in arousing the latent energies of a pupil's mind. A teacher who is devoid of it should relinquish his vocation and seek some field of employment where he can do less harm.—*The School Journal*.

ADDING RAPIDLY AND CORRECTLY.

Children should be taught to compute with promptitude and perfect accuracy. To be able to give the correct footings of long columns of figures in the briefest time is an accomplishment of great value to the man of business. We need more and better work in addition. Drill, drill, drill, should be our motto. "Practice makes perfect" in adding, as in everything else we do. Try the following:—

(a) Write long columns of figures upon the board, and let the children give the sum the instant any figure is written.

(b) Write several columns and see who will give correct results in the shortest time.

(c) See how many columns or selected examples can be added in a given time (say five minutes).

(d) Match the girls against the boys, and see which side will foot up a long example in the shortest average time.

(e) Match one grade of pupils against another.

(f) Match yourself against the lower grades, but take no advantage of them in order that you may win. It will be fine fun for the youngsters.

(g) Have friendly adding matches with other schools, adding down instead of spelling down.

CAUTION.—Add much, but do not make a hobby of a good thing.—*Exchange*.

Educational Notes and News.

The St. Thomas Collegiate Institute is to have a gymnasium.

More school accommodation is required for the children of the public schools of Lindsay.

There were 32 applications for the position of head master at the Tottenham school.

Phonography is now taught on Saturdays, at a nominal charge, at the St. Thomas Collegiate Institute.

The directors of teachers' institutes have attended nearly every meeting of Teachers' Associations held in the province this year.

The election of trustees in Petrolia will occur the same time and manner as the election of the town council.

Both teachers of Granton school have been re-engaged for 1886—Mr. W. F. May at \$575, and Miss B. Westman at \$225, salaries payable quarterly instead of yearly as heretofore.—*St. Mary's Argus*.

The trustees of School Section No. 3, Thorah, have re-engaged Miss Maggie Cameron for the next year. Miss Cameron gives entire satisfaction, and is well liked.—*Woodville Advertiser*.

W. D. Ross, of Chatham, has been awarded \$10 by the Educational Department. He secured the highest number of marks at the recent examination for second-class certificates.

Mr. M. Parkinson, head master of the Public School at Alisa Craig, has accepted a position as teacher in the Parkhill High School, and will assume his duties with the New Year.

Inspector Atkin intends to arrange for township meetings of the teachers of Elgin early next year, the meetings to be held on Saturdays.

John P. Yourell, teacher of S. S. No. 4, Malden, has resigned the position, which he has held during the past three years. He intends teaching in the vicinity of Toronto.

Daniel R. Lucklam has engaged to teach S. S. No. 2, Malden, next year, at a salary of \$450. C. H. Fuller, the present teacher, resigned some time ago.

It is said that, hereafter, there will be but one grade of non-professional second-class certificates; but that the grade a teacher secures will depend on his teaching ability, shown at the Normal.

Mr. Row, lately appointed to take charge of the Ingersoll Model School, is to remain in Kingston. Mr. McDermid, late of Cobourg, secured the situation.

The people of Dutton are in earnest about having a High School. We understand that the trustees have decided to erect a new building at once.

It is worthy of note that not many councils throughout the country have decided to hold the elections for school trustees on the same day as municipal elections.—*London Free Press*.

The people of Shedden now have excellent school accommodation. An additional room has been provided, and a second teacher will be engaged at Christmas, when we expect Shedden school to be one of the best in the country.—*Dutton Enterprise*.

An Orillia gentleman complained to the trustees the other day that the teacher had unnecessarily whipped his child, but his appeal was not entertained. The Dutton teacher was recently fined for beating a pupil.

It is evident some better system of examining papers should be secured by the Minister of Education. Nearly every one who appeals to Government on the results of the teachers' examination is successful.—*London Free Press*.

The village of Aylmer will in a short time possess an educational institution equal to almost any in the country, some \$8,000 having been voted by the ratepayers for the construction of a High School building in the village.

According to the Brockville Recorder, Inspector Hughes says that the first six months of a child's education in the schools in Toronto is conducted without books or tablets. Instead of these, slates and blackboards are used.

The dates of the meeting of the Norfolk Teachers' Association in Simcoe have been changed from Thursday and Friday, November 12th and 13th, to Friday and Saturday, November 20th and 21st, owing to Thanksgiving day falling on the 12th, and to the fact that Dr. McLellan could not be present if the convention was held in that week.

The Brockville Public School Board re-appointed all their present staff of teachers for next year, except Mrs. Dodge, who has resigned. Miss Carson has leave of absence till the end of the year on account of sickness, and Miss Boyd fills her place. The latter will then take Mrs. Dodge's place on the regular staff.

At Chatham a class of 175 is learning the Tonic Sol-fa method of singing, under the instruction of Prof. Freela d. Prof. Cringan, of England, who holds the highest certificate from the Tonic Sol-fa College, gave an exemplification of the system at the convention held recently in Chatham. He intends visiting Toronto, we are told.

We have received from the Education Department, copies of circulars recently issued referring to exhibits of Educational Statistics of the Province. Photographs or suitable sketches of the various Educational Institutions, &c., which the Minister is desirous of sending to the Colonial and Indian Exposition, London, 1886; also respecting the work of the Ontario School of Art, Toronto, for the ensuing year, but they are crowded out this week, together with other matter in type.

The High School question again came before the School Board (Beaverton) on Monday evening. The various members of the Board are unanimous in the opinion that the school is in an excellent position for this addition to the village. Certainly we have every facility both in point of school premises and in accommodation for the successful maintenance of a first-class school. The Board should submit the matter to the people and make the question a reality so that it may be acted on at an early day.—*Woodville Advocate*.

The School Trustees of Scarborough Village have re-engaged Mr. W. H. Bean, at an advance of salary, which is now \$490. Last year they increased it \$50, which plainly goes to show their appreciation of Mr. Bean's faithful services. The pupils of his school have also evidenced their esteem, by presenting Mr. Bean with a handsome cushion for his study chair. Since he took charge five pupils have

passed the entrance examination and one has taken first year work at Brantford Young Ladies' College.

Mr. Wark, head master, Sarnia Public School, reported to his Board of Education that some of the pupils refused to attend the music lesson, alleging the authority of their parents for doing so, and he therefore requested the instruction of the Board in the matter. It was resolved that as vocal music is now one of the recognized subjects of study in the Public and High School programme, and the Board having provided a competent teacher of vocal music for the schools, no pupil shall be excused from attendance during the music hour unless by resolution of the Board, for special and valid reasons.

On the recommendation of the school inspector the North Hastings Teachers' Association, at its recent meeting, resolved to present a diploma, signed by the President and Secretary, to the successful candidates at the examination for admission to High Schools who, in each municipality, gets the highest aggregate of marks, and also similar diplomas to the two successful candidates in each municipality who get the highest aggregate of marks at the examination for promotion to fourth class. These diplomas will be beautifully printed in colors, and will be presented publicly at the next meeting of the Association after the examinations. The answers of all candidates for promotion to the fourth class are read and valued by a committee appointed by the Association.—*Stirling News-Argus*.

Two new teachers were engaged, and new rooms opened, Oct 1st, in Petrolia, making twelve departments in the Public School. The following teachers retire from Petrolia schools at the end of the year:—Miss Cony, owing to ill-health. Her place will be filled by Miss Dibb. Miss McRobie will go to the Normal School. Her sister will sur- her place. The following is the staff and salaries for 1886:—Mr. S. C. Woodworth, \$800; Miss Langton, \$400; Miss Dibb, \$340; Miss McDougall, \$340; Miss Reynolds, Miss Ross, Mrs. Harley, Miss Dawson, Miss McRobie, Miss Cameron, Miss Buchanan, Miss Moss, \$240. Attendance of Petrolia Public School for October:—Number on roll, 820; average attendance, 667.

Mr. Jaques has been re-engaged as principal of the Perth Public School at a salary of \$750, being an increase of \$50. For the position of teacher in the third department, Miss Emma McKinley was appointed at a salary of \$200. For the vacancies in the Collegiate Institute there were 50 applicants. R. R. Cochrane, B.A., of Port Arthur, was appointed principal, at a salary of \$1,000; M. M. Logan, B.A., of Hamilton, was appointed classical master, at \$800; Mr. Lochead, B.A., English and science master, at \$700, and Mr. D. E. Smith, modern language master, at \$850. A proposition to re-engage Mr. Rothwell as principal at a salary of \$1,100 was lost by a majority of 4 votes out of 12. A petition signed by 85 pupils of the Collegiate Institute, asking to re-engage Mr. Rothwell, was presented to the Board of Education.

The Enniskillen Public School township board of trustees advertise for 23 new teachers, applications received up to 28th November. Enniskillen is one of the few townships in Ontario where the schools are managed the same as municipal affairs. A board of five members is chosen, and they manage all school matters in the township. Some of the advantages claimed by this system are:—1st. That taxes are uniform. 2nd. Each school can have a teacher suitable for its pupils. 3rd. Local jealousies are not so bitter. 4th. The school is generally not so much under the rule of one man. 5th. Good teachers are retained longer. The system has been in force for nearly twenty years, and is very popular, several efforts to defeat it having been defeated by large majorities. New buildings are erected as required, and the taxes are not felt so severely as in the rural board system. Salaries range from \$300 to \$550, the schools being all rural. A teacher who does his work well is always sure of a situation somewhere in the township, as at the meeting of the board in November all those whom the board wishes to retain are engaged, and all vacancies are filled by application from outside.

The question of awarding scholarships as prizes for successful competition in college and university examinations is once more up for discussion. The usual plan of awarding them is to decide between candidates on the results of a written examination. This is very objectionable, partly because it puts a premium on "cramming" the contents of text books and lectures, partly because it squanders money that might be devoted to some more useful purpose, but chiefly because it tends to demoralize the student by holding out a mean and ignoble inducement to study. The practice of awarding scholarships in this way is defended on the ground that they afford aid to needy students, that they become the means,

of rewarding diligent students, and that they are an inducement to men to become students. The first plea is absurd, because the system affords no guarantee that the money will go to those who need it most, and as a matter of fact it usually goes to those who are comparatively well to do financially. The second plea is equally unsound, because what is rewarded is as often capacity as diligence. In other words, the reward goes to the man to whom nature has been liberal in the matter of brains, while the poor, plodding fellow, who can learn but slowly, is punished for the niggardliness of nature however hard he may toil. The third plea is the worst of all. Why should men be tempted, or coaxed, or bribed into taking a university course? If they are so induced, the chances are against their proving good students, and at all events, it is a wrong use of public money to devote it to any such purpose. To make a university education as thorough and as cheap as possible is all that the Legislature can be expected to do, even if it can be fairly expected to provide a higher education at all. The young man who thinks enough of such an education to work his own way in order to it, is in every respect a better man than he would have been if he had been brought up under shelter like an educational hot house plant. Higher education of a high degree of excellence is now so cheap in this country that any young man who really desires it can get it, and under such a state of affairs to hold out, at the public expense, inducements or bribes in the form of scholarships is a piece of medieval folly.—*Onlooker, in Canada Citizen.*

For Friday Afternoon.

THE WISE SCHOLAR'S ALPHABET.

Attend carefully to the little things of your work.
Be prompt, always, everywhere.
Consider, think, then decide, and *stick to it*.
Dare to do right Be afraid to do wrong!
Endure what you cannot cure.
Fight wrong with all your might, but don't fight anything else.
Go out of your way rather than meet a bad person.
Hold fast all the good you have; let go the evil in you.
Injure not any one, even your enemy.
Join hands with good, manly, brave boys and girls.
Keep evil thoughts out of your mind.
Lie not for a million of dollars. Don't have a price for which you can be bought.
Make few intimate acquaintances.
Never appear to be what you are not.
Observe the ways of persons whom you respect.
Pay your debts the day they are due.
Question not the word of a friend.
Respect what your parents and teachers tell you.
Sacrifice anything rather than principle.
Touch not, handle not, taste not anything that will intoxicate.
Use all your time to the best advantage.
Venture not into a wicked resort.
Extend to every one a cheerful salutation.
Yield not to the importunity of a wicked person.
Zealously work for what is right!
So shall you be happy!

SCHOOL-TIME.

I am sitting in my schoolroom. It is a sunny May-day morning. The fragrance of spring and the song of the robin are coming in at the open window. My thoughts arrange themselves to the sweet accompaniment of reviving nature in humble, happy rhyme. Shall I repeat it to you?

The sunshiny day is beginning,
And the school-room is full of its light;
At my desk I'm sitting and spinning
The thought I was spinning last night.
Through the door comes the scent of the morning,
And the song of the robin steals in,
While the clock in the corner gives warning
It is time for the school to begin.

They are coming, my lads and my lasses,
The door-yard is full of their noise,
Their feet wet with dew from fresh grasses,
And the girls just as glad as the boys.

They are brimming with innocent laughter,
They are blushing like blossoms of spring,
Will the fruit of their distant hereafter
Be sweet as the blossoming?

In reverent silence they're sitting,
Grave Bertie and frolicsome Leo;
We are reading the verses so fitting,
"Let the little ones come unto me."
Our heads on our hands we are bowing,
We are speaking the time-hallowed prayer,
And the Father in Heaven is knowing
Whether the spirit is there.

We are singing the airs of the May-time,
The children are singing, and I
Am listening to songs of the play-time,
And the songs of the by and by.
Their voices are ringing with pleasure,
Their hands and their feet beating time,
And my heart is made glad with their measure,
As my soul to their joy makes a rhyme.

We are opening our books and our papers,
We are ready to read or recite;
The boys have forgotten the capers
That troubled me so yesternight.
I am listening, and looking, and listening,
And spinning my thread, as I look,
And the tear in my eyelid is glistening,
And hiding the words of my book.

Ah! the smile to my eyelid is creeping,
And driving the tears to their bed;
And, deep in my heart I am keeping
The thoughts that would come to my head.
And unto myself I am saying,
As my children so funnily spell,
I would that life's school were beginning,
And I could commence it well,

But since I never can alter,
The web that I once have spun,
I would guide the hand that may falter,
Because they have just begun;
And I hope that the Master Workman,
When my broken threads he sees,
Will mend them if they're twisted in,
With the better threads of these.

The sunshiny day is beginning,
And the school-room is full of its light;
At my desk I am sitting and spinning,
But not as I spun yesternight.
Through the door comes the scent of the dawning,
And the oriole's song to the sun,
But I'm spinning a new thread this morning,
Like the one the children have spun.

Strong, Me., Oct. 1, 1885.

JULIA H. MAY.

Literary Gossip-Chat.

Cassell & Co., New York, have added to "The World's Workers Series" the life of Richard Cobden, by Richard Gowing.

"St. Nicholas" has made its appearance in a new and very pretty cover, designed for it by Mr. Sidney S. Smith.

Cassell & Co. are to publish a biography of Charles Dickens, written by his daughter.

The "Life of Lord Wolsey," by Cavendish, soon to be published in London is to have an introduction and notes by Froude.

Scott's Talisman, edited by Dwight Holbrook, will be the next book in the series of Classics for children, published by Ginn & Co. It is announced for November.

"Studies in Shakespeare," the last literary work of Richard Grant White, has been published by Houghton, Mifflin & Co., Boston.

"The Discover of America; or, Uncelebrated Columbus," is a new book by Mr. Edward Vining. Mr. Vining reproduces from the original Chinese sources the story of the landing of Hwui Shin and a body of Buddhist monks on the coast of Mexico about A.D. 500. The record contains very interesting traditions in regard to the civilization of the aborigines.

"Man," whose publication was commenced a few months ago as a journal, has been transformed into a monthly magazine. No. 1, Vol. 1, is neat and tasteful in appearance and well filled with original and selected articles. Dr. Payter, of Ottawa, is the editor, and a good deal of space will very naturally be given to scientific and physiological subjects. We wish the enterprise success.

The *Open Door*, a forthcoming New York monthly, is to be a novelty in every respect. Its chief aim will be to become a medium for the publication of meritorious articles, not eligible for other journals because of the obscurity of their authors. There is certainly a field for such a magazine, for no one who knows anything of the accidents which often determine the admission or rejection of manuscripts can doubt that many of those pronounced "not available," are vastly superior from the literary point of view to many which are accepted with thanks.

Teachers' Associations.

HALTON. Met in the Milton Model School, Oct. 30th and 31st. A large number was present, notwithstanding the unfavorable weather, and the papers read and discussed were interesting and profitable.

In his address to the teachers, Inspector Deacon spoke of the difficulty of his position: referred in feeling terms to the late Inspector, Mr. Little; said that, while he did not feel called upon to make any changes just at present, it would be his aim to maintain, and to increase the high state of efficiency in which he had found the schools of Halton. He expressed a desire to have the sympathy and co-operation of all the teachers. It is sufficient to say that all were pleased with the kindly manner and practical good sense evinced by the Inspector during the meeting.

W. Houston, M.A., Parliamentary Librarian, Toronto, discussed the defects of our alphabet for a short time. This led him to the subject of Spelling Reform. He said that there was the utmost need for reform, for no man can spell with certainty any word, unless he has first seen it, nor can he pronounce a new word unless he has first heard it. There is at present no relation between the spelling of a word and its pronunciation. A number of changes were proposed, some of which were to strike out the useless letter in such words as head, heart, people, believe, receive, making them hed, hart, peple, beleve. In such as philosopher, alphabet, to write filosoffer, alfabet, &c., to leave out the "e" except where it has a lengthening effect on a preceding vowel, as hav for have; wer for were, infint for infinite, &c. He admitted that at first anarchy would prevail, but thought that gradually harmony would evolve.

Mr. Houston's next paper was on the "Teaching of English." The art of expression he dealt with more particularly. This was treated in a thoroughly independent manner, or perhaps revolutionary would be the better term. The system of paraphrasing he condemned. Advised the teachers to read no works on composition, and to put none into their pupils' hands. The formal study of Grammar, and such barbarous things as parsing, and analysis should have died out long ago. Though much interest was manifested by the teachers yet not many converts were made.

On Friday Mr. Deacon gave a method of teaching Geography, which he said he had followed with success in the school-room. He would have the scholars begin by measuring the room: then the play ground; drawing a representation of these on slates, marking in position familiar objects, and so getting an idea of what a "map" is, next carrying the plan to the township, and county, then to the province. By familiar talks he would make them acquainted with the shape of the earth, its motions, and its surroundings. He would pay less attention than heretofore to the learning of useless capes, bays, &c., and more to questions of a living, practical nature—cities, harbors, products, commerce, &c.

Mr. Cooke, of Streetsville High School, followed with a paper on History. Were this subject taught as the teacher suggested, history would not be the uninteresting study that it too often is.

Mr. Longman took up Algebraic Factoring by Symmetry, and Mr. W. J. Galbraith, of Streetsville, read an instructive paper on Industrial Design.

Dr. Luck, of Oakville, gave a practical illustration of how a lesson in English Literature should be conducted.

Mr. Gray sketched his method of teaching Orthography.

During the discussion on Teachers' Salaries, the practice of some teachers in underbidding each other for positions was denounced. It

should also be a point of honor not to apply for a situation when the salary was not mentioned in the advertisement.

At the Friday evening session it was decided to hold the Annual Government Institute at Milton, and to have half-yearly local associations in each end of the county.

DURHAM. The Teachers' Convention met in the High School building, Port Hope, on Friday, 23rd Oct. The meeting was called to order at 10.20. In the absence of the President, the chair was taken by Mr. Wood, Vice-President.

After a few opening remarks, W. E. Tilley, P.S.I., was called upon to speak upon Educational methods. The speaker considered that a teacher having the living power and energy, can do more work than one lacking these yet using the best of methods. A teacher, in order to be successful, must be a student in the line of his school work. He looked upon method as subordinate to energy; and thought that variety in method was not always detrimental to the pupil. In order to succeed as a teacher, the main point is to secure the active co-operation of the pupil, as *mind can be acted on only when acting*. A lifeless teacher cannot cause mind activity in his pupils, no matter how good his method may be. The successful teacher will also take into account the mental discipline which his pupils have undergone before entering the school. A teacher should spend two or three hours a day, outside of school time in professional work, or in study of some kind, for in the act of gaining any branch of knowledge he receives a discipline which will qualify him to a certain extent for teaching any other branch of knowledge. The teachers who thus employ their leisure, will as a general rule become the best teachers, and rise in their profession or leave it for some other lucrative.

Mr. McDowell then introduced the subject of history, outlining a method of teaching it.

Mr. Keith, in making a few remarks upon the subject, was in full sympathy with the method as outlined, but failed to see the benefit of introducing history to young pupils; he occasioned much laughter as well as opposition, but his opinions are not altogether at variance with those of wise men. It was further discussed by others.

Mr. Wood's lecture on "Language Lessons," cannot be too highly praised. The speaker would teach language simply by causing the pupils to use the language. Grammar has no part whatever to play in language lessons to the young; but should be taught, if at all, when the faculties are sufficiently unfolded, to understand the principles of language. The child must first learn language in the school room, by giving simple descriptions of visible objects which should be shown to the pupils, then of objects not present, thus training the conceptive faculty: these descriptions should be written as soon as the pupil is able to write.

Mr. McDowell gave a song and Miss McKay a recitation, both of which were loudly applauded.

Dr. Hamilton then gave a very able and instructive lecture upon "Orthography," for which he was accorded the unanimous thanks of the Association.

Recitations by Mr. Kennedy and Miss Coleman, of Bowmanville, were well rendered and served to heighten the interest at the close.

The evening's entertainment consisted of music, vocal and instrumental; recitations, and addresses by the chairman, and the Revs. Dr. Roy, and Dr. Roy.

Mr. J. Brown opened the second day's proceedings by giving an interesting paper on advanced reading. W. W. Tamblin, M.A., occupied the chair.

Mr. Keith, as usual, enlivened the proceedings by an interlude.

Mr. Gillillan discussed very ably the teacher and his co-workers. The teacher should set a high standard; he should not be like the mechanic doing a certain amount of work for a certain amount of pay. His work is to develop the pupil mentally, physically, intellectually, and morally, and prepare him for his future calling.

Mr. Jardine, being called upon to discuss the subject "How far should a Teacher and his Pupils," responded in a very able manner.

The propriety of forming a reading circle was then brought before the Association by Mr. W. E. Tilley, and a resolution passed unanimously affirming the advisability of it. A committee consisting of Messrs. Barber, Wood, Purslow, Tamblin, Jardine, and W. E. Tilley was then appointed to bring into operation the views of the convention on this matter, and report at the next meeting of the Association.

It was decided to hold the next meeting—at which the Government official attends—at Port Hope, and the other meeting of next year at Bowmanville.

After a vote of thanks to the Secretary of the Association, Mr. A. Barber, for his efficient services in connection with the preparation of the programme for the present session, the proceedings were brought to a close.

The attendance throughout was good. The large room in the High School was well filled at both meetings on Friday, and the one on the forenoon of Saturday. More than one hundred teachers, including those in training at the Model School, were present during most of the discussions. All admit that this is among the best, if not the best meeting ever held by the Association in the county. —Condensed from *Port Hope Daily Guide*.